



Exclusion Policy

December 2022

Contents:	Page no:
Important contacts	3
Our school, culture, ethos and values	4
1. Aims	5
2. Legislation and statutory guidance	5
3. The decision to exclude	5
4. Definition	6
5. Roles and responsibilities	6
6. Appeals	7
7. Returning from a fixed term exclusion	8
8. Monitoring arrangements	8
9. Linked policies	8



Linton School

Exclusion Policy

Adopted by: Rebekah Dennett

Review date: December 2023

Designated Safeguard Lead: Rebekah
Dennett

Deputy Designated Safeguard Lead: Sean
Di Sora & Paul Barton

Head Teacher: Rebekah Dennett

Regional Lead: Declan Tuer

The Designated Safeguarding Lead is: Rebekah Dennett

Contact email: rebekah.dennett@rocnorthwest.co.uk

Tel: 01772 957062 / 07776 528079

Regional Lead: Declan Tuer

Contact email: Declan.tuer@caretech-uk.com

[Tel: 07827](tel:07827302334) 302334

The Deputy Designated Safeguarding Lead is: Sean Di Sora

Contact email: sean.disora@lintonschool.co.uk

Tel: 01772 957062

The Deputy Designated Safeguarding Lead is: Paul Barton

Contact email: paul.barton@lintonschool.co.uk

Tel: 01772 957062

The LA Designated Officer for Lancashire County Council is: Tim Booth

Contact email: tim.booth@lancashire.gov.uk

Tel: 01772 536694

The LA Designated Officer for Blackpool Council is: Amanda Quirke

Contact email: Amanda.quirke@blackpool.gov.uk

Tel: 01253 477541

Lancashire County Council – School Safeguarding Helpline: 01772 531196

Lancashire County Council – Emergency Duty Team: 0300 123 6722 (out of office hours)

Blackpool Council – Multi-Agency Safeguarding Hub (MASH): 01253 477299

If the child is at immediate risk, please call the police on 999.

Our School

Linton School is an independent special school for young people with social, emotional and mental health difficulties for both boys and girls aged 8-18 years old. The school is registered for up to 12 learners and consists of 4 small classes to provide a nurturing environment to develop and progress throughout their learning journey. We are a trauma informed school that is able to support children and young people who suffer with trauma or mental health problems and whose troubled behaviour acts as a barrier to learning. Located in rural Preston we therefore benefit from some amazing outdoor space where we develop our outdoor, equestrian and horticulture skills. All the staff at Linton School are committed to creating a setting which not only focuses on academic success, but also provides our learners opportunities to develop their social, communication and independent skills.

Culture and Ethos

We are committed to providing a nurturing, safe and ambitious learning environment that supports every young person to achieve lifelong skills through a diverse learner centred curriculum. Respectful and supportive relationships are at the heart of all we do; we value every member of the school community equally. Through bespoke curriculums tailored towards each individual pupil's needs, experiences, interests and strengths we foster a love for learning and support our young people to achieve their full potential. As an educational setting our main aim is to prepare our pupils to make a positive contribution towards society by giving our students the skills they need to be successful, resilient and inspirational young adults. Linton schools purpose is to improve the quality of life for our young people both now, and in the future by, 'building our futures together'.

The Vision

Linton School provides a safe, nurturing learning environment to provide skills for lifelong opportunities, which gives the young people an ambitious outlook towards their future.

The vision drives everything we do and will be achieved through:

- Outdoor enrichment activities to promote life skills through play, nurture and teamwork.
- Promoting independence, patience and listening skills through Equestrian lessons.
- Multi-disciplinary links from both internal and external companies to provide a bespoke, broad and balanced curriculum that develops the education of our pupils.
- Empowering each learner to achieve their personal goals and develop a lifelong love of learning.
- A positive and ambitious school environment that promotes learning for all.
- Offering a broad range of learning experiences within the curriculum that values academic attainment as well as developing social skills, experiences and resilience.

More information about the school can be found in the school Prospectus.

1. Aims

Our school aims to ensure that:

- The exclusions process is applied fairly and consistently
- The exclusions process is understood by governors, staff, parents, carers and pupils
- Pupils in school are safe and happy
- Pupils do not become NEET (not in education, employment or training)

2. Legislation and statutory guidance

This policy is based on statutory guidance from the Department for Education: [Exclusion from maintained schools, academies and pupil referral units \(PRUs\) in England](#).

It is based on the following legislation, which outline schools' powers to exclude pupils:

- Section 52 of the Education Act 2002, as amended by the Education Act 2011
- The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012

In addition, the policy is based on:

- Part 7, chapter 2 of the [Education and Inspections Act 2006](#), which looks at parental responsibility for excluded pupils
- Section 579 of the [Education Act 1996](#), which defines 'school day'
- The [Education \(Provision of Full-Time Education for Excluded Pupils\) \(England\) Regulations 2007](#), as amended by [The Education \(Provision of Full-Time Education for Excluded Pupils\) \(England\) \(Amendment\) Regulations 2014](#)

This policy complies with our funding agreement and articles of association.

3. The decision to exclude

Only the Head Teacher, or acting Head Teacher, can exclude a pupil from school. A permanent exclusion will be taken as a last resort.

Our school is aware that off-rolling is unlawful. Ofsted defines off-rolling as:

“...the practice of removing a pupil from the school roll without a formal, permanent exclusion or by encouraging a parent to remove their child from the school roll, when the removal is primarily in the interests of the school rather than in the best interests of the pupil.”

We are committed to following all statutory exclusions procedures to ensure that every child receives an education in a safe and caring environment.

A decision to exclude a pupil will be taken only:

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

Before deciding whether to exclude a pupil, either permanently or for a fixed period, the Head Teacher will:

- Consider all the relevant facts and evidence, including whether the incident(s) leading to the exclusion were provoked
- Allow the pupil to give their version of events
- Consider if the pupil has Special Educational Needs (SEN)

4. Definition

For the purposes of exclusions, school day is defined as any day on which there is a school session. Therefore, INSET or staff training days do not count as a school day.

5. Roles and responsibilities

The Head Teacher

Informing parents

The Head Teacher will immediately provide the following information, in writing, to the parents or carers of an excluded pupil:

- The reason(s) for the exclusion
- The length of a fixed-term exclusion or, for a permanent exclusion, the fact that it is permanent
- Information about parents'/carers' right to make representations about the exclusion to the governing board and how the pupil may be involved in this
- How any representations should be made
- Where there is a legal requirement for the governing board to meet to consider the reinstatement of a pupil, and that parents/carers have a right to attend a meeting, be represented at a meeting (at their own expense) and to bring a friend

The Head Teacher will also notify parents/carers by the end of the afternoon session on the day their child is excluded that for the first 5 school days of an exclusion, or until the start date of any alternative provision where this is earlier, parents/carers are legally required to ensure that their child is not present in a public place during school hours without a good reason. Parents/carers may be given a fixed penalty notice or prosecuted if they fail to do this.

If alternative provision is being arranged, the following information will be included when notifying parents of an exclusion:

- The start date for any provision that has been arranged
- The start and finish times of any such provision, including the times for morning and afternoon sessions, where relevant
- The address at which the provision will take place
- Any information required by the pupil to identify the person they should report to on the first day

Where this information on alternative provision is not reasonably ascertainable by the end of the afternoon session, it may be provided in a subsequent notice, but it will be provided no later than 48 hours before the provision is due to start. The only exception to this is where alternative provision is to be provided before the sixth day of an exclusion, in which case the information can be provided with less than 48 hours' notice with parents' consent.

Informing the governing board and local authority

The Head Teacher will immediately notify the governing board and the Local Authority (LA) of:

- A permanent exclusion, including when a fixed-period exclusion is followed by a decision to permanently exclude a pupil
- Exclusions which would result in the pupil being excluded for more than 5 school days (or more than 10 lunchtimes) in a term
- Exclusions which would result in the pupil missing a public examination

For a permanent exclusion, if the pupil lives outside the LA in which the school is located, the Head Teacher will also immediately inform the pupil's 'home authority' of the exclusion and the reason(s) for it without delay.

For all other exclusions, the Head Teacher will notify the governing board and LA once a term.

The Governing Board

Responsibilities regarding exclusions are delegated to the Regional Lead - Declan Tuer (Declan.tuer@caretech-uk.com) or suitable proprietor representative.

Declan Tuer or suitable proprietor representative has the duty to consider the reinstatement of an excluded pupil (see section 6).

The Local Authority (LA)

For permanent exclusions, the LA is responsible for arranging suitable full-time education to begin no later than the sixth day of the exclusion.

6. Appeals

If parent/guardian/carers wish to appeal the exclusion then they must do so in writing to the Declan Tuer (Declan.tuer@caretech-uk.com) or suitable proprietor representative within one week of the letter notifying the parents or guardians of the exclusion. Declan Tuer or suitable proprietor representative will establish an Appeal Panel to consider the appeal.

The Appeal Panel will normally convene within 15 working days of the receipt of the letter requesting the appeal. No-one on the panel will have had any prior involvement with the decision making process surrounding the exclusion. If appropriate Declan Tuer or suitable proprietor representative will appoint a SEN expert to advise the review panel.

The parents or guardian may bring a representative to the meeting. All letters and documents provided as evidence by the Head Teacher, shall be made available to the parents or guardian prior to the hearing. The parent/guardian/carers or their representative may ask questions of the Head Teacher or may raise any relevant matter for the consideration of the Panel. 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 Head Teacher or Declan Tuer or suitable proprietor representative. At the conclusion of the hearing, the Panel shall retire to consider what recommendation it may make.

The Appeal Panel may recommend:

- The exclusion is confirmed
- The exclusion is rescinded
- The exclusion be rescinded and replaced with an alternative sanction.

However, the final decision will always rest with Declan Tuer or suitable proprietor representative, who may or may not accept the recommendations of the panel.

The recommendation shall be communicated to the parent/guardian/carers and the Head Teacher.

Every child 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.

7. Returning from a fixed term exclusion

Following a fixed-term exclusion, a re-integration meeting will be held involving the pupil, parents, a member of senior staff and other staff, where appropriate.

The following measures may be implemented when a pupil returns from a fixed-term exclusion:

- Agree a behaviour contract outlining expectations etc.
- A reintegration programme which could detail additional support or short term interventions
- Possible internal isolation

8. Monitoring arrangements

This policy will be reviewed **annually** by Rebekah Dennett (Head Teacher). At every review, it will be approved by the full governing board.

9. Linked policies

This policy links to the following policies and procedures:

- Safeguarding and Child Protection policy
- Admissions policy
- Anti-Bullying policy
- Behaviour policy
- Complaints policy
- Additional Learning Needs policy