



## Exclusions Policy

**Behaviour and Relationships Policy**

**Safeguarding Policy**

**Child on Child Abuse Policy**

**Attendance Policy**

<b>Policy Information</b>	
Policy Author: A Hulme	Governing Board approval date/date policy is in effect from: Spring 2022
<b>Review information:</b>	

<b>Information</b>		
<b>Latest Review information:</b>	<b>Summary of amendments</b>	<b>Date of next review:</b>
Date: January 2026 Name of reviewer/s: Amy Cleowlow	Amended format and updated	<b>January 2027</b>

# Exclusions Policy

## 1. Policy Statement

Intuition School is committed to providing high quality learning opportunities for all students. Any decision to exclude a student, whether fixed term or permanent, is a serious measure and will be taken only as a last resort. All exclusions will be lawful, reasonable, and fair. The school will consider alternative strategies wherever possible to support students in improving behaviour and maintaining their place in school.

## 2. Legislation and Guidance

This policy has regard to:

- Education Act 1996
- Education Act 2011
- Education and Inspections Act 2006
- School Discipline (Pupil Exclusions and Reviews) Regulations 2012
- Education (Provision of Full-Time Education for Excluded Pupils) Regulations 2007, as amended 2014
- DfE Guidance: Exclusion from Maintained Schools, Academies, and Pupil Referral Units in England (September 2017, updated 2023)
- SEND Code of Practice 2015
- Equality Act 2010

## 3. Scope and Purpose

Exclusion will only be considered in response to serious or persistent breaches of the school's Behaviour Policy, or when allowing a student to remain in school would seriously harm the education or welfare of themselves, other students, or staff.

The school will ensure that students with SEND receive additional support as necessary and take account of their needs when considering any exclusion, in line with the SEND Code of Practice.

Exclusion may be:

- Fixed-term (up to 45 school days in an academic year)
- Permanent

Students may be excluded for full days or parts of a day. Where a permanent exclusion is under consideration, the Principal may initially issue a fixed term exclusion to investigate the incident fully.

## 4. Roles and Responsibilities

#### **4.1 The Principal**

- Only the Principal and Proprietor has the power to exclude a student and must act on disciplinary grounds.
- Apply the civil standard of proof (“balance of probabilities”) when establishing facts.
- Inform parents/carers immediately, initially by telephone and, where possible, face-to-face, followed by written confirmation.
- Notify the Local Governing Body immediately of permanent exclusions or any fixed term exclusions exceeding five days.
- Notify the Local Authority of any permanent exclusion and ensure appropriate education is arranged from day one.
- Work with the Local Authority in order to prevent exclusions or make alternative arrangements.
- Work with parents, staff, and external agencies to support reintegration wherever possible.
- Issue the relevant letters to Parents/Carers.

#### **4.2 Parents/Carers**

- Must be informed of any exclusion and the reasons for it.
- Have a duty to ensure their child is not in a public place during school hours while excluded.
- May request a review of a fixed term exclusion, although the Governing Body cannot overturn exclusions under five days.
- Have the right to attend a Pupil Disciplinary Panel (PDP) for permanent exclusions or fixed term exclusions exceeding five days.
- Have the right to request an independent review of a permanent exclusion within 15 days and to appeal if they believe disability discrimination has occurred.

#### **4.3 Local Governing Body**

- The PDP, comprising at least three governors, will hold a hearing within 15 days of a permanent exclusion notification or an appeal.
- Review all permanent exclusions in line with statutory guidance and ensure oversight of exclusion rates.

#### **4.4 Independent Review Panel**

- Can direct the Governing Body to reconsider decisions but cannot reinstate students themselves.

### **5. Prevention and Procedures**

The school actively seeks to prevent exclusions by:

- Using restorative approaches and trauma informed strategies.

- Implementing Personal Student Support Plans (PSSPs) and Engagement Reinforcement Steps.
- Providing targeted interventions such as:
  - Counselling
  - Pastoral support
  - Lunchtime or after-school detentions
  - Curriculum adjustments
  - One-to-one mentoring
  - Referral to specialist services (e.g., CAMHS, SEND specialists)
  - Alternative provision where appropriate

Exclusion is only considered when other strategies have been unsuccessful, or in cases of serious one off incidents (e.g., violence, criminal behaviour).

## **6. Reintegration**

Following any exclusion, the school will:

- Meet with the student and parents/carers to discuss the reasons for exclusion and a reintegration plan.
- Review and update PSSPs or behavioural targets to prevent recurrence.
- Support the student's re-entry into lessons and social groups with appropriate supervision and guidance.

## **7. Permanent Exclusion**

Permanent exclusion will be extremely rare and used only in exceptional circumstances, such as:

- Serious or threatened violence against students or staff
- Sexual or racial assault
- Supplying or using illegal drugs
- Possession of an offensive weapon

Permanent exclusion will be considered after all alternative strategies have been explored, unless the incident is one of the exceptional cases above.

## **8. Monitoring and Review**

- The Principal and nominated governor will review exclusions annually, or sooner if legislation changes, to ensure the policy is effective.
- Outcomes will be reported to the Governing Body, with recommendations for improvements.
- The school will monitor for patterns relating to protected characteristics to prevent discrimination.

