



HOLTON SLEAFORD

— INDEPENDENT SCHOOL —

Exclusions Policy

Overview

The purpose of Holton Sleaford Independent School is to support students who have Social, Emotional, and Mental Health needs (SEMH). We expect that a significant number of students may have experienced exclusion in the past and may arrive with behaviour that challenges. Our objective is to use this exclusion policy as a last resort in behaviour management.

Objective

We seek to avoid exclusions wherever possible. They take place only for very serious incidents or when other strategies have been tried and have failed over time. We understand, through our experience with SEMH students, there are occasions, albeit rare, that students require time away from the school setting to regulate and reset their emotional state.

Strategies

All students of Holton Sleaford Independent School will have an Education, Health and Care Plan (EHCP), from this we will work with all stakeholders to monitor, assess and implement individualised targets through Individual Education Plans (IEPs), Self-Co Behaviour Tracker target setting, and Behaviour Management Plans (BMPs).

Within our strategies, the following commonalities:

- Managing the environment, the class, the activities which give rise to inappropriate behaviours.
- Emphasise teaching the student alternative positive behaviours and self-regulation strategies.
- Ensure that students are aware of the consequences to their actions.
- Ensure there is an effective debrief following any significant incident that the student can relate to, process, and embed. A debrief should cover:
 - Antecedents
 - Behaviour(s)

- Related consequences
- Strategies to avoid repetition
- Implementation of sanctions and new strategies
- Use the Self-Co Behaviour Tracker to regularly engage and display targets and progress with all stakeholders.

The Law

- Only the Senior Leadership Team can exclude a student after consultation with Headteacher and this must be on disciplinary grounds. A student may be excluded for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently. A fixed period exclusion does not have to be for a continuous period. In exceptional cases, usually where further evidence has come to light, a fixed period exclusion may be extended or converted to a permanent exclusion.
- Pupils whose behaviour at lunchtime is disruptive may be excluded from the school premises for the duration of the lunchtime period. In such cases the legal requirements in relation to exclusion, such as the Senior Leadership Teams duty to notify parents, still apply. Lunchtime exclusions are counted as half a school day for statistical purposes and in determining whether a governing body meeting is triggered.
- The behaviour of pupils outside school can be considered as grounds for exclusion.
- The Proprietor may withdraw an exclusion that has not been reviewed by the governing body.
- Any decision of a school, including exclusion, must be made in line with the principles of administrative law, i.e. that it is: lawful (with respect to the legislation relating directly to exclusions and a school's wider legal duties, including the European Convention of Human Rights); rational; reasonable; fair; and proportionate.
- The Senior Leadership Team must take account of their legal duty of care when sending a student home following an exclusion.
- When establishing the facts in relation to an exclusion decision the Senior Leadership Team must apply the civil standard of proof, i.e. 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt'.
- The School's Equality and Diversity Policy ensures that no forms of discrimination are acceptable within the school, including the use of exclusions.

- The Proprietor and the governing body must take account of their statutory duties in relation to special educational needs (SEN) when administering the exclusion process. This includes having regard to the SEN Code of Practice.
- It is unlawful to exclude or to increase the severity of an exclusion for a non-disciplinary reason.
- 'Informal' or 'unofficial' exclusions, such as sending pupils home 'to cool off', are unlawful, regardless of whether they occur with the agreement of parents or carers. Any exclusion of a pupil, even for short periods of time, must be formally recorded.
 - This does not include students that are sent home on medical grounds.
- Schools have the power to direct a pupil off-site for education to improve his or her behaviour. A pupil can also transfer to another school as part of a 'managed move' where this occurs with the consent of the parties involved, including the parents. However, the threat of exclusion must never be used to influence parents to remove their child from the school.

Use of Exclusions

The Governing Body has determined that the school will use exclusion as its final sanction in ensuring the good order and discipline it believes is essential for effective learning to take place. Exclusion will be used sparingly in response to serious breaches of school policy and discipline. It will normally be used only after support and other sanctions have failed to achieve the desired change in behaviour and attitude.

A serious offence could by itself justify a student's exclusion. This may include, but it not limited to:

- Violence
- Swearing
- Absconding
- Racist abuse
- Bullying
- Frequent high level disruption to lessons
- Frequent high levels of non-compliance

A decision to permanently exclude a pupil will only be taken:

- In response to a serious breach, or persistent breaches of the school's behaviour policy.

- Where allowing the pupil to remain in school would seriously harm the education and welfare of others in the school community.

When it is necessary to exclude a pupil, parents will be contacted immediately and then notified in writing of the following:

- The reasons for the exclusion
- The period of a fixed period exclusion or, for a permanent exclusion, the fact that it is permanent
- Parents' right to make representations about the exclusion to the governing body and how the pupil may be involved in this
- How any representations should be made; and where there is a legal requirement for the governing body to consider the exclusion, that parents have a right to attend a meeting, be represented at this meeting (at their own expense) and to bring a friend.
- Where an excluded pupil is of compulsory school age the Senior Leadership Team must also notify parents that for the first five school days of an exclusion (or until the start date of any alternative provision where this is earlier) parents are legally required to ensure that their child is not present in a public place during school hours without reasonable justification, and that parents may be given a fixed penalty notice or prosecuted if they fail to do so.

The Proprietor will also notify the governing body and the local authority of:

- A permanent exclusion (including where a fixed period exclusion is made permanent)
- Exclusions which would result in the pupil being excluded from more than five school days in a term
- Exclusions which would result in the pupil missing a public examination or national curriculum test.

For a fixed period exclusion of more than five school days, the governing body must arrange suitable full-time education for any pupil of compulsory school age. This provision must begin no later than the sixth day of the exclusion. Work that is provided will be accessible and achievable by pupils outside of school.

For permanent exclusions, the local authority must arrange suitable full-time education for the pupil to begin no later than the sixth day of the exclusion.

<u>Written by...</u>	<u>Daniel Laughton</u>	<u>17/11/25</u>
<u>Approved by...</u>	<u>Mike Whatton</u>	<u>17/11/25</u>
<u>Signed...</u>		
<u>Date sent to Governors</u>		<u>Due for Review</u>
<u>Date approved by Governors</u>		<u>17/11/26</u>