



Hidelow Grange School

Exclusion from School Policy

	Reviewed annually
Written: November 2018	Most recent review: Nov 2024 (Sam Goodchild)
Author: Becky Cooper	Next review due: Nov 2025
Role: Head teacher	
Implemented: November 2018	

CareTech's children's education services provide a safe and stimulating learning environment in which young people are always offered a fresh start, and empowered to achieve and fulfil their unique potential

Description and Ethos of Hidelow Grange School

Hidelow Grange is an Independent School operating within the Branas Isaf Company, a subsidiary of CareTech Community Services Ltd., who are the proprietors.

Hidelow Grange is an independent school providing specialist education to boys aged 11 to 18 years with social, emotional and mental health (SEMH) needs, and who are Looked After Children. The school specifically caters for boys who present with a range of complex interpersonal, emotional and behavioural issues.

For a more detailed description of what the school offers see “Statement of Independence” and School Prospectus.

OUR PUPILS

All young people at Hidelow Grange School have a history of harmful behaviours, including harmful sexualised behaviours and social, emotional and mental health needs often accompanied by a range of additional learning needs.

Most of the pupils have had interrupted histories in education and care. There are a wide variety of attainments on admission. All have fragile self-esteem and demonstrate difficulties with authority and a lack of trust in adults. Many have experienced loss and trauma, leading to attachment difficulties. As a result, many experience difficulties in forming and maintaining appropriate, positive relationships with others and have a limited ability to work cooperatively.

Pupils are:

- aged 11 to 18;
- boys only;
- placed within the residential setting of Branas Isaf;
- residents from placing authorities throughout the United Kingdom;
- all present a range of harmful behaviours;
- most are in receipt of an EHC plan.

THE VISION

Our school aspires to become a centre of excellence renowned for making outstanding educational provision for the very special pupils we teach.

This vision drives everything we do and will be achieved through...

- A rich, deep and personalised education designed to meet the needs of each pupil;
- A pupil centred, skills focused curriculum that is relevant to the 21st century and inclusive of all;

- Encouraging all members of the school community to strive beyond expectations and develop a lifelong love of learning;
- Offering a broad range of learning experiences within a curriculum that values academic attainment as well as social, moral, spiritual and cultural aspects of education;
- Providing personalised careers education and guidance, with aspirational next steps planning, preparing pupils for their future;
- Recognising that time is precious: working quickly to turn around pupils' attitudes towards education so they enjoy their time at school and make the most of the opportunities on offer;
- Working collaboratively with our professional partners to support the needs of each individual pupil.

Pupils will:

1. Be challenged to engage in learning and achieve meaningful qualifications that will enable them to take their next steps in education, employment or training;
2. Develop into healthy, resilient and confident individuals who are ready to lead fulfilling lives as valued members of society;
3. Create, nurture and maintain healthy positive relationships with others;
4. Experience success, whatever form it takes;
5. Become enterprising, creative contributors ready to play a full part in life and work;
6. Celebrate diversity and develop into ethical, informed young people who are ready to be citizens of the world.

OUR MISSION

Our mission statement is:

We provide a safe and inclusive learning environment that nurtures mutual respect and encourages reflection so that our pupils develop the knowledge skills and confidence to enable them to achieve their potential in all aspects of their lives.

OUR VALUES AND INTENT

Our values

- **Aspiration** : We encourage each other to be the best we can be
- **Curiosity**: We never stop learning and wondering about the world
- **Independence**: We think for ourselves and determine our own future
- **Innovation**: We look for new and creative solutions to problems
- **Reflection**: We learn from our experiences
- **Tolerance**: We value difference and respect other people's opinions
- **Trust**: We believe in the honesty and reliability of others

Our Curriculum Intent

For our staff: Everyone at Hidelow supports and challenges pupils to invest in education as a priority for a successful placement

For all learners:

- To undergo an initial 6-week assessment so we fully understand their needs for effective learning;
- To achieve at least 95% attendance in school;
- To engage in creative learning experiences appropriate to their needs, supported by an accurate individual learning plan;
- To achieve nationally recognised academic awards in core subjects;
- To achieve accreditation in a wide range of subject areas;
- To become independent learners;
- To learn how to keep themselves safe, and build positive relationships with those around them;
- To take part in decisions that shape their lives, the school and the community in which they live;
- To demonstrate the behaviours needed to stretch themselves and cope with the challenges of learning;
- To attend and participate in regular therapy sessions;
- To learn strategies to manage their feelings and know where to go for help when things are difficult;
- To have the opportunity to participate in work experience and work related learning opportunities;
- To develop the Literacy skills they need for adult life;
- To learn the skills to apply mathematical concepts;
- To learn the skills to use digital technologies creatively and safely in preparation for the world in which they will live;
- To lead healthy, active lifestyles;
- To develop as social, moral, spiritual and culturally aware individuals who are ready to make a positive contribution to society as adults.

2 Exclusion from School Policy

At Hidelow Grange School we take a holistic approach to behaviour. All members of the team work together to provide consistency in response and in support of our students. We take a systemic approach by creating systems, routine and processes to create an environment that encourages positive behaviour in every aspect of school life, and reduces the likelihood, severity and impact of unwanted challenging behaviours.

Philosophy

At Hidelow Grange School we aim to include not to exclude. We approach all challenging behaviour in a supportive and constructive way. We believe that exclusion is often counterproductive for young people who have experienced rejection from education in the past. However there may be rare and exceptional occasions when the actions of a young person lead to no alternative.

The school does not take the decision to exclude lightly. Only the Headteacher has the power to exclude and all exclusions must be discussed with the Head of Education. Whilst the government guidance on exclusion does not apply to independent schools, this policy is written taking government

guidance into consideration *Exclusion from Maintained Schools, Academies and Pupil Referral Units in England (DfE 2017)*.

When might external exclusion be used?

The decision to exclude a pupil should be taken only:

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

Acts that may result in exclusion:

- Acts of threatened or actual deliberate physical violence against students and staff;
- Acts of extreme or constant disruption leading to serious instability in the class or school group;
- Acts of drug or alcohol misuse whilst on school premises or supplying drugs;
- Acts of sexual abuse or assault;
- Acts of general, sexual, racial, or homophobic bullying;
- Allegation against that student relating to safeguarding;
- Possession, use or threatened use of an offensive weapon.

Exclusion Procedures

Given the nature of the young people we teach, exclusion is never an automatic response. In each situation the Headteacher will consider:

- Whether there has been a serious breach of the school behaviour policy;
- A risk assessment of the level of threat and disruption caused by the pupil concerned;
- Whether an exclusion would be in the best interests of the pupil concerned, staff and other students.

Information will be gathered from all concerned before any decision is taken. This will include interviewing all staff and pupils involved, and witnesses to the incident. A decision will be taken as quickly as is possible. However, the final decision relating to the length of the exclusion might be taken during the exclusion period itself.

Parents/ Care Staff and Social Workers will be notified as soon as possible, and their views will be taken into consideration as part of the decision-making process. However the decision rests with the Headteacher and the Head of Service.

It is expected that most fixed term exclusions will last 1-5 days only. The length of an exclusion will normally be long enough to allow time for reflection and take into account the seriousness of the offence and the impact it has had on others in the school. By law, the Head Teacher may exclude a pupil for up to 45 days in total per school year. During the exclusion period, work will take place to secure a pupils' successful reintegration to the school. In the case of long term absence from school, a phased return may be used.

The school will set work for the excluded pupil to ensure they do not miss out on their education.

Reintegration to school

Before the pupil returns to school, a meeting will be convened with the pupil, their care team, the Residential Home Manager and the Headteacher to discuss the incidents that led to the exclusion. The purpose of this meeting will be for the team and child to support successful reintegration to school and plan to reduce the risk of further exclusion.

REVIEW

This policy will be reviewed on an annual basis by the Head Teacher and Head of Education Services.

It will be due for review in **November 2025**.

Roles & Responsibilities

Teaching Staff	Qualifications
Sam Goodchild Headteacher; DSL; LAC; Teacher: PE	BSc (Hons) in Sports Studies; PGCE: Secondary Education
Charlotte James DDSL; SENCO; Exams Officer; Teacher: Maths, ICT, Art	BA (Hons) in Primary Education specialising in SEND
Mark Maddock 0.6 FTE Teacher: Science, DT	B.SC. (Hons): Applied Zoology (with Agriculture); PGCE in Biology and Science (Distinction in Teaching Practice) Post-Graduate Certificate of SEN
Victoria Cooper Teacher: English; Enrichment	BA (Hons) English Literature and minor Religious Studies; Dip (HE) Diploma in Community, Youth and Play Work; PGCE Secondary English
Juliet Smith Teacher: PSHE; Humanities; Art; Enrichment	BA (Hons) in Humanities with History; PGCE Secondary Geography

REFERENCES

Certain points discussed in this policy may be investigated in greater detail through referring to other policies and documents listed below:

- Child Protection and Safeguarding Policy
- Curriculum Policy
- Pupil Assessment Policy
- Risk Assessment Policy
- Behaviour Policy
- SEND Policy