




EXCLUSION POLICY

Date this policy was formally reviewed and agreed by the Governing Body of Kelvin Grove Primary School:	13.01.2026
Signed on behalf of the Governing Body by:	Mr Ian Mearns Chair of Governors
Signature:	
Date:	13.01.2026
Details and dates of minor amendments:	1.7.2020 12.01.2026 No amends
Date next full review is due:	Spring Term 2027

Please note that this school is committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers, parents and visitors to share this commitment.

Statement of Intent

This policy is underpinned by the shared commitment of all members of the School community to achieve two important aims:

- To ensure the safety and well-being of all members of the School community, and to maintain an appropriate educational environment in which all can learn and succeed;
- To realise the aim of reducing the need to use exclusion as a sanction.

Kelvin Grove Primary School seeks to avoid exclusions and they are extremely rare in this school. They take place only for very serious incidents or when other strategies have been tried and have failed over time.

In most cases exclusion will be the last resort after a range of measures have been tried to improve the pupil's behaviour and after a range of strategies have been put in place to address the inappropriate behaviour which may lead to exclusion. The school will also employ the strategy of internal exclusion, where this is deemed to be more effective.

The Head Teacher and staff will identify pupils whose behaviours place them at risk of exclusion, and seek additional provision to meet their individual needs, which could include working in partnership with other agencies.

On occasion if the behaviours warrant it, the Head Teacher might consider a managed move to another school via the Primary Fair Access process to avoid and exclusion.

Fixed term and permanent exclusions are used when other strategies and sanctions have not been effective over time or when there has been a single clear and serious breach of discipline.

A serious offence could by itself justify a pupil's exclusion. This may include an aspect of the following:

- Violence towards an adult or child
- Swearing at an adult
- Racist verbal abuse
- Sustained bullying (see Anti-Bullying Policy)
- Frequent high-level disruption to lessons
- Frequent high levels of non-compliance
- Frequent high levels of disrespect to all adults who work in school

Exclusion

Each individual situation will be investigated according to need. The Head Teacher will gather evidence; seek the opinions and advice of colleagues. The views of the pupil/s will also be sought to gain the full picture before action is taken.

Managing serious or persistent problems

- We accept that it is the behaviour that is the problem and not the child.
- The behaviour of children giving cause for concern will be assessed.
- Triggers or antecedents will be established.
- Individual programmes will be planned to help modify inappropriate behaviour

- The child may be referred to the Family Support Worker for some extra support.
- Parents will be invited to discuss their child's behaviour and an individual programme drawn up. They will be kept informed of progress.

Individual Behaviour Support Plans

Behaviour Support Plans will be used to help pupils at risk of exclusion in order to support him/her to make correct behaviour choices. They will:

- Identify objectives and address one target at a time;
- Include strategies for managing the environment, the class or group, the activities which give rise to the inappropriate behaviours;
- Emphasise teaching the child alternative positive behaviours;
- Specify the behaviour that is unacceptable and the consequence should it occur e.g. time-out, reporting to Head Teacher etc;
- Include some form of self-assessment – e.g. chart to grade own behaviour during a session – to encourage responsibility for own behaviour;

Classrooms

Teaching and learning must be able to take place undisturbed in classrooms. If this is prevented from happening by an individual or group, the behaviours must be tackled.

The aim of our positive behaviour management policy is:

- to help pupils realise the appropriate behaviour and provide strategy/guidance on putting it right
- to reward positive behaviour
- to help support behaviour modification if pupils persist in making inappropriate choices with their behaviour.

To support good behaviour, we have a clear process that is shared with the children. Class rules are established with each class. These are regularly reinforced to ensure that the children are clear about the levels of expectation of their behaviour and reviewed to ensure consistent use across the whole school.

Types of exclusion

1. Internal exclusion

Where the school feels it would be more appropriate for the child to remain in school an internal exclusion may be applied. This entails the child continuing with their learning away from their classroom and taking their breaks away from their peers. In some situations, this is a more appropriate way of working with a child to help them to address any issues.

2. Fixed term exclusion

This is used when persistent inappropriate behaviour continues over time or if a one-off serious offence is committed. For example:

- Violence towards an adult or child (which is deliberate and/or causes serious injury)

- Swearing at an adult
- Racist verbal abuse
- Sustained bullying (see Anti-Bullying Policy)

3. Permanent Exclusion

Permanent Exclusion is very rare as it is a very serious matter and is never undertaken lightly. Only the Head Teacher can permanently exclude a pupil or a named deputy if the Head Teacher is out of school.

The Head Teacher may decide to permanently exclude a pupil only when s/he is sure that:

- the pupil has seriously breached the school's discipline policy.
- if the pupil remains in school, it would seriously harm the education or welfare of the pupil or others in the school.

There is a formal process for all exclusions and these have to be reported to the Local Authority. The school is able to seek advice from the relevant LA officers and parents are able to seek advice from the Pupil and Parent Service if they have concerns and may also contact the school's governors following an exclusion if they wish to.

Parents of all pupils who are excluded on a fixed term will be invited to a meeting, usually on the pupil's first morning back into school, so that an appropriate way forward can be agreed. A Support Plan will then be put in place to support the pupil. This is reviewed fortnightly with parents until it is no longer felt to be necessary or further measures are needed.

Role of the governors

For an exclusion of 5 days in a term or less (or less than 10 lunch times) parents may make written representation to the governing body, who will consider such representations once per term. The governing body has the discretion to agree to a meeting with a parent if this is requested.

For an exclusion of more than 5 days in a term (or 10 lunchtimes), parents can request a meeting of the governors' Discipline Committee who can meet to hear representations. The meeting would take place between the 6th and 50th school day following the date of the exclusion.

For an exclusion of more than 15 school days the governing body would meet between 6th and 15th day following the exclusion and parents would be invited to attend.

Monitoring and review

The Curriculum and Pupils Governor Sub-committee monitors our Exclusion policy every three years. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. The governors take into account guidance on exclusions which is issued by the Local Authority.