



Exclusions Policy

Reviewed October 2025

Next Review due: October 2027

Signed by:

Headteacher

Date:

Chair of governors

Date:

Introduction

White Hall Academy is committed to valuing diversity and to equality of opportunity. We aim to create and promote an environment in which pupils, parents and staff are treated fairly and with respect, and feel able to contribute to the best of their abilities. The government supports headteachers in using suspension and permanent exclusion as a sanction when warranted as part of creating a calm, safe, and supportive environment in which pupils can learn and thrive. This policy reflects the DfE Exclusion and Suspension Guidance August 2024.

Partnership with Parents¹

Parents working in partnership with the school to consistently reinforce the school's expectations is an important factor in every child's success. At White Hall Academy, we will work in partnership with parents to ensure that expectations are clear, and parents can reinforce them with their children. This includes ensuring that parents are kept informed about decisions made in response to a child's misbehaviour so that we can work together in the best interests of pupils to ensure expectations for behaviour are made clear. The school is responsible for communicating to pupils, parents and staff its expectations of standards of conduct. A range of policies and procedures are in place to promote good behaviour and appropriate conduct. These are:

- Behaviour Policy
- Anti-Bullying Policy
- RSE policy
- School rules and routines
- School vision and values

We aim to include, not exclude, and we approach all challenging behaviour in a supportive and positive way. We recognise that such behaviour can sometimes be symptomatic of a real, deeper need for our support and understanding. All children can go through times of inappropriate behaviour, and we strive to never "give up" easily on a child as we recognise that each person has a unique contribution to make to school life and we want to support them to achieve this. We will use behaviour data to assess patterns of challenging behaviour in pupils. Where patterns emerge we will systematically intervene, drawing up an action plan with the child, parent and teacher.

¹ Parent is defined in this policy as per the Education Act 1996 and therefore more broadly than just those with parental responsibility.

For the purposes of education law, the Department for Education (DfE) considers a 'parent' to include:

- all biological parents, whether they are married or not
- any person who, although not a biological parent, has parental responsibility for a child or young person – this could be an adoptive parent, a step-parent, a guardian or other relative
- any person who, although they are not a biological parent and do not have parental responsibility, has care of a child or young person

A person typically has care of a child or young person if the child lives with them either full or part time and they look after them, irrespective of what their biological or legal relationship is with the child.

The Senior Leadership Team has overall responsibility for sharing data with class teachers and analysing the data. It is class teachers', parents' and the child's responsibility to ensure the action plan is followed. No exclusion will be initiated without first attempting other strategies or, in the case of a serious single incident, a proper investigation.

Reasons for exclusion:

Under the Education and Inspections Act 2006, headteachers and pupil referral units must determine measures to be taken with a view to:

- promoting, among pupils, self-discipline, and proper regard for authority
- encouraging good behaviour and respect for others on the part of pupils and, in particular, preventing all forms of bullying among pupils
- securing that the standard of behaviour of pupils is acceptable
- securing that pupils complete any tasks reasonably assigned to them in connection with their education, and
- otherwise regulating the conduct of pupils

Permanent exclusions can be used to help achieve these aims when they are absolutely necessary, as a last resort. Therefore, exclusions occur as a result of:

- Serious breach of the school's rules or policies
- Serious risk of harm to the education or welfare of the pupil or others in the school

This can either be a single very serious incident or the repetition of incidents. Any exclusion will be at the decision of the Headteacher, usually in consultation with other members of the senior leadership team (particularly if they were involved in investigating the incident).

The duties placed on us under the Equality Act 2010 and the Children and Families Act 2014 need to be complied with when deciding whether to exclude a pupil. We must ensure that any provision, criterion, or practice does not discriminate against pupils by unfairly increasing their risk of exclusion.

The governing board must also comply with their statutory duties in relation to pupils with Special Educational Need (SEN) when administering the exclusion process, including using their 'best endeavours' to ensure the appropriate special educational provision is made for pupils with SEN and having regard to the Special Educational Need and Disability (SEND) Code of Practice.

Types of Exclusion

Internal Exclusion

Internal exclusion is when a pupil is excluded from the rest of the class and must work away from their class for a fixed amount of time. This will be in a different classroom. An internal exclusion is a discretionary measure, where a pupil's behaviour is escalating, and more serious measures need to be taken but there are not yet grounds for an external / fixed-term exclusion. Typically, a child receiving a consequence of this level should be receiving additional support for their behaviour, intended to help them to avoid their behaviour escalating to a point where a fixed term exclusion is necessary (examples: behaviour chart to address specific behaviours causing a problem; support from the SENCo)

Suspension (previously Fixed-Term exclusion)

A suspension is when a child is excluded from school and must remain home for a fixed amount of time. This should be for the shortest time necessary to ensure minimal disruption to the child's education, whilst mindful of the seriousness of the breach of policy and the time needed to reassess/review the risk management and behaviour management protocols for the child. A child can be excluded using fixed term exclusions up to 15 days a term and 45 days in the whole year. It is unlawful for a child to be out of their home during school hours for the duration of a fixed term exclusion. Breaches of this regulation may result in parents receiving a fine or a parenting order.

Exclusion

An exclusion is when a child is permanently excluded from school and not allowed to return. This is a very serious decision and the Headteacher will consult with senior leaders and Chair of the Governing Body as soon as possible in such a case.

Reasons for Exclusion

A decision to exclude a pupil, either internally, for a fixed period or permanently is seen as a last resort by the school. The physical and emotional health of our children and staff is our primary concern, and we therefore accept, that in some serious situations, exclusion may be necessary, if all other reasonable strategies have been exhausted. The decision to exclude will usually follow a range of strategies and be seen as a last resort, or it will be in response to a very serious breach of school rules and policies or a disciplinary offence for example (though the list is not exhaustive):

- Serious actual or threatened violence against another pupil or a member of staff
- Possession or use of an illegal drug on school premises
- Persistent bullying
- Persistent prejudice-based harassment or hatred-based acts
- Exclusion may be the result of persistently poor behaviour or a serious single incident

The headteacher may exclude/suspend a child for behaviour that is contrary to the behaviour policy when off site – for example on a school trip or in cases where the school is identifiable e.g. from the child's clothing and their behaviour is not in accordance with the tenets of the behaviour policy.

Persistent or cumulative problems

Internal exclusion and suspension may be used in response to a persistent poor behaviour which breaches school rules and policies. In the most serious cases where the problem persists and there is no improvement, an exclusion may be necessary. These sanctions would be imposed only when the school had already offered and implemented a range of support and management strategies. These could be joint action plans with parents, child and school, behaviour intervention with the SENCo, target setting, home/school communication book etc.

The length of an exclusion will depend upon several factors, such as the severity of the incident, and the likely impact on the child's learning and ability to succeed on returning to school. Such decisions will be made in the best interests of the child, whilst also mindful of the need to maintain order and reinforce the rules and expectations of the school in a clear and consistent way.

Single incident

Internal exclusion and suspension may be used in response to a serious breach of school rules and policies or a disciplinary offence. In the most serious cases where the problem persists and there is no improvement a permanent exclusion may be necessary. In such cases, the Headteacher or a designated senior leader will investigate the incident and consider all evidence to support the allegation, taking account of the school's policies. The pupil will be encouraged to give his/her version of events and the Headteacher will check whether the incident may have been provoked, for example by bullying or racial harassment. The Governing Body will be informed of all exclusions on a termly basis; and additional consultation may take place about key incidents with the Chair of Governors.

The decision to exclude

If the headteacher, based on the evidence, decides, on the balance of probabilities, that a child has breached the behaviour policy and therefore, to exclude a pupil they will:

- ensure that there is sufficient recorded evidence to support the decision;
- explain the decision to the pupil, if the pupil is in the state of mind to listen to the decision
- contact the parents, explain the decision and ask that the child be collected;
- send a letter to the parents confirming the reasons for the exclusion, whether it is a permanent or temporary exclusion (suspension);
- the length of the suspension and any terms or conditions agreed for the pupil's return;
- in cases of more than a day's suspension, ensure that appropriate work is set and that arrangements are in place for it to be marked;
- plan how to address the pupil's needs and integration back into their class on his/her return;
- plan a meeting with parents and pupil on his/her return to be conducted by a suitable senior member of staff.

- notify the local authority (in all cases) and where there is social care involvement with the pupil or they are a looked after child: social care/ virtual school head.

Safeguarding

An exclusion will not be enforced if doing so may put the safety of the pupil at risk. In cases where parents will not comply by, for example, refusing to collect the child, the child's welfare is the priority. In this situation, depending on the reason for exclusion, the school may consider an internal exclusion until the end of the day, implementing the original suspension/exclusion decision from the time the child is collected from school, or, in more severe circumstances the school may contact Social Services and/or the Police to safely take the pupil off site.

Re-integration

After a suspension, the pupil and parent will be requested to attend a reintegration meeting with a senior member of staff. At this meeting the behaviour leading to suspension will be discussed and targets will be set for improvement. Support around behaviour will be also be discussed. The meeting will be recorded on the school re-integration form and a copy retained by the parent, and school.

Work Set

When a pupil is suspended for more than one day, work should be set by the school within a reasonable time-scale and this should be returned to the school when the exclusion is over. If a child is suspended at the end of a school day, then it may not be possible to arrange for work to be set until the following morning. A pupil can be suspended for up to 10 continuous days on a fixed term basis. On the sixth continuous day, the school is responsible for providing education for the pupil, which could be at another local school, the pupil referral unit or by providing home education.

Behaviour outside school

Pupils' behaviour outside school e.g. on school trips, at sports events, is subject to the school's behaviour policy. Unacceptable behaviour in such circumstances will be dealt with as if it had taken place in school; and additionally, this includes the any serious breach of policy which could 'bring the school into disrepute' for example incidents outside of the school day where the child is identifiable as a member of the school.

Pupils with special educational needs and disabled pupils

The school must take account of any special educational needs when considering whether or not to exclude a pupil. The Headteacher should ensure that reasonable steps, in line with the SENDCo have been taken by the school to respond to a pupil's disability so the pupil is not treated less favourably for reasons related to the disability.

Managed move

In cases where the Headteacher and parents agree that the progress of the pupil has been unsatisfactory and the pupil is unwilling or unable to profit from the educational opportunities offered, or if a parent's failure to engage in strategies implemented by the school are resulting in a continuing pattern of poor behaviour or lack of improvement in behaviour, the headteacher may consult with the Local Authority and propose a managed move to another school. This is not exclusion and, in such cases, the Headteacher may assist the parents in placing the pupil in another school.

Removal from the school for other reasons

The headteacher may send a pupil home, after consultation with that pupil's parents and a health professional as appropriate, if the pupil poses an immediate and serious risk to the health and safety of other pupils and staff, for example because of a diagnosed illness such as a notifiable disease. This is not an exclusion and should be for the shortest possible time. A pupil cannot be 'sent home' for other reasons, including poor behaviour.

Equal Opportunities

The Governing Body recognise that it is unlawful to consider anyone's gender, marital status, colour, race, nationality, ethnic or national origin, disability, religious beliefs, age, or sexual orientation. Full consideration has been given to this during the formulation of this policy as it is the governors' aim that no-one at White Hall Academy should suffer discrimination, either directly or indirectly, or harassment on any of these grounds.

Reintegration meeting

After every period of fixed term exclusion, the parent and child will be offered a reintegration meeting with a senior member of school's staff. At this meeting targets will be agreed for improving behaviour and a written agreement produced for all parties to sign. The next steps will be explained to the parents, in terms of change in support and likely outcomes if there is no improvement/repeated behaviour.

Reasons for exclusion

The DfE list provides descriptors of reasons for exclusions – this is not exhaustive. This will be used as a guide when completing exclusion paperwork and these reasons are linked to our behaviour policy. Up to three reasons can be recoded against an exclusion.

PP- Physical assault against a pupil includes:

- Fighting
- Violent behaviour
- Wounding
- Obstruction and jostling

PA- Physical assault against an adult includes:

- Violent behaviour
- Wounding
- Obstruction and jostling

VP- Verbal abuse / threatening behaviour against pupil includes:

- Threatened violence
- Aggressive behaviour
- Swearing
- Homophobic abuse and harassment
- Verbal intimidation
- Carrying an offensive weapon

VA- Verbal abuse / threatening behaviour against an adult includes:

- Threatened violence
- Aggressive Behaviour
- Swearing
- Homophobic abuse and harassment
- Verbal intimidation
- Carrying an offensive weapon

BU- Bullying includes:

- Verbal bullying
- Physical bullying
- Homophobic bullying
- Racist bullying

RA- Racist abuse includes:

- Racist taunting and harassment
- Derogatory racist statements
- Swearing that can be attributed to racist characteristics
- Racist bullying
- Racist graffiti

SM- Sexual misconduct includes:

- Sexual abuse
- Sexual assault
- Sexual harassment
- Lewd behaviour
- Sexual bullying
- Sexual graffiti

DA- Drug and alcohol related includes:

- Possession of illegal drugs
- Inappropriate use of prescribed drugs
- Drug dealing
- Smoking
- Alcohol abuse
- Substance abuse

DM- Damage includes:

- Vandalism
- Arson
- Graffiti

TH- Theft includes:

- Stealing school property
- Stealing personal property (pupil or adult)
- Stealing from local shops on school outing
- Selling and dealing in stolen property

DB- Persistent disruptive behaviour includes:

- Challenging behaviour
- Disobedience
- Persistent violation of school rules

OT- Other

Includes incidents which are not covered by the categories above, this category will be used sparingly.

Procedure for appeal

If parents wish to appeal the decision to exclude, the matter will be referred to the Governing Body and handled through the school and LA appeal procedure. This meeting may be remote at the request of parents or in cases of school closure e.g. for fire, infectious illness/disease.

Reporting

In all cases of suspension and exclusion no matter how short, parents (those with parental responsibility and those who have care of the child), the local authority must be informed (suspensions@essex.gov.uk). If the child has a social worker or is a looked after child then social care and the virtual school head will also be informed.

Cancellation

The suspension or exclusion can be cancelled by the head teacher before it commences, or once it has started – this is known as withdrawing the exclusion. If this should occur the headteacher will notify (without delay) the fact of and reasons for the cancellation, to:

- Parents/carers
- Governing board
- Local Authority
- Pupil Social worker (if applicable)
- Virtual School Head – if appropriate

The governing board's duty is to consider reinstatement ceases, and there is no requirement to hold a meeting to consider reinstatement.

Parents (or the excluded pupil if they are 18 years or older) should be offered the opportunity to meet the headteacher to discuss the circumstances that led to the exclusion being cancelled which should be arranged without delay.

The pupil must be allowed back into the school from which they were excluded without delay.

Any days spent out of school as a result of any exclusion, prior to the cancellation will count towards the maximum of 45 school days permitted in any school year.

A permanent exclusion cannot be cancelled if the pupil has already been excluded for more than 45 school days in a school year or if they will have been so by the time the cancellation takes effect.

All procedures for the process will be carried out in accordance with ['Suspension and permanent exclusion guidance September 2024'](#)

Informing Parents of an Exclusion -	
MUST	SHOULD
☑ Notify parents/carers immediately- ideally by telephone ☑ Letter within 1 school day specifying: - o Precise period of suspension or effective date of permanent exclusion - o If permanent, that it is permanent - o Reasons for the exclusion - o Parents right to make representations to the governing body - o Parents right to see and have a copy of child's school record upon written request - o Date and time when pupil should return from suspension	- o Any relevant previous history - o Arrangements for continuing education, including the marking and setting of work - o Latest date by which governing body must meet - o Person whom the parent should contact if they wish to make representations (usually the clerk to the governors) - o Name and contact information for Head of Social Inclusion (LEA Officer) - o The Coram Children's Legal Centre on 0345 345 4345 www.childrenslegalcentre.com or Ace Education on 03000 115 142 Monday to Wednesday from 10am to 1pm during term time. www.ace-ed.org.uk - o Information translated as necessary

Guidance for Headteachers

No Grounds	Reasonable Grounds	Strong Grounds
Minor incidents, for example: - o Failure to do homework - o Failure to complete work in lessons	Breach of the school's behaviour policy (see possible examples below):	Serious breach of the school's behaviour policy (see possible examples below)
Poor academic performance	⚠ Serious harm to the education or welfare of the pupil or others	⚠ Bringing the school into disrepute through inappropriate or dangerous behaviour or seriously endangering the safety of others
⚠ Lateness or truancy	⚠ Persistently leaving school premises without authorisation	⚠ Supplying or using an illegal drug on school premises
⚠ Breaches of school uniform or rules on appearance, for example, wearing jewellery or displaying body-piercing	⚠ Bringing adults or other young people onto school premises with malicious intent	⚠ Carrying, threatening to use and or using an offensive weapon (including fireworks)
⚠ Failing to meet the requirements of the Disability Discrimination Act by excluding disabled pupils without due regard to their disability or treating them less favourably than others because of their disability	⚠ Bringing the school into disrepute at a public event	⚠ Attempted arson on school grounds, destruction or serious damage of school property or buildings
Failing to meet the requirements of the Race Relations Act by excluding pupils or discriminating unfavourably on the grounds of race	⚠ Persistent refusal to co-operate with school staff, verbal aggression towards staff, pupils or other members of the school community	⚠ Repeated threats and highly offensive and abusive language towards school staff, pupils or other members of the school community
	⚠ Bullying, racial, sexual or other harassment of staff, pupils or other members of the school community	⚠ Repeated bullying, racial, sexual or other harassment of staff, pupils or other members of the school community

APPENDIX B – Governing Body’s duty to consider reinstatement

A summary of the governing board’s duties to consider reinstatement⁶²

