



End of Placement and Fixed Term Exclusions Policy

Date: May 2025

Review date: May 2026

Approved by the Advisory Board: May 2025

Linked with other policies:

- Behaviour
- Equality Statement

Signed:

Version Control

Version	Date of review/change(s)	Page and paragraphs affected	Summary of update
1	May 2021	Page 4 paragraph 2	Addition of paragraph 2
2	May 2022	Title	Title changed from 'Exclusions Policy to 'Fixed Term Exclusions and End of Placement Policy'
		P3 para 3	'or end placement' added
		P3 para 3	[government] 'guidance' changed to 'policies'
		P3 Permanent exclusion/ Ceasing of Placement:	Paragraphs 1-5 are new/replacement paragraphs
		P4	[parents]/Carers added
		P5	'Children with Special Educational Needs (SEN) and Looked After Children' - paragraph removed
3	May 2023	Policy title	Wording order changed
		P3 Philosophy	Opening paragraph amended to clarify the terms and the difference between privately funded students and EHCP placements. 'cease' changed to 'end' for consistency with terms.
		P3 Strategies	[The decision to exclude....] and the local authority who have placed the student – added
		P7	Resources for parents/carers added
		P7	Data Protection statement added
	March 2024	P3	Added: Behaviours that may lead to internal isolation or removal from the classroom, fixed term exclusion or end of placement
4	May 2024	P4 Removal from the classroom	'attempted' replaced with 'tried'
5	May 2025	P3	Last paragraph added

Philosophy

The term Permanent Exclusion is applied to privately funded placements and End of Placement applies to students placed with an EHCP by a local authority. It is recognised that both fixed-term and permanent exclusions for private students or ending of the placement for students with an EHCP will only be used in extreme circumstances and only when other strategies have been exhausted. A fixed term exclusion can be applied to any student. The safety of students and staff will be paramount when making any decision to exclude or end the placement (see the school's policy for behaviour management which focuses on the positive management of student behaviour, but also includes examples of where exclusion may be used as sanction for serious concerns).

Aims

- To support the school's behaviour policy
- To promote self-management of behaviour
- To encourage students to take responsibility for their own actions, to feel safe and adopt safe practices
- To work in partnership with parents and other agencies to support management of student behaviour and wellbeing.

Strategies

The decision to exclude or end placement lies with the Headteacher (notifiable to the Directors) and the local authority who have placed the student. Decisions are reached using guidance contained in government policies and the Department for Education guide 'Exclusion from maintained schools, Academies and student referral units in England.' These documents do not apply to Independent schools but their information provides useful guidance. At All Saints School, we also refer to documentation from Norfolk County Council.

Behaviours that could lead to an internal isolation or removal from the classroom, fixed term exclusion or end of placement include:

- Repeatedly disrupting the learning environment
- Verbal and or physical aggression towards peers or staff
- Repeated unkindness or bullying including cyber bullying
- Threatening behaviour
- Vandalism
- Theft
- Smoking/Vaping or bringing related products into school
- Bringing illegal substances into school
- Bringing items that could be considered or used as weapons into school

This list is not exhaustive.

If a placement breaks down for other reasons it may be that, following extensive discussions with all parties (student, family, Local Authority, School), the decision is taken to end the placement and the school will support the family to liaise with the Local Authority regarding their educational provision moving forward.

All incidents will be considered on a case by case basis, taking into consideration the CYP's vulnerabilities and the SLT's duty to maintain the order and safety of the wider school community. Other things will be taken into consideration such as the seriousness of the incident and whether it is a repeated behaviour.

Removal from the classroom or Internal Isolation

The use of removal will allow for continuation of the pupil's education in a supervised setting. The continuous education provided may differ to the classroom curriculum but will still be meaningful for the student.

Removal from the classroom is considered a serious sanction. It will only be used when necessary and once other behavioural strategies in the classroom have been tried, unless the behaviour is so extreme as to warrant immediate removal. Parents will be informed on the same day if their child has been removed from the classroom to work separately from their peers. As with all disciplinary measures, the senior leadership team will consider whether the sanction is proportionate and consider whether there are any special considerations relevant to its imposition.

Exclusions

There are two types of exclusion - a fixed period (suspended) and permanent exclusion (excluded).

Fixed period:

A fixed period exclusion is where a student is temporarily removed from school. They can only be removed for up to a period of 45 school days in one school year. This does not have to be a continuous period. Ofsted inspection evidence suggests that 1-3 days is often long enough to secure the benefits of exclusion without adverse educational consequences.

When a student is excluded for a fixed period, the school will set and mark work for the first five school days in at least the three core subjects of the National Curriculum.

If the exclusion is longer than five school days, the school will arrange suitable full time education for the student from the 6th school day.

Permanent exclusion/ Ceasing of Placement:

All Saints School takes time within the referral process to gain as much information as possible. This information helps us identify if we are the right provision for that young person and if we can meet both their social and emotional needs alongside allowing all students the opportunity to maximise academic progression. Therefore, we will be aware of individual needs and levels of support, making the success of the placement achievable. With this in mind, the likelihood of a placement breaking down is very slim but will be considered if the safety of the student, their peers or the staff cannot be guaranteed and therefore the placement can no longer meet that child's needs. Before an end of placement is considered, the school will use all the resources available to maintain that child's place. This could include an individual timetable, working one to one or in smaller groups, or working off-site in the community. We might change the curriculum and provide therapy or use outside professionals to support the provision. The school maintains a truly holistic approach; identifying all the individual needs of a child and working with all involved to progress that child in all areas of their lives.

Although All Saints School is specialised in supporting students with high levels of social and emotional needs, there may be a time when we are just not the right provision for that child at that time. This could be due to the safeguarding of that student, the staff team or other children. This decision is never taken lightly, and the school will always consult with that child's County Council and their parents/carers before making a final decision.

There will be an emergency EHCP review, where all concerned will plan a way forward. This provides the opportunity for the child their parents/carers, the school, and local authority to have their voices heard. After this, if the placement is then considered no longer appropriate because it cannot meet that child's needs, the school will give 28 days' notice and support that child's County Council in finding another placement.

Norfolk County Council will be informed. The Local Authority must arrange suitable full time education from the 6th school day from the day of exclusion. In addition, where a student has a Statement of Special Educational Needs or Education Health Care Plan the Local Authority must ensure that an appropriate full-time placement is identified in consultation with the parents. In exceptional cases, usually where further evidence has come to light, a fixed period exclusion may be extended or converted to a permanent exclusion or for a student with an EHCP the placement will be ceased.

There is a right to appeal to the Directors and the Advisory Boards members. They will assess the case and if they agree with the decision to end the placement, the local authority is informed, and the decision is then final.

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."

A decision to exclude a student **permanently** or to **cease the placement** should only be taken:

"in response to a serious breach, or persistent breaches, of the school's behaviour policy; and where allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school".

A decision to exclude a child permanently or to the cease the placement is a serious one. It will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies, which have been tried without success. It is an acknowledgement by the school that it has exhausted all available strategies for dealing with the child and should normally be used as a last resort.

There are, however, exceptional circumstances where, in the Headteacher's judgement, it is appropriate to permanently exclude a child for a first or 'one off' offence. These might include:

- 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.

If a criminal offence has taken place, the school will inform parents or carers that the police will be informed. Where relevant, other agencies will also be informed.

When reaching the decision to exclude a child, the Headteacher must apply the civil standard of proof, i.e. 'on the balance of probabilities' which means it is more likely than not that a fact is true.

Under the Equality Act 2010 schools must not discriminate against, harass or victimise students because of their:

- sex
- race
- disability
- religion or belief
- sexual orientation
- because of a pregnancy / maternity; or
- because of a gender reassignment.

For disabled children, this includes a duty to make reasonable adjustments to policies and practices.

A student will only be excluded on disciplinary grounds. The decision to exclude must be:-

- lawful
- rational
- reasonable
- fair
- proportionate.

It is unlawful to exclude or to increase the severity of an exclusion for a non-disciplinary reason. For example, it would be unlawful to exclude a student simply because they have additional needs or a disability that the school feels it is unable to meet. It would also be unlawful to exclude for a reason such as:

- academic attainment / ability
- lateness or truancy
- pregnancy
- the action of a student's parents
- the failure of a student to meet specific conditions.

Factors to consider before making a decision to exclude

Exclusion will not be imposed in the heat of the moment, unless there is an immediate threat to the safety of others in the school or the student concerned. Before deciding whether to exclude a student, either permanently or for a fixed period, the Headteacher will:

- Ensure that an appropriate investigation is carried out.
- Consider all the evidence available to support the allegations, taking into account the school's Behaviour and Equal Opportunities policies.
- The student will be allowed to give his/her version of events.

- Check whether there are contributing factors, (for example, whether the incident may have been provoked, by bullying or by racial or sexual harassment, or whether the student has suffered bereavement or has mental health issues).

Can a child be informally excluded?

A student cannot be informally excluded. Where a student is sent off the school premises, (for example, where a child is sent home for a 'cooling off' period), it must be recorded officially as an exclusion. If a parent/carer believes that their child has been unlawfully excluded, they should as a first course of action pursue an internal complaint within the school.

What is the procedure for excluding a student?

When the Headteacher decides to exclude a student, the parent /s or carer/s will be notified immediately, usually by telephone, followed by a letter without delay. The letter must state:

- If the exclusion is permanent or the placement is to end.

If the exclusion is fixed-term:

- The precise period of the exclusion;
- The reasons for the exclusion;
- The parent's right to make representations to the School Directors, and how the student can be involved in this;
- Who to contact about making such representations;
- The right on written request to see copies of a child's school record;
- The arrangements made by the school for the student to continue their education during the first five days of the exclusion, including setting and marking of work. It is the parents' responsibility to ensure that work sent home is completed by the student and returned to school;
- The school days (or school day from) which the student will be provided with alternative suitable education.
- Parents and their child will be invited to attend a re-integration interview with the Headteacher before the child comes back into school.

What are the obligations of parents during a period of exclusion?

During the first five days of a period of exclusion (whether fixed-term or permanent), the parents of an excluded student, who is of compulsory school age, must make sure that he or she is not present in a public place during school hours, unless there is a reasonable justification. Failing to ensure this is an offence, and parents may be given a fixed fine of £60 by the Local Authority.

A parenting contract may be offered if necessary. A parenting contract is an agreement between the school and parents that they will both support the child in improving their behaviour.

Student reintegration after-fixed term exclusion

Before a student can be reintegrated into school they are invited, with their parents/carers, to attend an interview with the Headteacher. This is to ensure that all concerned understand the

seriousness of the situation, and that a positive behaviour plan is developed to encourage progress in the future.

The student will be presented with a Behaviour Contract which they and their parents/carers will be asked to sign.

The student may also be put on report for two weeks. Teachers will sign the report after each lesson. It will be seen by the Headteacher at the end of each day and it must be signed by the parents/or carers.

Where Parents and Carers can go for support

<https://thinkstudent.co.uk/where-to-get-help-after-a-school-exclusion/>

<https://www.citizensadvice.org.uk/family/education/sorting-out-school-problems/>

Data Protection

The school processes personal data collected in accordance with its data protection policy. We will protect personal and sensitive data and keep it safe from unauthorised or unlawful access, alteration, processing or disclosure, and against accidental or unlawful loss, destruction or damage. Inappropriate access or disclosure of student data constitutes a data breach and should be reported in accordance with the school's data protection policy immediately.