



Land of Learning Nursery and Primary School Exclusion Policy

Date	Review Date	Coordinator	Nominated Governors Member
September 2025	Annually	Ms S Seedat (Vania)	ALL

Aims & Objectives

This policy deals with the policy and practice which informs the School's use of exclusion. It is underpinned by the shared commitment of all members of the School community to achieve two important aims:

1. 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;
2. To realize the aim of reducing the need to use exclusion as a sanction.

Responsibility for the Policy and Procedure

Role of the School Governors

The School Governors has:

- delegated powers and responsibilities to the Head Teacher to reduce all cases of exclusions;
- delegated powers and responsibilities to the Head Teacher to ensure all school personnel and visitors to the school are aware of and comply with this policy;
- responsibility for ensuring that the school complies with all equalities legislation;
- nominated a designated Equalities school Governors to ensure that appropriate action will be taken to deal with all prejudice related incidents or incidents which are a breach of this policy;
- responsibility for ensuring funding is in place to support this policy;
- responsibility for ensuring this policy and all policies are maintained and updated regularly;
- responsibility for ensuring all policies are made available to parents;
- nominated a link school Governors to visit the school regularly, to liaise with the Head Teacher and the Deputy Head and to report back to the School Governors;
- responsibility for the effective implementation, monitoring and evaluation of this policy

Role of the Head Teacher

Under Section 157 of the Education and Inspections Act 2006 the Head Teacher has a duty to encourage good behaviour, the respect for others and to prevent all cases of exclusion.

Therefore, the Head Teacher will:

- implement this policy;
- ensure that all school personnel are aware of the policy;
- work to create a safe, secure, caring and friendly school environment for all the children;
- ensure that all parents are aware of this policy
- keep records of all incidents of exclusions
- use records of incidents effectively to track pupils through school;
- keep records in a central log in order to build up a picture of concerns of individual pupils and in identifying patterns of behaviour;
- make effective use of relevant research and information to improve this policy;
- work closely with external agencies to support pupils who are excluded;
- proactively work with the police, parents/carers and the local community to help reduce local tensions;
- work closely with the link school Governors and Deputy Head ;
- provide leadership and vision in respect of equality;
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy by monitoring the number of exclusions in an academic year;
- report termly the number of exclusions to the School Governors;
- annually report to the School Governors on the success and development of this policy

Role of the Senior Leaders

The Senior Leaders will:

- lead the development of this policy and all linked policies throughout the school;
- work closely with the Head Teacher and the nominated school Governors;
- provide guidance and support to all school personnel to avoid cases of exclusion,
- ensure good arrangements are in place for pupils transferring from the primary to the secondary phase;
- collaboratively work with other schools to identify common issues related to the protected characteristics;
- make effective use of relevant research and information to improve this policy;
- keep up to date with new developments and resources;
- provide training for all staff on induction and when the need arises;
- review and monitor;
- annually report to the School Governors on the success of this policy

Role of the Nominated School Governors

The Nominated School Governors will:

- work closely with the Head Teacher and the Deputy Head ;
- ensure this policy and other linked policies are up to date;
- ensure that everyone connected with the school is aware of this policy;

- attend training related to this policy;
- report to the School Governors every term;
- annually report to the School Governors on the success and development of this policy

Role of School Personnel

School personnel will:

- comply with this policy;
- be aware of all other linked policies;
- use preventative strategies such as circle time and buddy systems;
- undertake the appropriate training;
- implement the school's equalities policy and schemes;
- report and deal with all incidents of discrimination;
- attend appropriate training sessions on equality;
- report any concerns they have on any aspect of the school community

Role of Pupils

Pupils must:

- be aware of and comply with this policy;
- listen carefully to all instructions given by the teacher;
- ask for further help if they do not understand;
- treat others, their work and equipment with respect;
- talk to others without shouting and will use language which is neither abusive nor offensive;
- support the school Code of Conduct and guidance
- liaise with the school council;
- take part in questionnaires and surveys.

Role of Parents

Parents must:

- be aware of and support this policy;
- report to the school any concerns they have about their child;
- be assured that they will be informed of incidents and will be involved in discussions;
- be asked to take part periodic surveys conducted by the school;
- support the school Code of Conduct and guidance necessary to ensure smooth running of the school

Exclusion

The decision to exclude a pupil will be taken in the following circumstances:-

- a) In response to a serious breach of the School's Behaviour Policy;
- b) If allowing the student to remain in School would seriously harm the education or welfare of the student or others in the school.

Exclusion is an extreme sanction and is only administered by the Head Teacher (or, in the absence of the Head, the Deputy Head who is acting in that role).

Exclusion, whether fixed term or permanent may be used for any of the following, all of which constitute examples of unacceptable conduct, and are infringements of the School's Policy:

- Actions which put the pupil or others in danger.
- Verbal abuse to Staff and others
- Verbal abuse to students
- Physical abuse to/attack on Staff
- Physical abuse to/attack on students
- Indecent behaviour
- Damage to property
- Misuse of illegal drugs
- Misuse of other substances
- Theft
- Serious actual or threatened violence against another student or a member of staff.
- Sexual abuse or assault.
- Supplying an illegal drug.
- Carrying an offensive weapon.
- Arson.
- Unacceptable behaviour which has previously been reported and for which School sanctions and other interventions have not been successful in modifying the student's behaviour.

This is not an exhaustive list and there may be other situations where the Head Teacher makes the judgment that exclusion is an appropriate sanction. Please note that the school has a strict policy on swearing and violence, and children are not given warnings before exclusions (as per the rest of the list above).

Exclusion procedure

- Most exclusions are of a fixed term nature and are of short duration (usually between one and three days).
- The Senior Leadership Team have established arrangements to review promptly all permanent exclusions from the School and all fixed term exclusions that would lead to a pupil being excluded for over 15 days in a school term or missing a public examination.
- The Senior Leadership Team have established arrangements to review fixed term exclusions which would lead to a pupil being excluded for over five days but not over 15 days in a school term where a parent has expressed a wish to make representations.
- Following exclusion parents are contacted immediately where possible. A meeting will be called or an email sent with details of the exclusion and the date the exclusion ends. Parents have a right to make representations to the Head Teacher and School Governors.
- It is School practice to place the pupil on report usually for one week to monitor behaviour and work. If the fixed term exclusion is greater than five days or an accumulation of exclusions exceed five days, a Pastoral Support

Plan will be drawn up. This needs to be agreed with the School, student and parents.

- During the course of a fixed term exclusion where the pupil is to be at home, parents are advised that the pupil is not allowed on the School premises, and that daytime supervision is their responsibility, as parents/guardians.

Permanent Exclusion

The decision to exclude a pupil permanently is a serious one. There are two main types of situations in which permanent exclusion may be considered.

1. The first is a final, formal step in a concerted process for dealing with disciplinary offences following the use of a wide range of other strategies, which have been used without success.

It is an acknowledgement that all available strategies have been exhausted and is used as a last resort. This would include persistent and defiant misbehaviour including bullying (which would include racist or homophobic bullying) or repeated possession and or use of an illegal drug on School premises.

2. The second is where there are exceptional circumstances and it is not appropriate to implement other strategies and where it could be appropriate to permanently exclude a student for a first or 'one off' offence. These might include:

- Serious actual or threatened violence against another pupil or a member of staff.
- Sexual abuse or assault.
- Supplying an illegal drug.
- Carrying an offensive weapon *.
- Arson.
- The School will consider police involvement for any of the above offences.

** Offensive weapons are defined in the Prevention of Crime Act 1953 as "any article made or adapted for causing injury to the person; or intended by the person having it with him for such use by him."*

These instances are not exhaustive but indicate the severity of such offences and the fact that such behaviour seriously affects the discipline and wellbeing of the School.

General factors the School considers before making a decision to exclude

The Head Teacher broadly considers the school behaviour policy and will aim to follow this, however in serious cases she will skip some stages depending on the severity of the behaviour.

- Exclusion will not be imposed instantly unless there is an immediate threat to the safety of others in the school or the pupil concerned. Before deciding whether to exclude a student either permanently or for a fixed period the Head Teacher will:
- Ensure appropriate investigations have been carried out.
- Consider all the evidence available to support the allegations considering Pupil Behaviour, Equal Opportunities and Race Equality Policies.
- Allow the student to give her/his version of events.

- Check whether the incident may have been provoked for example by bullying or by racial or sexual harassment.

If the Head Teacher is satisfied that on the balance of probability the pupil did what he or she is alleged to have done, exclusion will be the outcome.

Exercise of discretion

In reaching a decision on temporary or permanent exclusion, the Head Teacher will always look at each case on its own merits.

In considering whether permanent exclusion is the most appropriate sanction, the Head Teacher will consider

- a) the gravity of the incident, or series of incidents, and whether it constitutes a serious breach of the School's Behaviour Policy and
- b) The effect that the student remaining in the school would have on the education and welfare of other students and staff. Nonetheless, in the case of a pupil found in possession of an offensive weapon, whether there is an intention to use it or not, it is the school's usual policy in this particularly serious matter to issue a permanent exclusion and possibly involve the Police.

In line with its statutory duty, these same two tests of appropriateness will form the basis of the deliberations of the Senior Leadership Team when it meets to consider the Head Teacher's decision to exclude. This Governors will require the Head teacher to explain the reasons for the decision and will look at appropriate evidence, such as the student's School record, witness statements and the strategies used by the School to support the student prior to exclusion.

Alternatives to Exclusion

Alternative strategies to exclusion are always used if possible. However, the threat of a permanent exclusion will never be used as the means to coerce parents to move their child to another school.

Lunchtime Exclusion

Pupils whose behaviour at lunchtime is disruptive may be excluded from the School premises for the duration of the lunchtime period. This will be treated as fixed term exclusion and parents will have the same right to gain information and to appeal.

Behaviour Outside School

Pupils' behaviour outside School on school "business", for example school trips and journeys, travelling to and from school, away school sports fixtures or a work experience placement is subject to the Student Behaviour Policy. Behaviour in these circumstances will be dealt with as if it had taken place in School. For behaviour outside School but not on school business this policy will still have effect if there is a clear link between that behaviour and maintaining good behaviour and discipline among the student body as a whole. If pupils' behaviour in the immediate vicinity of the School or on a journey to and from school is poor and meets the School criteria for exclusion then the Head may decide to exclude.

Raising Awareness of this Policy

We will raise awareness of this policy via:

- the School Handbook/Prospectus
- the Staff Handbook
- dedicated lessons within the curriculum
- meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops
- school events
- meetings with school personnel
- communications with home such as weekly newsletters and end of half-term newsletters
- reports such as annual reports to parents and Head Teacher reports to the School Governors
- information displays in the main school entrance

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and we believe that it is in line with the Equality Act 2010 as it is fair, it does not prioritize or disadvantage any pupil and it helps to promote equality at this school.

Monitoring the Effectiveness of the Policy

The practical application of this policy will be reviewed annually or when the need arises by the Deputy Head, the Head Teacher and the nominated school Governors.

A statement of the policy's effectiveness and the necessary recommendations for improvement will be presented to the School Governors for further discussion and endorsement. (See Policy Evaluation)

Linked Policies

▪ Pupil Behaviour & Discipline Policy	▪ Safeguarding and Child Protection
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Head Teacher:	Ms S Seedat	Date:	September 2025
Chair	Mr I Dassu		September 2025

Initial Equality Impact Assessment

Please complete an initial equality impact assessment once this policy has been customised to suit your purposes.

Policy Title	The aim(s) of this policy	Existing policy (✓)	New/Proposed Policy (✓)	Updated Policy (✓)
			✓	

This policy affects or is likely to affect the following members of the school community (✓)	Pupils	School Personnel	Parents/carers	School Governorss	School Volunteers	School Visitors	Wider School Community

Question	Equality Groups																								Conclusion		
Does or could this policy have a negative impact on any of the following?	Age			Disability			Gender			Gender identity			Pregnancy or maternity			Race			Religion or belief			Sexual orientation			Undertake a full EIA if the answer is 'yes' or 'not sure'		
	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS			Yes
			✓				✓					✓					✓					✓					
Does or could this policy help promote equality for any of the following?	Age			Disability			Gender			Gender identity			Pregnancy or maternity			Race			Religion or belief			Sexual orientation			Undertake a full EIA if the answer is 'no' or 'not sure'		
	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS			Yes
	✓			✓			✓			✓			✓			✓			✓			✓					✓
Does data collected from the equality groups have a positive impact on this policy?	Age			Disability			Gender			Gender identity			Pregnancy or maternity			Race			Religion or belief			Sexual orientation			Undertake a full EIA if the answer is 'no' or 'not sure'		
	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS	Y	N	NS			Yes
	✓			✓			✓			✓			✓			✓			✓			✓					✓

Conclusion	We have come to the conclusion that after undertaking an initial equality impact assessment that a full assessment is not required.
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Preliminary EIA completed by	Date	Preliminary EIA approved by	Date

Policy Evaluation

Points to be considered	Yes	No	N/A	Please supply evidence
• Policy annually reviewed				
• Policy in line with current legislation				
• Coordinator in place				
• Nominated school Governorss in place				
• Coordinator carries out role effectively				
• Head Teacher, Deputy Head and nominated school Governorss work closely				
• Policy endorsed by school Governorss				
• Policy regularly discussed at meetings of the school Governorss				
• School personnel aware of this policy				
• School personnel comply with this policy				
• Pupils aware of this policy				
• Parents aware of this policy				
• Visitors aware of this policy				
• Local community aware of this policy				
• Funding in place				
• Policy complies with the Equality Act				
• Equality Impact Assessment undertaken				
• Policy referred to the School Handbook				
• Policy available from the school office				
• Policy available from the school website				
• School Council involved with policy development				
• All stakeholders take part in questionnaires and surveys				
• All associated training in place				
• All outlined procedures complied with				
• Linked policies in place and up to date				
• Associated policies in place and up to date				
A statement outlining the overall effectiveness of this policy				

Policy Approval Form

Policy Title:						Date when written:		
Policy written by:					New Policy (✓ or x)	<input type="checkbox"/>	Revised Policy (✓ or x)	<input type="checkbox"/>
Stakeholders consulted in policy production: (✓ or x)	School Governorsss	Senior Leadership Team	Teaching Personnel	Support Personnel	Administrative Personnel	Parents	Pupils	Local Community
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Date when approved by School Governorsss:			Date when presented to stakeholders:			Date when implemented:		
Published on: (✓ or x)	School Website		School Prospectus			Staff Handbook		
	<input type="checkbox"/>		<input type="checkbox"/>			<input type="checkbox"/>		