Exclusion Policy (Ingfield Manor School)

Policy Implemented: September 2023
Last Reviewed: September 2025
Next Review: September 2027

1. Summary

At Ingfield Manor school, we understand that positive behaviour and pupil-centred approaches are essential for promoting a high-quality education and inclusivity. We understand that a pupil's challenging behaviour may be reflective of their individual needs and therefore, may not be a choice that they are making. We see behaviour as a way of communication and aim to encourage all pupils to express themselves safely. While we seek to support our pupils via our behaviour policy, (and where appropriate individual behaviour support plans) the school recognises that the suspension and/or exclusion of pupils may be necessary.

Ingfield Manor School employs a trauma-informed approach to behaviour management, prioritising positive relationships and restorative practises to support pupils before considering exclusion.

Suspension / Exclusion will only ever be used as a very last resort, where a pupil has consistently demonstrated hazardous or challenging behaviours.
Excluding a pupil may also be required in instances where allowing the pupil to remain in school would be damaging to the education and welfare of themselves or others; in all cases, excluding pupils should only be used as a means of last resort and the pupil's welfare will always be the primary consideration.

During any period of exclusion, the school will ensure that pupils continue to receive appropriate education and pastoral support, tailored to their individual needs.

This policy sets out the responsibilities of the Principal, and the procedures to be followed in any instance of suspension / exclusion. Ingfield Manor school will always consider a range of support systems, and/or advice, in collaboration with parents/cares before making any decision to exclude a pupil. This may include, but is not limited to:

- Individual positive support plans/risk assessments
- Support from external agencies e.g.; Educational Psychology,
- Child and adolescent mental health services “CAMHS”,
- Behaviour support services e.g Aspens,
- Positive behavioural support team advice,
- Targeted support strategies ie. Early Help Offer/advice,
- Referrals to the school counsellor,
- Targeted 1:1 or small group work
- Emergency annual review
- Temporary suspensions

Aims

Our school aims to ensure that:

- All avenues of support for pupils and their families will be explored before a decision to exclude is made
- Parent/carer and pupil voice is listened to
- All pupils in school are safe and happy
- The suspension and exclusions process is applied fairly and consistently
- The suspension and exclusions process is understood by all involved
- Pupils do not become NEET (not in education, employment or training)

The decision to exclude

Only the Principal, or acting Principal, can exclude a pupil from school. This may take the form of a fixed term (temporary) exclusion (suspension), or a permanent one. A permanent exclusion will be taken as a last resort. Our school is aware that off-rolling is unlawful. Ofsted defines off-rolling as: “…the practice of removing a pupil from the school roll without a formal, permanent exclusion or by encouraging a parent to remove their child from the school roll, when the removal is primarily in the interests of the school rather than in the best interests of the pupil.” We are committed to following all statutory exclusions procedures to ensure that every child receives an education in a safe and caring environment. A decision to exclude a pupil will be taken only: In response to serious or persistent breaches of the school’s behaviour policy, and If allowing the pupil to remain in school would seriously harm the education or welfare of others Before deciding whether to exclude a pupil, either permanently or for a fixed period, the Principal will:

- Consider all the relevant facts and evidence, including whether the incident(s) leading to the exclusion were provoked, or reflective of the pupil's individual needs
- The school must take account of any special educational needs (SEN) when considering whether or not to exclude a pupil. We have a duty under the Equality Act 2010 not to discriminate against disabled pupils by excluding them from school purely for behaviour related to their disability. Principals and the proprietors / school governors (where involved) must consider statutory duties in relation to SEN when administering the exclusion process. This includes having regard to the SEN Code of Practice and a Duty of Care.
- The Principal will take all reasonable steps to ensure that the school responds to a pupil's disability so that the pupil is not treated less favourably, this includes a duty to make reasonable adjustments to policies and practices.

Potential Outcomes

Following a fixed-term exclusion, three outcomes are of consideration; 1. Re-instatement of pupil in school, 2. Extension of suspension, 3. Permanent exclusion.

1. When a pupil is to be re-instated, a re-integration meeting will be held involving the pupil (where possible), parents, a member of senior staff and other staff, where appropriate.
2. If a prolonged period of suspension is required, then this must be communicated in writing with clear timescales. The suspension cannot exceed a total of 45 days in one academic year.
3. If a pupil is to be permanently excluded then the pupil's local authority will be kept fully informed as to when the pupil will be taken off roll.

Permanent Exclusions can only be considered by the Principal 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.

Initial purpose and scope of the new policy/procedure agreed by:	David Gregory – Divisional Director of Education
Sponsor Technical review carried out:	Principal Infield School
Final Information Governance quality check carried out:	Group Head of Regulation & Compliance
Date implemented:	September (2023)
Version Number:	2.0
Date of the next review:	September 2027
Department responsible:	Education
Job Title of Lead Person:	James Winchester - Principal

In addition to this policy, local authorities and other commissioners may have their own policies, procedures and guidance which Services must comply with. These policies should complement this policy.

However, there may be additional requirements put in place by local authorities and other commissioners and these must be adhered to. Changes must not be made to Salutem's policies and procedures without corporate approval but, where needed, local procedures should be developed to accompany these.

EQUALITY AND DIVERSITY STATEMENT

The Salutem Group is committed to the fair treatment of all in line with the Equality Act 2010. An equality impact assessment has been completed on this policy to ensure that it can be implemented consistently regardless of any such factors and all will be treated with dignity and respect.

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This policy must be brought to the attention of all employees.
The controlled version of this policy and its associated documents are available on the eLFY bookshelf.
Printed or downloaded copies are uncontrolled and may not be up to date.

Exclusion- School exclusion refers to the removal of a pupil from regular classes or the entire school environment, often due to behaviour or policy violations.

5. Principles

Safety

Pupils and staff safety is priority and thus exclusions may occur if a pupil poses a threat to others.

Communication and Collaboration

Ongoing communication between school staff, parents, and relevant specialists ensures a collaborative approach to addressing behavioral challenges.

Reintegration Plans

Following exclusion or suspension, a reintegration plan must be in place to ensure the pupil has a smooth transition back into the educational setting with necessary supports.

Continuation of Services

During an exclusion or suspension period, efforts are made to appropriate services to meet the educational and related service needs of the pupil.

Safeguarding

Procedural safeguards outlined in special education laws must be adhered to, ensuring that the rights of pupils with special needs are protected during the exclusion or suspension process.

6. Areas of Governance

This policy has been written with expert contribution from appropriate stakeholders. The Information Governance Team will monitor, reflect on and gain organisational learning from the implementation of this policy. This policy will be reviewed and updated two years from implementation unless legal changes demand a more timely amendment.

The application of this policy and its associated documents is mandatory for all services staff, volunteers, agency staff and all other Salutem representatives. Staff understanding of this policy and associated documents will be assured through training, assessment of competency and supervision.

Staff understanding of this policy will be assured through training and the delivery of awareness raising workshops as deemed necessary by SLT. The people we support will be involved in the review to ensure it captures the important issues for them.

7. Areas of Responsibility

Staff and Principal Responsibility

In all circumstances of suspension / exclusion the parents must be notified immediately. In the case of any pupil having an allocated social worker, they too must also be notified of the reasons for the exclusion. The funding local authority should also be notified at the earliest opportunity. The Divisional Director for Education must be notified of any decision to exclude any pupil.
A pupil may only be suspended for a period of up to a maximum of 45 school days during the same academic year. For the purposes of exclusions, 'school day' is defined as any day on which there is a school session. Therefore, INSET or staff training days do not count as a school day.

The Principal will provide in writing;
- Reasons for exclusion
- Timeframes ie. Period of suspension
- Right to make representations

Parental Responsibility

Parents are legally required to ensure that their child is not present in a public place during school hours without a good reason. Parents may be given a fixed penalty notice or prosecuted if they fail to do this. This information will be included within the suspension / exclusion letter / e-mail.
In the case of a fixed term suspension, the time frames will be set proportionate to the behaviours shown and / or in agreement by consultation with the placing local authority.
During a period of suspension, work should be set for the pupil to complete at home, and expectations communicated to parent(s) around this.

A reintegration meeting will be arranged within five school days of a pupil's return from fixed-term exclusion, involving the pupil (where appropriate), parents/carers, and relevant staff to review support plans and prevent recurrence.

8. Learning and Development

Salutem is committed to ensuring that all staff are aware of what is expected of them so that everyone is appropriately supported. Staff should speak to their line manager in relation to their learning needs using supervision and through the appraisal process. Staff training will include understanding of trauma-informed approaches, behaviour management strategies, and the legal requirements and processes related to suspension and exclusion

9. Associated Documents (Suspension Form)

Ingfield Manor School
Ingfield Manor Drive
Five Oaks
Billingshurst
West Sussex
RH14 9AX
(Postcode for satellite navigation RH14 9AY)
01403 782294
Ingfield.manor@ambitoeducation.co.uk
Principal: Mrs Nicola Dodds

Dear ,

I am writing to inform you of my decision to suspend …….for a fixed period of ……..days up until ……(date).

……. has been suspended for this fixed period because
……
……
……
……
……..

Since your child is of compulsory school age, you have a duty to ensure that your child is not present in a public place during school hours for the duration of this suspension from ……(Dates) , unless there is reasonable justification for this. I must inform you that you may be prosecuted or receive a fixed penalty notice from the local authority if your child is present in a public place during school hours on the specified dates. It will be for you to show that there is reasonable justification.

I will ensure that ……'s teacher makes contact with you regarding expectations for home working during this time frame.

If you wish to raise any formal concerns on this matter, please contact the Divisional Director of Education on david.gregory@salutemsharedservices.co.uk. It is important to note that whilst the

Divisional Director has no power to direct reinstatement, they must consider any representations you make and may place a copy of their findings on your child's school record.

…… suspension currently expires on ……(date).

Yours sincerely

This policy should be read alongside the school's Positive Behaviour Policy, which outlines proactive strategies and support for managing behaviour.

10. Useful Links

https://www.ingfieldmanorschool.co.uk/policies/

https://www.gov.uk/school-behaviour-exclusions/exclusions

11. References (Related Policies)

- Education Act 2002, as amended by the Education Act 2011;
- School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012;
- Education and Inspections Act 2006;
- Education Act 1996; and
- Education (Provision of Full-Time Education for Excluded Pupils) (England)
- Regulations 2007, as amended by the Education (Provision of Full-Time Education for Excluded Pupils) (England) (Amendment) Regulations 2014.

12. Version Control

This is a controlled document. As a controlled document, any printed copies of this document, or saved onto local or network drives should be actively monitored to ensure the latest version is always available.

Version Number	Date	Status	Changes

V1.0	September (2023)	Draft	New policy
V2.0	September 2025	Published	Revised