

BROOM COTTAGES PRIMARY AND NURSERY SCHOOL



Exclusion Policy

Approved by:	Governing body	Date: 21 st January 2026
Last reviewed on:	17 th December 2025	
Next review due by:	December 2027	

Exclusion Policy

1.1 Policy Title

This document is the Broom Cottages Primary and Nursery School Exclusion Policy. It was approved by the Governing Board on 21st January 2026. The policy will be reviewed annually, with the next scheduled review by 29th January 2027, or sooner if required by changes in legislation or statutory guidance.

1.2 Policy Author and Ownership

This policy was written in consultation with the Senior Leadership Team, including Mr. S. Shields, Headteacher, and with oversight from the Governing Board. The Headteacher is responsible for the day-to-day implementation of this policy, supported by Mr. Graham, Deputy Headteacher. The Governing Board retains overall responsibility for the policy's effectiveness and compliance.

1.3 Approval and Review History

- Date of original approval: 21st January 2026
- Dates of previous reviews: March 2023, March 2024
- Date of next scheduled review: 29th January 2027
- Policy owner: Mr. S. Shields (Headteacher)
- Governing Board oversight: Mrs. Lisa Lakey (Chair) and Rev. Keith Lumsdon (Vice Chair)

2.0 Policy Statement and Rationale

2.1 Purpose of the Policy

At Broom Cottages Primary and Nursery School, we are committed to providing a safe, inclusive, and nurturing environment where every member of our community feels valued and respected. Our exclusion policy aims to ensure that all decisions regarding exclusion are made fairly, lawfully, and with due regard to the needs and rights of all pupils. Exclusion is used only as a last resort, after all other appropriate strategies have been considered and exhausted, and always in the best interests of the school community's safety and well-being. This policy sets out clear procedures for exclusion, consistent with statutory requirements, and provides guidance to ensure that exclusions are managed in a way that supports positive behaviour, inclusion, and safeguarding.

2.2 Policy Scope

This policy applies to all pupils enrolled at Broom Cottages Primary and Nursery School, as well as to all staff, parents/carers, and visitors involved in the school community. It covers all forms of exclusion, including fixed-term (suspension), permanent exclusion, internal exclusion, and managed moves. The policy applies to behaviour both on school premises and, where relevant, off-site when pupils are representing the school or are otherwise under the school's authority.

2.3 Policy Principles

Our approach to exclusion is underpinned by the following principles:

- Exclusion is a last resort, used only when all other interventions have failed or when it is necessary to protect the safety and welfare of pupils and staff.
- We are committed to relational and restorative practices, which seek to repair harm, restore relationships, and support positive behaviour.
- All exclusion decisions are made in accordance with statutory guidance and are lawful, reasonable, and proportionate.
- We are committed to equality, inclusion, and safeguarding, ensuring that exclusion is not used in a discriminatory manner and that the needs of vulnerable pupils are fully considered.
- Our exclusion procedures are transparent, consistently applied, and aligned with the school's vision and values of respect, fairness, and success for all.

3.0 Legal and Statutory Framework

3.1 Legislative Context

This policy is informed by the following key legislation:

- **Education Act 2002 (as amended):** Sets out the powers of headteachers to exclude pupils and the responsibilities of governing boards.
- **Education and Inspections Act 2006:** Establishes the legal framework for school discipline, behaviour, and exclusions.
- **School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012:** Details the procedures for exclusion, notification, and review.
- **Equality Act 2010:** Prohibits discrimination on the basis of protected characteristics and requires reasonable adjustments for disabled pupils.
- **Children and Families Act 2014:** Sets out requirements for supporting pupils with special educational needs and disabilities (SEND).

3.2 Statutory Guidance

Our policy is fully aligned with the Department for Education (DfE) statutory guidance, specifically 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement' (September 2023). We also follow local authority protocols, including Durham County Council Exclusion Guidance, and comply with Ofsted inspection requirements regarding behaviour and exclusions.

3.3 Equality and Safeguarding Duties

Broom Cottages Primary and Nursery School is committed to fulfilling its duties under the Equality Act 2010, the SEND Code of Practice, and all relevant safeguarding legislation. We ensure that exclusion is not used in a way that discriminates against pupils on the basis of disability, race, gender, religion, sexual orientation, or any other protected characteristic. The potential impact of exclusion on vulnerable groups, including pupils with SEND, looked-after children, and those at risk of harm, is always

WORKING TOGETHER, LEARNING TOGETHER, GROWING TOGETHER

carefully considered. Reasonable adjustments are made to ensure that all pupils are treated fairly and equitably.

4.0 Roles and Responsibilities

4.1 Headteacher

The Headteacher has the authority to exclude pupils on disciplinary grounds, in accordance with statutory requirements and this policy. The Headteacher is responsible for:

- Investigating incidents thoroughly and ensuring that all relevant evidence is considered.
- Making exclusion decisions that are lawful, reasonable, and proportionate.
- Considering the impact of exclusion on vulnerable pupils and making reasonable adjustments where appropriate.
- Ensuring that parents/carers, the local authority, and the governing board are notified of exclusions without delay and in accordance with statutory timescales.
- Providing suitable education for excluded pupils from the sixth day of a fixed-term exclusion.
- Maintaining accurate records of all exclusions and the reasons for them.
- Leading reintegration processes and ensuring that support is provided to pupils returning from exclusion.

4.2 Governing Board

The Governing Board is responsible for:

- Reviewing the Headteacher's exclusion decisions in accordance with statutory procedures.
- Considering representations from parents/carers and, where required, holding meetings to review exclusions and decide on possible reinstatement.
- Ensuring that exclusion data is monitored and analysed to identify patterns, trends, and any over-representation of vulnerable groups.
- Overseeing the implementation and effectiveness of this policy and ensuring compliance with statutory guidance.
- Supporting the Headteacher in promoting positive behaviour and inclusive practices.

4.3 Staff

All staff at Broom Cottages Primary and Nursery School are expected to:

- Implement the school's behaviour policy consistently and fairly.
- Use relational and restorative approaches to manage behaviour and prevent incidents that may lead to exclusion.
- Identify and support pupils at risk of exclusion, including through early intervention and referral to appropriate support services.

WORKING TOGETHER, LEARNING TOGETHER, GROWING TOGETHER

- Record and report incidents accurately and promptly, following school procedures.
- Participate in training and professional development related to behaviour management, inclusion, and statutory requirements.

4.4 Parents/Carers and Pupils

Parents/carers and pupils have the right to:

- Be informed promptly and clearly about any exclusion and the reasons for it.
- Make representations to the governing board regarding exclusion decisions.
- Access information, advice, and support regarding exclusion and reintegration.
- Participate in reintegration meetings and the development of support plans.

Parents/carers are expected to:

- Work in partnership with the school to support positive behaviour and address underlying issues.
- Attend meetings related to exclusion and reintegration.
- Support their child's engagement with alternative provision, where applicable.

Pupils are encouraged to:

- Take responsibility for their behaviour and participate in restorative processes.
- Engage with support offered by the school and external agencies.

4.5 Local Authority

Durham County Council is responsible for:

- Providing guidance and support to schools regarding exclusion procedures.
- Receiving and monitoring exclusion notifications from schools.
- Arranging suitable full-time education for permanently excluded pupils and for those on fixed-term exclusions from the sixth day.
- Supporting families and pupils through the exclusion process, including access to independent advice and advocacy.
- Convening independent review panels for permanent exclusions, where requested.

5.0 Exclusion Procedures

5.1 Types of Exclusion

Exclusion may take several forms at Broom Cottages Primary and Nursery School:

- **Fixed-Term Exclusion (Suspension):** The pupil is temporarily removed from school for a specified number of days, not exceeding 45 school days in a single academic year.
- **Permanent Exclusion:** The pupil is removed from the school roll and will not return, except in the event of successful appeal or reinstatement.

- **Internal Exclusion:** The pupil is removed from their usual classes but remains on the school premises, supervised and engaged in learning.
- **Managed Move:** With parental consent and in partnership with another school, a pupil may be transferred to a new school as an alternative to exclusion.

All exclusions are recorded and managed in accordance with statutory requirements and this policy.

5.2 Grounds for Exclusion

Exclusion may be considered for a range of serious disciplinary reasons, including **but not limited to**:

- Defiance and/or disrespect
- Persistent disruptive behaviour that undermines the learning or safety of others.
- Repeated breaches of the school behaviour policy.
- Serious breaches of the school's behaviour policy.
- Verbal abuse or threatening behaviour against a pupil or adult.
- Physical assault against a pupil or adult.
- Bullying, including cyberbullying.
- Racist, homophobic, or discriminatory abuse.
- Sexual misconduct or harassment.
- Indecent behaviour
- Damage to property.
- Theft.
- Drug and alcohol-related incidents.
- Possession of an offensive weapon or threatening to use a weapon.
- Serious actual or threatened violence against another pupil or a member of staff.

Each case is considered individually, taking into account the circumstances, the pupil's needs, and the impact on the school community.

5.3 Decision-Making Process

When a serious incident occurs, the following process is followed:

1. **Investigation:** The Headteacher (or designated senior leader) investigates the incident thoroughly, gathering statements from all involved parties and reviewing any available evidence, such as CCTV footage or witness accounts.
2. **Consideration of Evidence:** The Headteacher considers all evidence, the pupil's previous behaviour record, and any mitigating factors, such as SEND, safeguarding concerns, or personal circumstances.

3. **Consultation:** Where appropriate, the Headteacher consults with relevant staff, the Designated Safeguarding Lead, and external agencies.
4. **Decision:** The Headteacher decides whether exclusion is appropriate, ensuring that the decision is lawful, reasonable, and proportionate. Exclusion is only used when other strategies have been unsuccessful or when the behaviour is so serious that exclusion is necessary to protect the school community.
5. **Documentation:** The decision and the reasons for it are clearly documented, and all statutory notifications are prepared.

5.4 Notification and Communication

When a pupil is excluded, the Headteacher must notify parents/carers, the local authority, and the governing board without delay. Written notification must include:

- The reason(s) for the exclusion.
- The type and length of exclusion (fixed-term or permanent).
- The date the exclusion takes effect and the return date (for fixed-term exclusions).
- Parents'/carers' right to make representations to the governing board and how to do so.
- Arrangements for the pupil's education during the exclusion and from the sixth day onwards.
- Contact details for advice and support, including the local authority and independent services.

Notifications must be clear, accessible, and provided in a timely manner, in line with statutory timescales.

5.5 Recording and Reporting

All exclusions are recorded in the school's secure management information system, including the reason, duration, and any relevant background information. Exclusion data is reported to the local authority and the DfE as required. Records are stored securely and confidentially, in accordance with data protection legislation. The school regularly reviews exclusion data to identify trends, patterns, and any over-representation of vulnerable groups.

6.0 Preventative and Supportive Measures

6.1 Early Identification and Intervention

At Broom Cottages Primary and Nursery School, we are committed to early identification of pupils at risk of exclusion. Strategies include:

- Regular monitoring of behaviour and attendance data to identify emerging concerns.
- Use of individual support plans, behaviour contracts, and pastoral support programmes for pupils exhibiting challenging behaviour.
- Referral to the Special Educational Needs Coordinator (SENCO) for assessment and support, where appropriate.

WORKING TOGETHER, LEARNING TOGETHER, GROWING TOGETHER

- Engagement with external agencies, such as educational psychologists, behaviour support teams, and social care, to provide targeted interventions.
- Involvement of parents/carers at the earliest opportunity to develop a shared understanding and approach.

6.2 Relational and Restorative Approaches

We believe that positive relationships and restorative practices are key to preventing exclusion and promoting a supportive school culture. Our approach includes:

- Restorative conversations and meetings to address incidents, repair harm, and rebuild trust.
- Mediation between pupils and/or staff to resolve conflicts.
- Opportunities for pupils to reflect on their behaviour and its impact on others.
- Encouragement of empathy, respect, and responsibility through the curriculum and wider school life.

Staff receive regular training in restorative approaches and are supported to use these strategies consistently.

6.3 Reasonable Adjustments for Vulnerable Pupils

We recognise that some pupils, particularly those with SEND, looked-after children, and those experiencing adverse circumstances, may require additional support to manage their behaviour. The school makes reasonable adjustments by:

- Differentiating behaviour expectations and responses, where appropriate.
- Providing additional adult support or mentoring.
- Adapting the curriculum or timetable to meet individual needs.
- Implementing risk assessments and safety plans.
- Liaising with external agencies to coordinate support.

Decisions to exclude vulnerable pupils are made with particular care, and only after all reasonable adjustments and interventions have been considered.

6.4 Staff Training and Development

All staff receive regular training in:

- The school's behaviour and exclusion policies.
- Relational and restorative approaches to behaviour management.
- Understanding and supporting pupils with SEND and other vulnerabilities.
- Statutory requirements and best practice in exclusion procedures.

Training is reviewed and updated in line with changes to legislation, guidance, and school priorities.

7.0 Reintegration and Post-Exclusion Support

7.1 Reintegration Meetings

Following any period of exclusion, a reintegration meeting is held with the pupil, parents/carers, and relevant staff. The purpose of the meeting is to:

- Welcome the pupil back to school and reaffirm their place in the community.
- Reflect on the incident(s) leading to exclusion and discuss strategies to prevent recurrence.
- Agree on a support plan, including any reasonable adjustments or interventions.
- Set clear expectations for behaviour and engagement.

The meeting is conducted in a supportive, non-judgemental manner, focusing on moving forward positively.

7.2 Support Plans and Monitoring

A personalised support plan is developed for pupils returning from exclusion, outlining:

- Specific targets for behaviour and learning.
- Support strategies and interventions to address underlying needs.
- Roles and responsibilities of staff, parents/carers, and the pupil.
- Arrangements for regular review and monitoring of progress.

The plan is reviewed at agreed intervals, and adjustments are made as necessary to ensure the pupil's successful reintegration.

7.3 Alternative Provision

For pupils who are excluded for more than five school days, or who cannot immediately return to mainstream education, the school arranges suitable alternative provision. This may include:

- Placement at a pupil referral unit or alternative education centre.
- Home-based learning with appropriate support and resources.
- Access to online learning platforms or distance education.

The school works closely with the local authority and parents/carers to ensure that the provision is appropriate, accessible, and meets the pupil's educational needs.

8.0 Monitoring, Evaluation, and Review

8.1 Monitoring Exclusion Data

The Senior Leadership Team, in partnership with the Governing Board, regularly reviews and analyses exclusion data to:

- Identify patterns and trends, including repeated exclusions and over-representation of particular groups (e.g., pupils with SEND, ethnic minorities, looked-after children).

- Evaluate the effectiveness of preventative strategies and interventions.
- Inform school improvement planning and staff training priorities.

Data is shared with the Governing Board and the local authority as required, while maintaining confidentiality.

8.2 Evaluation of Policy Effectiveness

The effectiveness of this policy is evaluated through:

- Feedback from pupils, parents/carers, and staff, gathered through surveys, meetings, and informal discussions.
- Analysis of exclusion data and outcomes for excluded pupils.
- Review of reintegration processes and support plans.
- Consideration of inspection feedback and external reviews.

Findings are used to inform policy updates and the development of further preventative measures.

8.3 Policy Review Process

This policy is reviewed annually by the Senior Leadership Team and the Governing Board, or sooner if there are significant changes in legislation, statutory guidance, or local authority protocols. The review process includes:

- Consultation with staff, pupils, parents/carers, and external partners.
- Consideration of exclusion data and feedback.
- Updates to ensure compliance with current statutory requirements and best practice.

The updated policy is approved by the Governing Board and published on the school website.

9.0 Complaints and Appeals

9.1 Parental Right to Make Representations

Parents/carers have the right to make representations to the Governing Board regarding any exclusion. The school provides clear information on how to do this in the exclusion notification letter. The Governing Board will consider all representations in accordance with statutory procedures and will invite parents/carers to attend a meeting where appropriate.

9.2 Independent Review Panel

For permanent exclusions, parents/carers have the right to request an independent review by a panel convened by the local authority. The school provides information about this process in the exclusion notification letter. The independent review panel considers whether the exclusion was lawful, reasonable, and procedurally fair, and may direct the Governing Board to reconsider its decision.

9.3 Complaints Procedure

If parents/carers have concerns about the exclusion process or the conduct of staff, they may raise these through the school's complaints procedure. Details of the complaints process are available on the school website and from the school office. All complaints are handled in accordance with the school's complaints policy and statutory requirements.

10.0 Communication and Accessibility

10.1 Publication of the Policy

This policy is published on the Broom Cottages Primary and Nursery School website and is available in hard copy from the school office on request. The policy is accessible to all stakeholders, including parents/carers, pupils, staff, and visitors. Alternative formats (e.g., large print, translated versions) are available on request to ensure accessibility for all members of the school community.

10.2 Support for Parents/Carers and Pupils

The school is committed to supporting parents/carers and pupils affected by exclusion. We provide:

- Clear, accessible information about the exclusion process and available support.
- Contact details for the local authority and independent advice services.
- Opportunities for parents/carers and pupils to meet with staff to discuss concerns and plan for reintegration.
- Signposting to external agencies and support networks, including SEND and mental health services.

Parents/carers and pupils are encouraged to contact the school for advice and support at any stage of the exclusion process.

11.0 Appendices

11.1 Template Letters and Notification Forms

- Model letter for notifying parents/carers of a fixed-term exclusion
- Model letter for notifying parents/carers of a permanent exclusion

[Templates to be customised with school and pupil details]

11.2 Exclusion Decision Checklist

- Have all relevant facts and evidence been gathered and considered?
- Has the pupil's version of events been sought and recorded?
- Have the pupil's SEND, safeguarding, and personal circumstances been considered?
- Have all alternative strategies and reasonable adjustments been explored?

WORKING TOGETHER, LEARNING TOGETHER, GROWING TOGETHER

- Is the exclusion decision lawful, reasonable, and proportionate?
- Have statutory notifications been prepared and sent?
- Has suitable education been arranged for the period of exclusion?

[Checklist to be used by Headteacher prior to finalising exclusion]

11.3 Reintegration Meeting Template

- Welcome and introductions
- Review of incident(s) leading to exclusion
- Pupil's reflections and views
- Support strategies and interventions agreed
- Behaviour expectations and targets set
- Arrangements for monitoring and review
- Questions and next steps

[Template to be adapted for individual meetings]

11.4 Local Authority and External Support Contacts

- Durham County Council Exclusion Team:
<https://www.durham.gov.uk/schoolexclusion>
- SEND Information, Advice and Support Service (SENDIASS):
(<https://durhamsendiass.info/contact-us/>)
- Educational Psychology Service:
<https://www.durham.gov.uk/article/25484/Educational-Psychology>

11.5 Flowchart of Exclusion Procedures

1. Incident occurs
2. Investigation and evidence gathering
3. Decision by Headteacher
4. Notification to parents/carers, local authority, governing board
5. Alternative provision arranged (if required)
6. Reintegration meeting and support plan
7. Monitoring and review
8. Appeals/complaints process (if applicable)

[Visual flowchart to be created and displayed in staff areas]

12.0 References

- Education Act 2002 (as amended)
- Education and Inspections Act 2006
- School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012
- Department for Education (DfE) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement' (September 2023)
- Equality Act 2010
- SEND Code of Practice (2015)
- Ofsted Education Inspection Framework (2019, as amended)
- School's Behaviour Policy
- DfE School Exclusion Guidance: <https://www.gov.uk/school-behaviour-exclusions/exclusions>
- Durham County Council Exclusion Guidance: <https://www.durham.gov.uk/schoolexclusion>
- Any other relevant local or national documents

Appendices

Ferryhill, County Durham, DL17 8AN.

Telephone: (01740) 651363

Headteacher: Mr. S. Shields

Deputy Headteacher: Mr. P. Graham

[Date]

Dear Parent

Fixed Term Suspension:

Name of Pupil:

Date of Birth:

Gender:

Ethnicity:

SEN Stage:

Looked after by Local Authority:

I regret to inform you that, with effect from ###, I have suspended *** from attending this school for ____ day. This decision has been taken due to absconding, failure to follow instructions and repeated persistent or general disruptive behaviour.

*** will be reinstated on ### at ____ am. This brings the total number of days for which *** has been suspended this term to ____.

You and *** should attend a reintegration meeting with me on ### at ____ am. If that is not convenient, please contact the school to arrange a suitable alternative date and time.

As a result of this suspension, I may consider completing an Early Help Assessment to identify support for ***.

You may also make representations to the Discipline Committee of the Governing Body and, should you wish to do so, you should write to Jill Huntingdon, the Clerk to the Governing Body at EDGS.Administration@durham.gov.uk as soon as possible.

If you think this suspension has occurred as a result of discrimination you may make a claim under the Equality Act 2010 to the First-Tier Tribunal (Special Educational Needs and Disability), in the case of disability discrimination or the County Court, in the case of other forms of discrimination. www.justice.gov.uk/tribunals/send/appeals

You have a duty to ensure that your child is not found in a public place during this suspension (###) unless there is reasonable justification for this. I must warn you that you may receive a penalty notice from the Local Authority if your child is found in a public place during normal school hours on the specified dates without reasonable justification.

Access to your child's records is permitted through the data protection legislation. Please see the schools privacy notice policy for details.

We will continue to set work for *** during the period of his/her suspension (*insert details of arrangements that are in place for this*). Please ensure any work set is collected completed, and returned to us for marking.

Advice about the suspension procedures is contained in the enclosed LA leaflet and, should you wish to discuss any aspects of these procedures, you can contact Mrs Lynn Howe, Inclusion and Pastoral Officer, Children and Young People Services, (Tel: 03000 265 562) or Coram's Child Law Advice service on (0300 330 5485), ACE Education (<http://www.ace.ed.org.uk>) and 03000 115 142 on Monday to Wednesday from 10 am to 1 pm during term time); **and where considered relevant by the head teacher, links to local services, such as Traveller Education Services, the Information Advice & Support Services Network (formerly known as the local parent partnership) (<https://councilfordisabledchildren.org.uk/information-advice-and-support-servicesnetwork/about>), the National Autistic Society (NAS) School Exclusion Service (England) (0808 800 4002 or schoolexclusions@nas.org.uk), or Independent Parental Special Education Advice (<http://www.ipsea.org.uk/>)**

If you would like this letter summarised in another language or format please contact Communications Team on at Communications@durham.gov.uk.

Yours sincerely

Mr. S. Shields
Head teacher