



Pupil Exclusion Policy

Date adopted: September 2025

Review date: September 2026

Governor committee responsible: Teaching and Learning

Purpose

- To ensure exclusions (suspensions and permanent exclusions) are used only as a last resort, are lawful, fair, transparent and proportionate, and safeguard the rights, welfare and education of all pupils.
- To set out clear roles, responsibilities and processes so pupils, parents/carers and staff understand how decisions are made, how excluded pupils will be supported and how returns to school are managed.
- To minimise the negative impact of exclusion on learning, wellbeing and long-term life chances, especially given the school's context of high deprivation, EAL and transience.

Legislative and statutory context

- Follows current statutory guidance and law in England including but not limited to: Education Act 2002; Education and Inspections Act 2006; School Discipline (Pupil Exclusions and Reviews) (England) Regulations; DfE statutory guidance on exclusion (most recent); Equality Act 2010; SEND Code of Practice; responsibilities under Keeping Children Safe in Education.
- Local authority arrangements and fair access protocols will be followed for managed moves, alternative provision and re-integration

Principles

- Exclusion at Intack Primary School is a last resort, used only when necessary to maintain safety and learning.
- Practice is restorative, relationship-centred, inclusive and rights-respecting. We prioritise early intervention, de-escalation, reasonable adjustments for SEND/EAL and contextual safeguarding.
- Decisions are proportionate, timely, transparent and recorded.
- Parents/carers and pupils have clear rights to representation and appeal.
- IPS will ensure continued education for excluded pupils; protect wellbeing and plan for reintegration in all cases.

Types of exclusion

- Fixed-term exclusion (suspension): A pupil is temporarily removed from the school for a defined period.
- Permanent exclusion: A pupil is removed from the school roll permanently.
- Internal exclusion / seclusion: Short-term removal within the school site as a behavioural response — used sparingly and in line with safeguarding and dignity expectations.
- (Note: internal seclusion will not be used to avoid legal duties attached to formal exclusions.)

Roles and responsibilities

Governing Body

Ensure legal duties are met, policy is up to date and implemented; review patterns of exclusion; monitor equality impact; convene independent review panels where required.

Headteacher

Make exclusion decisions (except where power rests with governing body); ensure procedural fairness; notify parents, LA and governors as required; ensure full records; oversee reintegration; ensure alternative educational provision for exclusions over statutory thresholds. In the absence of the HT the Deputy HT Craig Taylor will be responsible for exclusion decisions.

Senior Leadership Team / Inclusion Team / DSL

Support decision-making, ensure safeguarding, liaise with LA, arrange provision, track progress, arrange multiagency meetings, ensure reasonable adjustments are made for pupils SEND and support EAL pupils.

Class teachers and support staff

Implement behaviour strategies; contribute to records and reports; participate in reintegration and support plans.

Parents/carers

Ensure pupil safety and education during exclusion; engage with meetings and reintegration plans; exercise rights to appeal.

Pupils

All pupils are expected to follow our school Code of Conduct; participate in restorative processes and reintegration planning appropriate to age and capacity.

Preventative practice and alternatives to exclusion

All staff will follow our school approaches to behaviour with the expectation to provide

High-quality education to all our pupils, inclusive teaching; consistent routines; clear behaviour expectations aligned with school values; and provide a curriculum that meets needs of all our pupils including pupils with EAL and pupils with SEND.

All staff are trained to promote restorative practice, solution-focused conversations, nurture provision and trauma-informed approaches.

All staff will attend CPI training and this will be refreshed annually.

Targeted early intervention

Individual behaviour plans will be implemented to support pupils.

Personalised timetables and access to pastoral support will be implemented to support pupils. The following interventions will also be put into place to support our learners: mentoring, family liaison, attendance interventions, access to mental health support, SEMH referrals, and liaison with external agencies (CAMHS, social care, educational psychology, as appropriate).

Managed moves and alternative provision

Managed moves and alternative provision will be implemented and sought, if required, in line with LA protocols.

Decision-making process for exclusion

Immediate safety incidents

If a child's behaviour poses a risk to others or safety, a short-term fixed exclusion may be required. The Headteacher will consider all evidence swiftly, including witness accounts and antecedent factors.

Investigative process

Investigations will be proportionate and timely, preserving impartiality. Notes and statements will be retained.

Considerations before exclusion

Have alternatives been tried? Is exclusion proportionate? Does the pupil have SEND or EAL or safeguarding needs? Have reasonable adjustments been made? What is the likely impact on learning, free school meals, safeguarding arrangements, and family circumstances? Is there a risk of discrimination or disadvantage?

Fixed-term exclusions

Duration will follow DfE guidance and local protocols.

The Headteacher will ensure exclusions are short and followed by reintegration. Headteacher will inform parents immediately (phone) and follow up in writing on the same day with reason, dates and Right to Appeal/Review shared with parents.

For exclusions of more than 5 school days in a term, the school will ensure suitable full-time education from day 6 (or earlier if LA/AP arranged).

Permanent exclusions

Used only where:

- a) Serious breach of behaviour policy (e.g., violence with serious injury, persistent and unmanageable behaviour despite support)
- b) Allowing attendance would seriously harm safety, education or welfare of others. The Headteacher will consult with the LA and governors.

Immediate action for permanent exclusion will include, safeguarding checks, informing LA, informing parents in writing with reasons and right to appeal. Consideration will be given to whether alternative provision or managed move is appropriate before permanent exclusion.

Notification and documentation

When a pupil is excluded (fixed or permanent) the Headteacher will:

- Make verbal contact with parent/carer immediately where possible.
- Send written confirmation on the same day containing: reason, length, precise dates, arrangements for education, arrangements for ESW/transport if relevant, information about free school meals, rights to appeal/review and contact details for LA and governing body.
- Notify the LA without delay where statutory thresholds apply (e.g., permanent exclusion, fixed term leading to 15+ days cumulative in a term, or earlier as local protocol requires).
- Keep detailed records: incident reports, witness statements, communications, internal risk assessments, behaviour plans and reintegration plans. Records are retained in the pupil's file and logged on the school CPOMs.

Education and safeguarding during exclusion

Education provision

For fixed-term exclusions of up to 5 school days: school will provide work to be completed at home and a nominated contact for curriculum queries.

From day 6 of a fixed-term exclusion in a term (or earlier per LA guidance): the LA will arrange suitable full-time education; the school will liaise to ensure continuity and transfer of information and resources.

For permanent exclusions:

The LA will arrange alternative provision from the sixth day after the exclusion or earlier where LA policy stipulates. The school will support information transfer and reintegration processes where a new placement is identified.

Safeguarding and welfare

The Designated Safeguarding Lead will check safeguarding information and arrange any required immediate welfare support. If parents cannot be contacted, the child must not be sent home unsupervised; the school will supervise until safe arrangements are in place. For children on child protection plans or looked-after children, the Headteacher will notify all relevant professionals (social worker, key worker, virtual school head, etc.).

Reintegration and follow-up

Return-to-school meeting

A structured reintegration meeting will occur on return from a fixed-term exclusion (or within an agreed window following a long exclusion).

Attendees: pupil, parent/carers, class teacher, a member of SLT, and where appropriate an advocate or representative.

The meeting will: review causes, agree a reintegration plan with targets, necessary adjustments, support and review dates; consider restorative work and reparation where appropriate.

For serious incidents, an outcome-focused support plan (Individual behaviour plan) will be written with agreed review points. If a managed move is offered, timescales, expectations and review dates are documented. The deputy Headteacher, Mrs Taylor, will lead and review the IBP with the parent, class teacher and nurture lead.

Monitoring and review

Exclusions and post-exclusion outcomes are monitored by SLT and reported to governors termly: number, duration, pupil characteristics (protected and vulnerable groups), repeat

exclusions, outcomes and provision quality. Patterns that indicate disproportionality (e.g., by ethnicity, SEND, pupil premium or gender) will trigger an equality impact review and immediate corrective action.

Appeals, reviews and governance

- Parents/carers have the right to request a review or appeal per statutory guidance. The school will provide full information on how to appeal, timeframes and relevant contacts in the written notification.
- For permanent exclusions, the governing body will convene a review panel in line with statutory timescales; parents can make representations. The LA has responsibilities for independent review if required.

Equality, reasonable adjustments and SEND

- The school will take account of the Equality Act 2010: ensuring that exclusions do not disproportionately affect pupils with protected characteristics; reasonable adjustments are made for disabilities; differential impacts are monitored and acted upon.
- For pupils with SEND or EHCPs, the school will follow the SEND Code of Practice: carry out investigations with attention to support needs; consult the SENDCo and external specialists; consider whether behaviour is manifestation of SEND; arrange review of EHCP/plan where exclusion is being considered.

Record keeping, data protection and confidentiality

- Records relating to exclusion will be retained securely in line with data protection law and school retention schedules. Access to sensitive records is limited to those with legitimate educational or safeguarding need

Communication

- The school will ensure clear, accessible communications to parents/carers: verbal contact, same-day written notice, translated materials or interpreter support where required, and availability of support (family liaison, community link) to help parents engage.

Training and staff development

- Staff receive regular training in behaviour management, de-escalation, restorative practice (CPI), trauma-informed practice, cultural competence and the law on exclusions and equality. New staff receive induction training on behaviour policy and exclusion procedures.

Safeguarding, health & safety and free school meals

- The school will protect safeguarding continuity for excluded pupils and ensure FSM entitlement is maintained in line with LA/DFE guidance. Practical arrangements for meals during exclusion will be made clear in notification. Transport and other welfare needs will be considered before a pupil leaves site.

Monitoring, evaluation and review of policy

- The Headteacher and governing body will review the policy annually (or sooner if legislation or guidance changes). The review will include analysis of exclusion data, equality impact assessments, feedback from staff, pupils and parents, and LA recommendations. The governing body will approve any major changes.

Guidance on key operational scenarios

- Child on child violence, sexual misconduct or bullying school will: follow immediate safeguarding procedures, possible fixed exclusion followed by risk assessment, support for victims, multiagency involvement.
- Weapons or illegal substance incident: Immediate exclusion likely; inform police, LA and governors; full investigation; consider permanent exclusion in serious cases.
- Persistent low-level disruption: Use graduated response — behaviour plan, parental meeting, targeted interventions, before considering fixed exclusion.
- EAL pupils, new arrivals or highly transient families: Take account of language needs, trauma and transition, use interpreters, allow reasonable adaptation of expectations and expectations of behaviour until appropriate induction completed.

Senior Behaviour Lead - Craig Taylor Deputy Headteacher

Links to:

- Behaviour Policy (including rewards and sanctions)
- Anti-bullying Policy
- Safeguarding & Child Protection Policy
- SEND Policy and EHCP procedures
- Attendance Policy
- Equality & Diversity Policy
- Staff Conduct and Restraint guidance

