
St. Nicholas at Wade CE Primary School

Exclusion Policy

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Next review: Sept 2027

This policy should be read in conjunction with the Behaviour Policy and the Anti-Bullying Policy.

It has been written with consideration for following the [DfE guidance on Suspensions and Permanent exclusion from Maintained schools](#)

Vision: Building a foundation of support, fairness, and restoration



In the parable of the Wise and Foolish Builders (Matthew 7:24–27), Jesus teaches those strong foundations help us stand firm when faced with challenges. This principle shapes our approach to behaviour and exclusions: by acting fairly, consistently, and with care, we support children to recognise when their choices are placing them “on the sand” and provide opportunities to reset and build stronger, wiser habits. Rooted in our Christian values and statutory guidance, our approach focuses on promoting healthy behaviour, learning from mistakes, and restoring relationships, while maintaining a safe and respectful learning environment. In this way, every child is supported to grow in self-awareness, responsibility, and resilience, enabling them to flourish both socially and academically.

Intent

In line with our Christian vision, we believe in being kind and demonstrating forgiveness and respect. Where this does not impact the emotional or physical safety of themselves or others, we give our children every opportunity to make a fresh start. We have a duty to create a safe, calm and supportive environment where both pupils and staff can work safely and are respected. **We want to do everything we can to avoid Exclusions.** However, *“suspension and permanent exclusion are sometimes a necessary part of a functioning system, where it is accepted that not all*

pupil behaviour can be amended or remedied by pastoral processes, or consequences within the school.” [DfE Guidance](#)

The decision to exclude a pupil permanently will be taken:

- in response to a serious breach or persistent breaches of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.

Measures may have been taken before the point of exclusion to support pupils:

- Involvement card
- Personalised behaviour plan
- Explicit reminders of expected behaviour
- Additional pastoral support (FLO, Deputy Headteacher, Headteacher, Class Teacher, Teaching Assistant, SENCO assistant, 1:1 LSA)
- Named teaching assistant providing support
- Social skills groups
- Friendship groups
- Specialist counselling
- Anger management/Zones of Regulation
- Attending lunchtime provision in Library
- Communication with parents/carers
- Negotiated rewards different to those of peers
- Positive profile through jobs of responsibility i.e. register monitor
- Ensuring differentiation supports access to all aspects of the curriculum

This is not an exhaustive list. The Headteacher and staff will identify pupils whose behaviours place them at risk of exclusion, and seek additional provision to meet their individual needs, which could include working in partnership with other agencies.

Suspensions and permanent exclusions are used when other strategies and sanctions 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. This may include one aspect, or combination of, the following:

- Violence towards an adult or child
- Swearing at an adult
- Racist verbal abuse
- Inappropriate sexual language
- Sustained bullying (see Anti-Bullying Policy)
- Frequent high/low level disruption to lessons
- Frequent high levels of non-compliance
- Frequent high levels of disrespect to adults
- Vandalism

Exclusion

Each individual situation will be investigated according to need. The Headteacher will gather evidence and seek the opinions and advice of colleagues. The views of the pupil/s will also be sought to gain the full picture before action is taken. It is important that all the evidence available is given due consideration so that that an informed decision can be reached.

Managing serious or persistent problems

We accept that it is the behaviour that is the problem and not the child. The behaviour of children giving cause for concern will be assessed. Triggers or antecedents established. Individual programmes will be planned to help modify inappropriate behaviour including lunchtime social skills provision with the Deputy Headteacher, FLO, friendship groups, counselling, play therapy. Parents will be invited to discuss their child's behaviour and an individual programme drawn up. They will be kept informed of progress

Individual Behaviour Support Plans

Behaviour Support Plans will be used to help pupils at risk of exclusion in order to support him/her to make correct behaviour choices.

They will:

- Identify objectives and address one target at a time;
- Include strategies for managing the environment, the class or group, the activities which give rise to the inappropriate behaviours;
- Emphasise teaching the child alternative positive behaviours;
- Specify the behaviour that is unacceptable and the consequence should it occur e.g. time-out, reporting to Headteacher etc;
- Include some form of self-assessment – e.g. chart to grade own behaviour during a session – to encourage responsibility for own behaviour;

Classrooms

Teaching and learning must be able to take place undisturbed in classrooms. If this is prevented from happening by an individual or group, the behaviours must be tackled.

Types of Exclusion:

Fixed term suspension.

This is used when persistent inappropriate behaviour continues over time or if a one-off serious offence is committed.

Permanent Exclusion

Permanent Exclusion is very rare as it is a very serious matter and is never undertaken lightly.

Only the Headteacher can permanently exclude a pupil or the Deputy Headteacher if the Headteacher is out of school.

The Headteacher may decide to permanently exclude a pupil only when s/he is sure that:

- the pupil has seriously breached the school's discipline policy.
- if the pupil remains in school, it would seriously harm the education or welfare of the pupil or others in the school.

There is a formal process for all exclusions and these have to be reported to the Local Authority. The school is able to seek advice from the relevant LA officers, such as the Inclusion Officer and the Exclusion Officer if necessary. Parents are able to contact the school's governors following an exclusion if they wish to.

Parents of all pupils who are excluded on a fixed-term will be invited to a reintegration meeting, usually on the pupil's first morning back into school, so that an appropriate way forward can be agreed. A Pastoral Support Plan may be put in place to support the pupil. This is reviewed fortnightly with parents until it is no longer felt to be necessary or further measures are needed