

## THE COUNCIL FOR THE ISLES OF SCILLY

### ARRANGEMENTS FOR PERMANENTLY EXCLUDED PUPILS AND THOSE UNABLE TO ATTEND SCHOOL

#### 1. Permanent exclusion

- 1.1 Permanent exclusion has not been an issue for the Five Islands School. An overarching principle of inclusion and the realities of a single school working in an authority with minimal central services has resulted in an expectation that all local children admitted to the school will remain there. Additional learning and / or behavioural needs are identified and supported in accordance with the SEN Code of Practice, and means that even fixed term exclusion is an exceptional event. Close working with parents and appropriate use of Pastoral Support Programmes where the risk of exclusion is apparent will address the very significant majority of behavioural issues represented on the Isles of Scilly.
- 1.2 It is recognised, however, that there potentially could be a situation whereby a pupil breached the school's code of conduct so seriously that permanent exclusion would be warranted. This could either result from an extended period of behavioural difficulty that had not responded to local support and external advice and input, or a single very serious event. In the absence of an alternative local school to which the pupil could be readmitted, one of the following two options will be undertaken depending on circumstances. These take account of the change in regulations related to excluded pupils from September 2007 that will require full time provision to be made from the 6<sup>th</sup> day of exclusion for both fixed term and permanently excluded pupils.

#### **Option 1 – remaining on roll of the Five Islands School.**

**Step 1:** A fixed term exclusion issued for **20 days (Key Stage 3 and 4) or 15 days (Key Stages 1 and 2)**. There will be no direct input to the pupil for the first **5 days** and the pupil will remain at home, although the school will make work available for the pupil subject to parental responsibility for collecting and returning this.

The purpose of this step is to provide a 'cooling off' period for the pupil and where relevant for staff, depending on the circumstances, and to give a clear message to the pupil, his/her parents, staff and peers that this is a serious matter that has resulted in serious sanctions. The new regulations place a requirement on parents to provide suitable supervision for these first 5 days of exclusion.

**Step 2:** Pupil taught in isolation for a minimum of **15 days (Key Stages 3 and 4) or 10 days (Key Stage 1 and 2)**. This may be at the school base or at a suitable alternative venue (particularly for secondary off-island pupils). The Council will provide funding for full time supervision and support for the pupil, and the school will provide work from the current curriculum, and teacher input for the support worker. 25 hours provision will be made, although start and finish times may be varied from the normal school day and break times adjusted to reduce or avoid contact with other pupils as part of the sanction. An individual programme will also be established

to address the issues that had led to the exclusion within the 25 hours as an alternative to pastoral time and PHSE. This may include therapeutic input or other intervention from other agencies if appropriate.

The purpose of this step is to re-engage the pupil with education on an individual basis and to work intensively on the behaviours that led to the exclusion. It combines sanction with positive action and supports the pupil in reflecting on his/her behaviour and the consequences.

This stage may be extended if the school considers that the pupil is not yet ready for supported reintegration. The extension period will not exceed the balance remaining from the maximum 45 days per school year for which a pupil may be fixed term excluded.

**Step 3:** Supported reintegration. The Council will continue to fund the support worker on a tapered basis for a further period until the school, pupil and parents/carers are satisfied that there is no further cause for concern regarding behaviour. The school will make any necessary adjustments to pupil groupings or allocated teachers to facilitate reintegration in the particular circumstances.

The purpose of this stage is to secure the best possible chance of successful reintegration to school and the peer group and minimise the potential for a recurrence of unacceptable behaviour.

## **Option 2 – removal from the roll of the Five Islands School**

In the (as yet unprecedented) event that the demonstrated behaviour would make reintegration impossible (principally for legal or health and safety reasons) the LA will have no alternative but to seek a suitable residential school placement on the mainland. Since it will be virtually certain in such a situation that the pupil would have significant special educational needs, it is anticipated that this will need to be a special or specialist school and that placement would be made via a statement. Provision in the interim will be home tuition (see next section) supplemented by suitable activities supported by a teaching assistant to provide 25 hours of provision after the first 5 days of exclusion.

### **2. Home tuition for pupils unable to attend school**

- 2.1 Again, it is unusual for pupils on the Isles to have extended absences from school, either for medical reasons or phobia resulting in school refusal.
  - 2.2 Planning of provision in any instance of long-term non-attendance will be individual and tailored to the particular circumstances, taking account of DfE guidance "Access to Education for children and young people with Medical needs". This recommends a minimum of five hours per week of home tuition.
- In order to support pupils consistently at home, local resources and expertise need to be used wherever possible. Recruiting from the mainland for short term

or temporary appointments has not proved generally to be an efficient or effective use of limited budgets, or provided stable, good quality arrangements.

- There needs to be a flexible approach to making provision. For instance, using local appropriate staff may require provision to be made outside of usual school hours, and there may need to be a mix of types of support to achieve a suitable package.

2.3 The framework for home tuition is as follows:

- In cases of acute illness, provision for home tuition will be made after 15 school days. (In cases of chronic or recurrent illness, provision will be made as soon as the pupil is well enough to take part in tuition.)
- For primary pupils, the KS1+2 Pastoral leader will act as first professional for the home tuition programme. This will include providing curriculum materials and directing and supporting local supply teachers in providing home tuition.
- For secondary pupils the KS3+4 pastoral leader will co-ordinate programmes of study to be delivered by suitable supply teachers able to offer relevant subject specialism as home tutors.
- School staff may undertake home tuition outside of their contractual duties on a voluntary basis and will be reimbursed at the appropriate rate for such additional work.
- Where the delivery of a learning programme is beyond the capacity of the school to deliver, the local authority, working in partnership with the school, may broker a distance learning solution to meet the needs of the student.
- The long term aim of any home-schooling package will be to work towards the reintegration of the student into regular attendance at school and the delivery of a suitable curriculum for that student's needs.

2.4 As for all pupils, the school retains responsibility for monitoring the quality of provision and pupil progress whilst the pupil remains on the school roll. The Council will provide the necessary financial support for the cost of agreed home tuition.