


Grow Independent



School

Exclusions Policy

Policy Document (2024-2025)

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Signed by: S Hawthorne	
Approved by:	A Lee (Chair of Govs)

At Grow, we are committed to providing an accessible and inclusive environment for all our students, staff, parents, and visitors. We strive to ensure that everyone can fully participate in our educational community, regardless of any physical, sensory, cognitive, or neurodiverse conditions.

We can provide information in multiple formats, including printed, electronic, and audio versions. Please let us know your preferred format. We offer translation and interpretation services to support non-English speakers and those who use sign language.

We value feedback from our community to help us improve our accessibility measures. If you have any suggestions or require assistance, please contact us: office@growschool.co.uk

Thank you for helping us make Grow a welcoming and accessible environment for everyone.

1. Introduction

At Grow Independent School, we are committed to creating a positive and inclusive learning environment for all students. This policy outlines the procedures and principles governing the exclusion of students from school to ensure fairness and consistency. Exclusion is a serious measure and will only be used as a last resort when other interventions have not been effective.

2. Aims

- To ensure a clear and fair process for managing exclusions.
- To maintain a safe and supportive learning environment.
- To provide a framework for supporting students and their families during and after the exclusion process.

3. Grounds for Exclusion

3.1 Any form of exclusion, either fixed-term or permanent, should only be used rarely and in *exceptional* circumstances. The decision to exclude can only be made by the Head (DfE guidance, 2017)

or Executive Principal. Whilst a one-off episode or incident of behaviour may sometimes be positively managed with a fixed period out of school, it would be our usual practice to consider whether Primary, Secondary and Tertiary Strategies had been fully explored. However, it is also important to remember that:

3.2 Individual needs, risks and context will always be considered when contemplating an exclusion of any sort.

3.3 Fixed-term (temporary) exclusions of between 1 and 5 days may be considered when the child and/or the school feels that some time might be necessary in order to re-think approaches or make changes to provision and where a break from school, coupled with a reintegration meeting with the student and parents, could be a really effective way to restart provision in a more positive way for the learner and their staff.

3.4 Fixed-term exclusions may also need to be considered in serious circumstances, to allow the school to reflect with parents, carers, social workers and/or other professionals on the cause of the incident or behaviours and to plan for more successful reintegration.

3.5 Unfortunately, permanent exclusions may be a necessity in more extreme circumstances, where for example, the safety or wellbeing of others at school has been significantly compromised. Such extreme circumstances might include the following, which is not an exhaustive list:

- Use or possession of prohibited items within school towards another including but not limited to: knives, weapons, alcohol. Illegal drugs, stolen items, tobacco, cigarette papers, fireworks, pornographic images.
- Any article that a member of staff reasonably suspects has been, or is likely to be, used to commit an offence, injure a person, damage property and any item that the school policy is specified as banned and able to be searched for.
- Selling of drugs or drug paraphernalia
- Premeditated actions to hurt or harm another
- Continued and repeated disruptive behaviour and unwillingness to engage with support or learning
- Repeated, long-term targeting of another or others/peer-on-peer abuse
- Single or repeated violence or assault

3.6 Whenever a fixed-term or permanent exclusion is issued, parents/carers and the placing Local Authority, including the social worker of any looked-after children, will be notified by phone and letter. Parents/carers will also be advised of their right to appeal and the process that will be followed should they choose to exercise this right, this is detailed further below in 'procedures for exclusion'.

4. Procedures for Exclusion

4.1. Initial Response

- Informal Action: Before considering exclusion, staff should attempt other interventions, such as verbal warnings, detention, or involvement of support staff.
- Recording Incidents: All incidents leading to a potential exclusion should be documented, including any previous interventions and the student's response.

4.2. Decision to Exclude

- Investigation: A thorough investigation of the incident(s) should be conducted. This includes speaking with the student, any witnesses, and reviewing any relevant evidence.
- Consultation: The Headteacher (or acting Headteacher) must be consulted before making a decision to exclude. They will review the evidence and consider whether exclusion is appropriate.

4.3. Notification

- Informing Parents/Carers: Parents or carers will be informed of the exclusion in writing, including the reason for the exclusion, the duration, and any conditions for the student's return.
- Notification to Local Authority: The school will inform the local authority and other relevant agencies as required.

4.4. Length of Exclusion

- Fixed-Term Exclusions: These are temporary and can last up to 45 school days in a single academic year. The length will be determined based on the severity of the incident and the student's history.
- Permanent Exclusions: These are used in extreme cases where the student's continued presence is deemed to be detrimental to the school community. Permanent exclusions are rare and require careful consideration and consultation.

5. Right of Appeal

- Appeal Process: Parents or carers have the right to appeal the exclusion decision. The appeal must be submitted in writing to the school's governing body within 15 school days from the date of the exclusion letter.
- Review Panel: An independent review panel will be convened to review the exclusion. The panel will consider the evidence and make a recommendation.

6. Reintegration and Support

- Reintegration Plan: A reintegration plan will be developed in consultation with the student, their parents or carers, and relevant staff. This plan will outline any support or adjustments needed to facilitate a successful return to school.
- Ongoing Support: The school will provide ongoing support to the student to address any underlying issues and to prevent further incidents of exclusion.

7. Monitoring and Review

- Monitoring: The school will monitor the impact of exclusions on the student and the wider school community. Records of exclusions will be maintained and reviewed regularly.
- Policy Review: This policy will be reviewed annually to ensure it remains effective and in line with current legislation and best practice.

8. Legislation and Guidance

This policy is in accordance with:

- The Education Act 2002
- The Education (Pupil Exclusions) Regulations 2003
- The Department for Education's (DfE) guidance on exclusions

9. Contact Information

For more information or if you have any concerns about this policy, please contact:

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BB9 8PH

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