



# Exclusions Policy

This policy is reviewed every three years to ensure compliance with current regulations.

Approved / reviewed by:	
Governors Panel	
Date Reviewed:	September 2025
Date of next review:	September 2028

Edith Kay School, hereafter referred to as 'EK' is committed to being a fully accessible and inclusive organisation, welcoming and respecting the diversity of its learner, staff, community and visitors to the school.

## **1. Rationale**

This policy is underpinned by the commitment of all at EK to ensure the safety and well-being of the whole school community and to maintain an appropriate educational environment in which all can learn and achieve.

At EK we are fully aware that behaviour can be a form of communication and that unmet needs and difficulties can manifest as inappropriate or challenging behaviours. In the first instance, we aim to reduce the likelihood of a young person displaying challenging behaviours which may lead to exclusion; this will be achieved by forging productive relationships with learners and families, striving to meet educational needs and employing a positive behaviour management approach. EK has the overall aim of reducing the need to use exclusion as a sanction.

## **2. Introduction**

The decision to exclude a learner will be taken by the Headteacher and/or the Proprietor in the following circumstances:-

- (a) In response to a serious breach of EK's Behaviour Policy, Anti-Bullying Policy or the Internet, Email and Social Media Policy
- (b) If allowing the learner to remain at EK would seriously harm the education, welfare or health and safety of the learner or others at EK.

Before deciding whether to exclude a learner either permanently, or for a fixed period, the Headteacher will ensure appropriate investigations have been carried out, considering all the evidence available.

A learner may be permanently excluded without notice in the event of;

- Supplying illegal drugs and solvents or their paraphernalia or substances intended to resemble them or being under influence of illegal substances
- Being in possession of and/or under the influence of alcohol
- Theft, blackmail, intimidation, racism or persistent bullying.
- Misconduct of a sexual nature; supply or possession of pornography; downloading or other misuse of pornographic material from the internet.
- Computer hacking or any other serious breach of the agreement for use of school computers and computer systems.
- Possession or use of unauthorised firearms or other weapons or replica weapons.
- Vandalism, breaking into, abusing or otherwise damaging EK property or that belonging to any member of its community.
- Misconduct which puts at risk the health and safety of any person on or near EK premises.
- Other serious misconduct towards a member of the school community or which brings EK into disrepute (single or repeated episodes).
- Physical or verbal abuse against staff or others
- Arson

- A learner may also be required to leave if, after all appropriate consultation, the Headteacher is satisfied it is not in the best interests of the learner, or EK, to remain on roll.

This is not an exhaustive list and there may be other situations where the Headteacher or Proprietor makes the judgment that exclusion is an appropriate sanction.

### **3. Investigation Procedure**

Any complaint or allegation of serious misconduct by a learner will normally be investigated by the Headteacher in consultation with the Proprietor. The investigation will take place as quickly as possible after the incident has occurred to reduce the stress and anxiety of all persons involved

#### **Step 1**

Once an allegation of serious misconduct is received or EK is passed any information regarding serious misconduct or any disclosure is made by an external agency, a meeting will take place with learner/learners concerned to establish the nature, extent and seriousness of the misconduct. A voice recording may be taken at the meeting. If the misconduct has been reported by a member of staff, their written statement will be used at this time.

#### **Step 2**

At the end of the initial meeting, the learner(s) will be requested to provide a written factual account of incident. This must be done under supervision as soon as the meeting takes place. learners with additional communication needs can be further supported, for example through the use of planning sheets or a visual storyboard.

#### **Step 3**

After consideration of the available information, a letter will be sent to the parents/carers outlining the circumstances of the misconduct and he/she/they will be asked to make an appointment to meet with the Headteacher and/or the Proprietor.

#### **Step 4**

The parents will meet with the Headteacher and/or Proprietor in the presence of the learner to discuss the situation. At such a time the learner may offer any mitigating circumstances that might affect the conclusion of the investigation. However, EK reserves the right for the Headteacher and/or the Proprietor to draw whatever conclusion they see fit based on the evidence presented to them. EK may also at this time seek information from other parties or external agencies as required for additional information.

#### **Step 5**

After all the material evidence has been considered, the Proprietor will arrive at a decision and he will decide upon the appropriate sanction.

#### **Step 6**

The Headteacher will formally write to the parents/carers informing them of the decision made. If the decision is made to permanently exclude the learner, that learner may be allowed to return to EK to sit public examinations or take private tuition. This will be considered on a case-by-case basis and is wholly at the

discretion of EK's management team.

#### **4. Scope**

Learners who attend EK are expected to exhibit good behaviour at all times including;

- When travelling to and from EK
- On trips and visits
- At functions and activity days
- When identified as a learner at EK

#### **Roles and responsibilities in relation to this policy area as follows:**

**Proprietor:** Dayo Adeagbo

**Head Teacher:** Karen Dwyer-Burchill