



# Exclusion Policy

Approved by:	Kirsty Burridge
Last reviewed:	August 2025
Next Review by:	September 2026
Review Cycle:	Annual

# 1. Purpose

The purpose of this policy is to:

- Provide a clear framework for handling exclusions in a fair, consistent, and legally compliant manner.
- Ensure that all pupils, particularly those with SEMH needs, are supported and safeguarded.
- Emphasise that exclusion is a **last resort** after other interventions have been considered.

# 2. Scope

This policy applies to all pupils enrolled at the school, including those with:

- Social, Emotional, and Mental Health (SEMH) needs
- Special Educational Needs and Disabilities (SEND)
- Vulnerabilities related to safeguarding or mental health

# 3. Principles

1. **Exclusion is a last resort:** The school prioritises understanding the root causes of a pupil's behaviour.
2. **Fairness:** Decisions are made transparently, based on evidence, and consistently applied.
3. **Safeguarding:** The welfare of all pupils, including those excluded, is paramount.
4. **Reasonable adjustments:** For pupils with SEND or SEMH needs, the school considers adjustments before exclusion.
5. **Reintegration:** Pupils returning from exclusion are supported to reintegrate effectively.

# 4. Types of Exclusion

- **Fixed-Term Exclusion:** Temporary removal from school for a defined period.
- **Permanent Exclusion:** Permanent removal from the school roll.

## 5. Grounds for Exclusion

Exclusion may be considered for, but is not limited to:

- Physical violence, bullying, or harassment
- Threatening or unsafe behaviour
- Serious breaches of the school's behaviour policy
- Persistent disruption that impacts the learning of others
- Illegal activity on school premises

**Note:** Behaviour linked to SEMH or SEND must be considered carefully; exclusion should not be used solely because of difficulties related to a pupil's needs.

## 6. Procedure

### 6.1 Investigation

- Gather evidence: staff reports, witness statements, incident logs.
- Consider context: SEMH triggers, home circumstances, safeguarding concerns.

### 6.2 Decision-Making

- The Headteacher decides on the exclusion.
- Alternatives such as internal exclusion, restorative approaches, or additional support interventions should be explored first.

### 6.3 Notification

- Parents/carers are informed in writing within 24 hours (or as soon as practicable).
- Letter includes:
  - Reason for exclusion
  - Length and type of exclusion
  - Right to appeal (for permanent or extended exclusions)
  - Arrangements for education during exclusion (if applicable)

## **6.4 During Exclusion**

- For fixed-term exclusions longer than five school days, alternative education provision must be provided.
- Pastoral contact is maintained to support wellbeing.

## **6.5 Reintegration**

- Return-to-school meeting with parents/carers, pupil, and staff.
- Development or review of behaviour support plans and risk assessments.
- Follow-up monitoring and additional SEMH support as required.

# **7. Legal and Safeguarding Considerations**

- Compliant with:
  - Education Act 2002 & 2011
  - SEND Code of Practice (2015)
  - DfE Exclusion Guidance for schools
- Must not discriminate on the basis of: SEND, disability, gender, race, religion, or other protected characteristics.
- Ensure pupils with SEMH needs are assessed for reasonable adjustments before any exclusion decision.
- Parents have a right to appeal permanent exclusions, with an independent review if required.

# **8. Preventive Strategies**

To reduce the need for exclusions, the school implements:

- Positive behaviour support and restorative practices
- Personalised SEMH interventions
- Staff training on trauma-informed practice
- Multi-disciplinary assessment and intervention planning
- Regular monitoring and evaluation of behaviour support plans

## 9. Monitoring and Review

- All exclusions are recorded and monitored by the Headteacher and governing body.
- The policy is reviewed annually or sooner if legislative changes occur.

### Key Messages

- Exclusion is **rare and last resort** in SEMH specialist settings.
- The school focuses on understanding **underlying causes** of behaviour.
- Safeguarding, fairness, and reintegration are central to the policy.
- Staff, pupils, and parents are supported throughout the process.