

# Exclusions Policy

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| <b>Approved by:</b> | Yaf Yafai & Nina Stone |
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| <b>Last reviewed on:</b> | January 2025 |
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| <b>Next review due<br/>by:</b> | January 2026 |
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## **1. Aims**

At Abigail's Place we pride ourselves on our 'no exclusions' policy. However, should no alternative be available and to comply with regulatory process this policy provides an overview of the practices which inform our school's use of exclusion. It is underpinned by the shared commitment of all members of the school community to achieve the following two important aims:

- 1.1. The first is to ensure the safety and well-being of all members of the school community and to maintain an appropriate educational environment in which all can learn and succeed
- 1.2. The second is that the school seeks to avoid exclusions unless considered absolutely necessary. There is a strong emphasis at Abigail's Place on the implementation of a regulation plan that ensures a range of strategies to promote positive behaviour. This policy applies to all children attending the school.

## **2. Key Principles**

2.1. Proprietors and the Education Lead must have regard to any statutory requirements. As an independent school, Abigail's Place is required to comply with the Independent School Standards. Whilst DfE guidance has been consulted to help to develop this policy, it should be noted that the school is not required to comply with the DfE's guidance on suspension and exclusion that applies to local authority maintained schools and academies.

2.2. Decisions with respect to exclusions will be taken after careful consideration of the circumstances.

2.3. The nature of the period of exclusion shall be proportionate having regard to the incident and other circumstances leading up to it.

## **3. Fixed term and permanent exclusions**

Fixed term and permanent exclusions are used when other strategies and natural consequence have not been effective over time or when there has been a single clear and serious breach of discipline. A serious offence could by itself justify a pupil's exclusion and there may be other situations where the Education Lead makes the decision that exclusion is an appropriate sanction. This may include, but is not limited to, an aspect of any of the following:

● Physical abuse towards an adult or child ● Verbal abuse / offensive language towards an adult or child ● Bullying ● Frequent high level disruption to the school day ● Frequent high level of non-compliance ● Frequent high levels of disrespect to adults or children who work in the school ● Unacceptable behaviour for which intervention and support has not been modifying over time ● Serious breach of positive behaviour policy ● Actions which bring the school into disrepute ● Damage to property ● Theft ● Carrying an offensive weapon ● Arson

## **4. Procedure for Fixed Term Exclusion**

4.1. The Education Lead will decide if exclusion is appropriate and the length of the fixed term exclusion.

4.2. Parent(s)/Carers will be contacted immediately once a decision has been made to exclude a child. If possible, the parent will be invited into the school to discuss the reasons for the exclusion.

4.3. If the fixed term exclusion, or an accumulation of exclusions exceed 5 days (within a school term) a Support Plan will be drawn up. This will be discussed and agreed with parent(s) and, where appropriate, the child.

4.4. During the course of a fixed term exclusion the child is not allowed on the school premises and it is the responsibility of the parent(s) to arrange daytime supervision for their child.

4.5. Fixed term exclusions cannot exceed, when aggregated, a total of 45 school days in any one academic year.

## **5. Procedure for Permanent Exclusion**

5.1. The decision to exclude a pupil permanently is a serious one. There are two main types of situation in which permanent exclusion may be considered: a) The first is a final, formal step in a concerted process for dealing with unacceptable behaviour following the use of a wide range of other strategies which have been used over time without success. It is an acknowledgement that all available strategies have been exhausted and is used as a last resort. b) The second is where there are circumstances of extreme behaviour causing a serious risk to either the pupil concerned, adults or other pupils.

5.2. Exclusion will not be imposed instantly unless there is an immediate threat to the safety of others or the pupil concerned. Before deciding whether to exclude a pupil either permanently or for a fixed period the Headteacher will ensure that appropriate investigations are carried out

5.3. The parent(s) will be immediately informed and where appropriate be asked to meet with the Headteacher. This could be in person or virtually.

5.4. A formal letter will be sent, providing details of the reason for the permanent exclusion. The letter will also include a date for the meeting with the Proprietors, who will consider, based on all available evidence, whether the decision made by the Education Lead to permanently exclude a pupil was reasonable and procedurally fair. Parents are not invited to attend but can make a written representation should they wish to.

5.5. The Proprietors can make one of two decisions. They may either: ● Allow the child to return to the school by overturning the exclusion (a date will be agreed for the child to return). ● Uphold the Education Leads decision for permanent exclusion. ● The decision of the Proprietors is final.