

Admissions, Attendance and Exclusions Policy

Admission to a TLG Centre

1. Admission is usually by referral from a supporting organisation (e.g. school, LEA) who is likely to also be the funder for the place. The TLG Centre is registered as a school working with young people aged 11 – 16 (secondary school age). All staff, including volunteers, working in the school have been appointed following strict HR guidance including obtaining DBS checks.
2. Admission is conditional upon a successful interview with the young person, their parent/carer (s) and a representative from the referring organisation.
3. It is also conditional on the young person understanding and agreeing to the Student Conduct Agreement.
4. The TLG Referral Form must be completed in full. Section 1 is to be completed by the referrer, Section 2 by TLG staff conducting the referral interview, Section 3 by the parent/carer and Section 4 by TLG, the parent/carer and student during the referral interview. The form is designed to answer questions with regard to the information required at registration and prompt parent/carer signatures for different aspects of the programme e.g. e-safety agreements, permission of photographs, permission for education trips and visits etc..
5. Information about the circumstances leading to referral is gathered through the referral form and interview process. It is expected that the centre will be informed of all circumstances that a young person is known to be in, including issues with Child Protection, Police involvement, accusations of threats, violence or inappropriate sexual behaviour and other circumstance appropriate for ensuring the health, safety and wellbeing of the young person and those that they will come into contact with at the Centre.
6. Any EHCPs, Individual/Personal Education Plans, Looked After care plans and other information regarding levels of support should be provided at the interview and prior to the placement starting.
7. Where a pupil has an EHCP, TLG staff must consider whether the TLG Centre and placement arrangements are sufficient to meet the specific needs and requirements outlined in the Plan. If not, the referrer will be advised to make alternative arrangements.
8. Induction will take place during the first two weeks of a placement at TLG, during which time, staff will assess a students' needs and consider the suitability of the placement. At the end of this period, a review will take place where all stakeholders will decide whether the placement will continue.

Admissions Register

Upon acceptance to a TLG programme, the following information must be recorded on 'Lighthouse'

- The pupil's full name
- The pupil's TLG number (SID) (this will be generated automatically by the Lighthouse system)
- The pupil's gender
- The pupil's date of birth
- The date the pupil was admitted to the school

- The name of the school the pupil has been referred from

The following information on parents and carers must also be recorded on 'Lighthouse'

- The name and address of every parent and carer of the pupil that is known to the school
- which of these parents and carers the pupil normally lives with
- Emergency contact details of the parents and carers

Attendance Register

A young person is expected to attend all sessions (morning and afternoon) in their TLG programme, unless absence has been authorised. Although it is the parent/carer who provides a reason for the absence, the decision as to whether it is authorised or not can only be made by TLG or the referring school. Absence can be authorised for the following reasons:

- Illness (I)
- Transport issue (C)
- Religious observance (R)
- Compassionate leave (i.e. funerals, weddings of close family/friends) – listed as Family Event on Lighthouse (C)
- Attendance at referring school, i.e. for exams etc. (B)
- Attendance at meetings, i.e. health or welfare related (M) or (C) as appropriate
- On work experience (W)
- On a pre-agreed reduced timetable (C)
- Excluded by TLG (E)
- TLG not open (#)
- Other unavoidable cause, e.g. crisis in the home (C)

Holiday - A decision as to whether holiday during term-time is authorised or not should come from the referring school/agency, rather than be made by TLG.

Attendance type must be recorded on Lighthouse at the start of each session (morning and afternoon).

Whenever pupils are absent and their parents have not told TLG the reason for the absence, the pupil is marked as an unauthorised absence for that session. TLG can change this mark at a later stage if the parents provide a satisfactory reason for their child's absence.

Each morning, one member of staff will contact the parents/carers of any students who are absent to obtain a reason why. If a satisfactory reason is given, this should be entered into Lighthouse. If an unauthorised reason is given, or if contact cannot be made, the mark remains unauthorised.

TLG staff should inform the referring school or agency of any students who are absent, along with the reasons given in order that they have the correct attendance information for their students. Schools will assume a student is present at TLG unless they are informed otherwise.

Children missing from education

A child going missing from education (e.g. unexplained absences, absconders) can be a potential indicator of a child protection concern. Staff should consider that where children are missing from education, particularly on repeat occasions, action may need to be taken to help identify any risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future. Where such concerns exist, staff should follow the procedures for reporting concerns as outlined in the Safeguarding – Child Protection Policy.

It is essential that all staff are alert to signs to look out for and the individual triggers to be aware of, when considering the risks of potential safeguarding concerns such as travelling to conflict zones, FGM and forced marriage.

All schools that refer students to TLG must inform their local authority of any pupil who is going to be deleted from their admission register, or where any pupil fails to attend school regularly. TLG has a responsibility to keep in regular contact with referrers regarding students' attendance.

Exclusion

TLG is against exclusions. However, we do acknowledge that there are times when, as a last resort, or as a direct consequence of a serious behaviour incident, a period of exclusion is necessary. We also recognise that it is the reflection and restorative conversations following a period of exclusion, rather than the exclusion itself that presents the greatest opportunity for learning from mistakes made. To this end, exclusions may be referred to as 'reflection time' with the student being expected to consider or carry out specific questions or activities that will help them begin to explore the events that led to the exclusion. Prior to their reintegration, TLG staff will facilitate a 'restorative conversation', using questions from the Restorative Pack. By using a restorative method, it is hoped that the student will realise the impact of their actions, have a better understanding of another person's perspective and have a more positive outlook going forwards.

Fixed Term Exclusions

1. The Behaviour and Sanctions Table sets out behaviour types alongside first and second level sanctions. Before deciding that an exclusion is necessary, staff should consider all other suggested sanctions and interventions. The decision to exclude is one that the Centre does not take lightly and will be sanctioned only when all other routes to supporting a young person have been exhausted or when a young person exhibits behaviour that would lead to harm if they remained with us.
2. Only the Head Teacher (or in their absence, the Centre Support Manager) is authorised to exclude a student on a fixed term basis. Before a decision is made, the Head Teacher should attempt to make contact with a Centre Support Manager. This is so that a dialogue can take place to establish whether there are any other options available.
3. The Head Teacher and CSM (both Designated Safeguarding Leads) should also consider any child protection concerns that may impact the notification and enactment of an exclusion.
4. While the TLG Centre may refer to exclusions as 'Reflection Time', a sending home of any type is an exclusion and is to be recorded and dealt with as such. Sending students home for poor behaviour or engagement on any other basis is unlawful and an alternative must be found for dealing with this.

5. Staff must follow the steps in the Exclusions Flow Chart to ensure that all exclusions follow the correct legal process.

Permanent Exclusions

1. Because each student remains the responsibility of their referrer while they are placed at TLG, TLG does not 'permanently exclude'. Instead, TLG may close a student's place in agreement with a referring school/agency.
2. Referring schools/agencies must be involved in discussions leading to any decision to close a place as the responsibility remains with them for making ongoing arrangements for that student.
3. On a case-by-case basis, the TLG Centre will always be prepared to consider re-admitting a young person where it is clear that the circumstances for the original close of place have changed.

Exclusion Flow Chart

These steps must be followed for all exclusions to ensure that the correct legal process takes place.

Please note – only the Head Teacher (or in their absence, the Centre Support Manager) is authorised to make an exclusion.

