



LCHS Inclusion Support Policy: September 2017



Introduction

We require all students to behave in accordance with our school expectations as set out in our Conduct for Learning Policy. This Conduct for Learning Policy outlines that we require students to act sensibly to and from school, and to follow the instructions of staff at all times. There must be no lesson disruption, bullying, abuse or harassment of anyone, nor illegal substances or articles e.g. offensive weapons, on our premises. This is in accordance with both the *Education and Inspections Act 2006* and the *DFE Exclusions from maintained schools, academies and pupil referral units* (Jan 2015). If students do not act in accordance with our policy then we recognise that the student needs further inclusion support to succeed in school. The inclusion support policy is outlined below. Where there is repeated poor behaviour we recognise that the temporary or permanent exclusion of the student may be necessary. With the exception of serious offences e.g. possession of offensive weapons, illegal substances or assaults which can lead to immediate permanent exclusion, our Inclusion Support Policy has a staged procedure, see below. Our school policy is developed in conjunction with the Inclusive Lincolnshire strategy.

Inclusion Support Procedure

Stage	TT Impact	Intervention Detail
One	session* *session includes two lessons and a break	Student completes a coaching session in Turnaround with one of the inclusion team to establish the strengths and resources the student has to overcome any future barriers to learning. Following this the student will be on report for at least one week to a nominated key worker. They will see their coach for a closing session at the end of the week.
Two	one day – internal	The parent/ carer will be invited to attend a meeting with the Progress Leader and the student will then begin four-week cycle of Solutions Focused coaching (SfC) with a member of the inclusion team. The inclusion team will consider if there are unidentified additional needs and make any necessary referrals.
Three	two days – internal	The parent/ carer will be invited to attend a Pastoral Support Plan meeting and the student will then begin a four-week cycle of coaching with a member of the inclusion team. The Early Help Assessment (EHA) will be considered and where appropriate the students SEN profile will be reviewed. The inclusion team will consider if there are unidentified additional needs and make any necessary referrals.
Four	two days internal until 4pm	The student will serve an external exclusion of one day. The readmission process will involve another day off timetable in school where the inclusion support package will be arranged. This will involve a readmission meeting with parent and child, a review of the Pastoral Support Plan, a review of the SEN profile if appropriate, a SfC session and also some time completing supervised study in the school isolation room. The Early Help Assessment (EHA) will be reviewed and opening a Team around the Child (TAC- Multi Agency Support) will be considered. A referral to family group conferencing will be considered at this point to rebuild student relationship with the school.
Five	three days: one day exclusion (ext) two days internal until 4pm	The student will serve an external exclusion of two days. The readmission process will involve another day off timetable in school where the inclusion support package will be arranged. This will involve a readmission meeting with parent and child, a review of the Pastoral Support Plan, a SfC session and also some time completing supervised study in the school isolation room. An EHA will continue to support the student. A referral will be made to the Pupil Re-Integration Team (PRT) for in school support from the Behaviour Outreach Support Service (BOSS)/ Need Bright Solutions (NBS).
Six	four days: three day exclusion (ext) one day internal	The student will serve an external exclusion of three days. The readmission process will involve another day off timetable in school where the inclusion support package will be arranged. This will involve readmission meeting with parent and child, a review of the Pastoral Support Plan, a review of the TAC process, a SfC session and also some time completing supervised study in the school isolation room. An EHA will continue to support the student. BOSS/Need Bright Solutions support would continue and a managed move may be brokered by BOSS/NBS with the support of the family.
Seven	five days: four day exclusion (ext) one day internal	The student will serve an external exclusion of four days. The readmission process will involve another day off timetable in school where the inclusion support package will be arranged. This will involve a readmission meeting with parent and child, a review of the Pastoral Support Plan, a review of the TAC process, a SfC session and also some time completing supervised study in the school isolation room. A referral will be made to the PRT for a pre-exclusion placement at the Teaching and Learning centre. The parent will be made aware that a further exclusion will almost certainly lead to permanent exclusion.
Eight	Five days: five day exclusion	Depending on circumstances, this will normally lead to a permanent exclusion. This is the most severe sanction. This decision must be ratified by the Governing Body via their Student Discipline Committee.

Engagement in the inclusion support process is paramount. If the parent or carer is unable to attend the meeting at the agreed time, they should contact the school to rearrange. Students will need to engage fully in discussion during the inclusion support process so that their views can be captured and acted upon to enable school to support them.

The school is committed to taking a solutions-focused approach to supporting inclusion and wherever possible preventative and supportive measures will be taken to avoid a fixed-term exclusion. The decision to exclude a student (temporarily or permanently) is never taken lightly. The Headteacher will consider the seriousness, or persistence, of the student's behaviour, together with the impact of not excluding the student on the school as a whole and the integrity of our Conduct for Learning Policy. The relevant pastoral team will aim to identify those students at risk of exclusion through daily analysis of any behaviour incidents. This will allow them, and the inclusion team, to put in support and preventative measures to avoid exclusion where possible. This investigation of causal factors and intervention to support will be used throughout the staged process in an attempt to avoid repeat exclusions.

Where the decision to exclude is taken, students will be given work to complete on their exclusion. The completion of these tasks is a compulsory part of the readmission process. School will set work and mark it when returned for exclusions of up to and including five days. If there is an exclusion of more than five days, the school has a duty to provide alternate provision from day 6.

This process is overseen by the Pastoral Assistant Headteacher. It is an annual procedure. However, for students who have reached Stage Four then they re-enter at Stage Two in the subsequent year. Students who have reached Stage Five re-enter on Stage 3. Students who had reached Stage Six will re-enter at Stage Four. Students at Stage Seven or above will re-enter at Stage Six.

Communication

1. School will always try to contact the parent or carer via telephone to inform them of the decision to offer inclusion support. If they are not able to make contact, a message to call back will be left if there is a facility to do so.
2. A letter will be sent to parent or carer to formally inform them of the decision to remove the student from timetable to access support from Stage Two onwards. This letter will detail the dates of the time off timetable, or exclusion from Stage Four, and the date and time of the readmission meeting. It will also contain a legal reason for any exclusion. The letter also explains how a parent or carer can appeal the decision to exclude should they so wish and how the student can be involved in this process.
3. For students engaged with any level of Early Help or Children's Services support (EHA, TAC, CIN, CP, LAC), the lead professional will be informed of any exclusions and invited to the readmission meeting.
4. A copy of this policy document will be sent with the letter to the parent or carer at Stage Two for their information.
5. At the Stage Three PSP meeting, the Progress Leader or Pastoral Manager will present the Student Inclusion Support Record. This will be signed by the student and parent/carers.
6. A copy of the signed Student Inclusion Support Record will be given to family (at the meeting or sent in the post following the meeting).
7. The school copy of the Student Inclusion Support Record will be updated in any subsequent meetings.
8. For Stage 4 exclusions onward, the Annex A document will be shared at the readmission meeting and any updates sent to County.
9. In every readmission meeting, the Progress Leader or Pastoral Manager will also discuss the readmission report and Same Day Detention protocol to seek parental support for this and make note of any days this is not possible.

Links to other policies and statutory guidance:

- Conduct for Learning Policy
- Single Equalities Policy
- Safeguarding Policy
- Anti-bullying Policy
- *Exclusion from maintained schools, academies and pupil referral units in England*, DFE, Jan 2015
- *Equalities Act, 2010*