

		Date	Review Date
Written by	Ryan Goodwin	01/09/2025	01/09/2026
Reviewed by	Debbie Goode	01/09/2025	01/09/2026

### Legal Status

The principal legislation to which this policy relates is:

- 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) (England) Regulations 2007
- The SEND Code of Practice: 0 to 25 years (2014)
- The Equality Act 2010
- DfE statutory guidance: *Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement* (August 2024)

### Policy Applies To

- The Head of Centre / Headteacher (Ryan Goodwin and Debbie Goode)
- The local authorities that place children in the care of TILT Education
- Parents & families

### Policy Context

This policy reflects the most recent DfE statutory guidance (August 2024) on suspension and permanent exclusion, including pupil movement. It replaces all earlier references to the 2012 and 2015 guidance.

At TILT Education, we recognise that the use of suspension and exclusion is a serious step and will only be applied in line with statutory duties, with regard to:

- Fairness, consistency, and proportionality
- Equality law, including the need to avoid discrimination against pupils with protected characteristics
- SEND Code of Practice requirements to ensure that pupils with special educational needs or disabilities are not unfairly disadvantaged

We also recognise that suspension and exclusion can have significant implications for a child's education and wellbeing, and therefore should always be a last resort, used only where other strategies to support behaviour have not been successful or where a serious breach of school rules has occurred.

### Availability

This Policy is made available to staff, parents and pupils, a paper copy may be obtained from TILT Education Office.

### Monitoring and Review

This policy is subject to continuous monitoring, refinement, and audit by the Proprietors who are both the Head of Centre and Headteacher.

### Policy Aims

This policy aims to highlight the main features of our own attitude and policy towards the exclusion of pupils and the procedures we follow in case this course of action becomes necessary

We hope that, through the positive manner in which we encourage all pupils to do their best, and through the loving, supportive and encouraging environment, that the behaviour of all pupils will lie within the boundaries of TILT Education's rules. However, there may be occasion when a pupil goes beyond what is acceptable behaviour and TILT Education would then consider excluding the pupil for a period of time or, in extreme circumstances, permanent exclusion may take place.

TILT Education is a special school for young people between the ages of 11-16 with Education, Health and Care (EHC) Plans that identify SEMH as their primary need.

Our school supports the need of all of our pupils with their rights being protected with a focus on:

Best interests of the child – the best interests of the child must be the top priority in all things that affect children (Article 3)

Right to education – every child has the right to an education (Article 28)

Goals of education – education must develop every child's personality, talents and abilities to the full (Article 29)

Our school aims to:

- Provide an appropriate and high-quality education for pupils with special education needs & disabilities (SEND)
- Be clear about the roles and responsibilities of everyone involved in supporting the education of our pupils

Our attitude

We are a school which caters for children who have a range of complex needs that may include social, emotional and mental health needs and autism or behaviours associated with autism. We accept that many of our pupils have particular behavioural difficulties. We accept our coping capacity and skills in management has to be sufficient to cope with most challenging behaviours we encounter.

We have many skills and resources which enable us to manage and support pupils who exhibit periods of provocation and difficult behaviours.

The notion of acceptance, effective management and intervention are central to our philosophy.

Many of our pupils have been excluded from mainstream schooling as a consequence of troublesome

behaviour. This makes us very cautious about following a similar course of action. This pattern, for the child's sake, has to be stopped. We are not intimidated by troublesome behaviour. Pupils are not allowed to turn away from the consequences of their actions, from their growth towards personal responsibility by getting themselves excluded.

We work with these challenging behaviours wherever possible and to the extremes of our professional tolerance. This is the nature of our educational resilience as experienced practitioners. It is part of our professional obligation in working with our pupils with complex needs.

Exclusion, therefore, is used as a last resort in our school.

### Exclusion Support

We may put in place an Inclusion Support Programme as an alternative to a fixed term exclusion. This will involve the pupil participating in a period of home tuition and receiving intensive PSHE sessions that will support the pupil in understanding the consequences of their choices.

As school, we acknowledge that pupils may encounter difficult behaviours and circumstances. Our team is skilled in de-escalation and supporting pupils in healing when they have suffered previous trauma. Therefore, we follow a Positive touch ethos rather than restraint. Staff are trained to actively ignore, reassure and distract pupils from negative thoughts, mood and behaviours, this could include:

- a change in activity
- positive reinforcement of the behaviour system
- call home to reduce anxiety
- meditation/creative session
- change in staff/room

Our staff are also mindful of statutory guidance in cases where our professional judgement leads us to the decision a situation may need staff to use reasonable force whereby the following is used as a point of reference.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/444051/Use\\_of\\_reasonable\\_force\\_advice\\_Reviewed\\_July\\_2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf)

Our standard and usual practise would ensure that this type of touch would be used in the rarest of circumstance

### Where does the tolerance end?

Each situation must be assessed on its own circumstances; each pupil's individual reactions and needs must be taken fully into account. We have never adopted 'standard procedures' for all pupils in these situations. We do not generalise from the particular where our pupils are concerned

Where we have concerns about the behaviour, or risk of exclusion of a pupil we will consider that additional support or alternative placement may be required. This will involve assessing the suitability of our provision against a child's SEN. We will consider requesting an annual review or interim/emergency review. There are circumstances, however, in which the only decision left to us (and sometimes the best course of action in the situation we face) is to make a decision to exclude the pupil. This policy now details some of the situations which has led to exclusions in the past (N.B. these have not always been on the basis of challenging behaviour).

### Possible Criteria for Considering Exclusion (Permanent and Fixed Term)

- Causing serious injury to another person (adult or pupil)
- Causing deliberate harm to school property or the property of another individual
- Deliberate and recurrent breaking of school rules
- A pupil who threatens the personal safety of other children. Attacking other children cannot be tolerated. Neither can any form of sexual abuse or drug abuse
- A pupil who is constantly creating serious dangers for himself and/or for others (is constantly devising, organising and implementing dangerous, destructive and/or antisocial behaviours). The deliberate and persistent 'leader' for mischief.
- The child with a persistent and active compulsion towards arson.
- A pupil who is a genuine threat to staff.
- A pupil who engages in persistent and serious crime.
- Behaviour of a pupil outside school can be considered grounds for an exclusion
- A pupil who is unable to benefit from our inclusive educational style.
- A pupil who becomes seriously disaffected. We expect our children to know, accept and rejects support our values and standards. If a child totally rejects TILT Education, the other pupils and staff, we do persist with this placement.

The above are examples and the list is not exhaustive. If an incident occurred, individual circumstances of the incident/ incident/ number of incidents would be taken into account.

The pupil's parents/ guardians would be informed and asked to speak to the Head of Centre / Headteacher and both parties would work together to enable the pupil to remain in school. Exclusion is the last resort and all means would be explored in order to avoid this outcome.

Should the parents/carers have cause to complain about the exclusion then it is proper to follow the Complaints Policy and procedures.

A decision to permanently exclude a pupil will only be taken:

In response to a serious breach or persistent breaches of TILT Education's Behaviour Policy; Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in TILT Education.

These criteria are not the only factors which can contribute to decisions and exclusion. There may be deeper clinical and psychological considerations; periodic errors may occur in selection and assessment; there may be insuperable pressures from the family home and home contact; unexpected deterioration in a child's psychological condition can occur; and so on. Again, the important thing is to make careful and informed decisions which are in the best interests of the child, school, community and other pupils. The collective interests cannot always be reconciled. We are aware of this, and we accept that on some occasions the collective good will have to prevail over individual considerations

Some advantages of exclusion

- It takes pressure off TILT Education atmosphere, other pupils and off the staff.
- It can offer a chance for emotional relaxation and personal recovery in a context less fraught with situational anxiety.
- It can give a pupil a chance to reconsider their present attitudes and future intentions.
- It gives TILT Education a chance to involve parents and other agencies in the problem and its resolution.
- The investigation process is sometimes better conducted away from TILT Education setting, away from the pressure of recent difficulties.
- Exclusion can lead to a more realistic formulation of goals and a better working relationship based on negotiation between TILT Education, pupil and the family (I refer here to exclusions of a temporary nature).
- Precipitous actions, taken in the heat of very difficult situations, can be avoided if we know that exclusion is a viable alternative within TILT Education's procedures. This can provide an alternative to serious confrontation with some pupils.
- For many children, who genuinely like TILT Education, the possibility of being excluded holds no attractions. It can be a real deterrent to unwanted behaviour for some pupils.

#### Some disadvantages of exclusion

- Exclusion can create many additional pressures and difficulties.
- It takes the child out of the educational and inclusive support of TILT Education.
- It takes the child out of a structured and controlled environment and (often) places him in a difficult home or alternative context.
- It often places the family under additional difficulties.
- It can create parental resentments.
- It can damage still further the child's place in the family and lead to a further breakdown in family relationships.
- It may place the child in a home situation where there is less ability to handle his behaviour than there is at TILT Education.
- It may place the referring agencies (LA, Social Services, and Psychological Services) under increased pressure.
- It may encourage the notion amongst other pupils that bad behaviour provides a possible 'way out' from TILT Education.
- Being seen to be 'sent home' is a very attractive idea to a few pupils. There are some who might even

see it as a 'reward' for bad behaviour.

It could prove to be totally counter-productive if it is used too frequently. This might produce a tendency to 'off-load' problems rather than to contain them and work them through.

- Should exclusion become necessary however, it is important to follow our internal procedures. These will help to limit adverse effects and protect the pupil, TILT Education and the family.
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#### Procedures for Exclusion (Permanent and Fixed Term)

- There must be full consultation and full investigation of any precipitating circumstances. This process will include senior staff, together with any other staff member involved and any other child involved.
- Our usual recording procedures must be followed. The proper documenting of event, decisions and action if essential.
- Precipitous action should be avoided whenever possible. Exclusions should follow proper consultation and communication with parents, the Local Authority and any other referring or supportive agencies.
- Whenever possible agreement should be reached in consultation with these people, about the exclusion decision. Local Authorities can only provide alternative arrangements (and/or secure alternative school placements) if they are given adequate notice of exclusion proceedings.
- Proper written follow up (reports etc.) should be sent to all parties, if an exclusion is permanent, it may be helpful to other agencies for us to liaise with them regarding choice of placement etc.
- Further meetings for consultation, planning and decision making may need to be arranged.
- TILT Education-based decision about exclusion will ultimately rest with the Head of Centre / Headteacher in consultation with other senior staff. The opinions of other members of staff involved with the child (i.e. teachers and teaching assistants) must be considered.
- In cases of alleged sexual/physical/drug abuse the Designated Safeguarding Lead (DSL) (Ryan Goodwin) and Deputy DSL (Debbie Goode) will make the initial assessment and then communicate with appropriate outside agencies.
- Sometimes exclusion has, unavoidably, to be arranged urgently. Even then proper arrangements must be made. Parents and Local Authorities must be informed and appropriate travel provision made.
- A planned reintegration meeting should take place following any fixed term exclusion. This will involve teaching staff, a member of SLT, the young person, parents/carers and any other agency representative deemed appropriate.

#### Conclusion

We expect to use the above procedures very infrequently. It is, however, a response which we reserve the right to use in certain circumstances. It will always be used in a constructive spirit with careful attention paid to striking a balance between the needs of the pupil concerned, their family, TILT Education, our staff and our remaining pupils

