



Exclusion Policy

Version:	V8
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Effective until:	September 2027
Lead	Head of School
Director Signature	

1. Policy Statement

Raise Education & Wellbeing School is an independent special school for young people aged 11–19 with Social, Emotional and Mental Health (SEMH) needs. The school provides a supportive and nurturing environment designed to enable students to thrive academically, socially and emotionally.

This policy outlines the principles, procedures, and criteria for exclusions at Raise. It ensures that all matters are considered fairly, consistently and transparently, in line with the school's commitment to equality and inclusion and belief in restorative approaches.

2. Purpose and Aims

Raise Education and Wellbeing school is a restorative and therapeutic school. We understand that students make mistakes and sometimes make poor, ill informed decisions. Our school is built on the ethos of learning from mistakes, repairing harm, undertaking reflection to facilitate personal change and encouraging positive behaviours and choices. We understand that it is both our illegal and moral duty to promote students' social, emotional and moral development. Learning the rules of our school, the community and society, helps them to develop as people and to support them in the complex transitions through childhood, adolescence into adulthood.

We wholeheartedly believe that exclusions of any kind can have a negative impact on students in terms of their learning, behaviour, attitude and personal development. We also understand that for some students, absence from school including fixed term exclusions, can create safeguarding and well-being risks. For these reasons, the school takes any form of fixed term exclusion extremely seriously. Other alternatives, including restorative process are always considered. In compliance with the SEND Code of Practice (2015), will never fix term exclude a student for behaviours that result directly from their special educational needs. Acknowledged that distinguishing SEND from choice behaviours is complex and requires detailed consideration and high levels of professional judgement. For this reason, exclusion decisions are made by a Forum comprising of a minimum of three senior members of the school, including the Head of School. No member of staff who may be a potential 'victim' of the incident under consideration of the fixed term exclusion will sit on the panel.

Fixed Term Exclusions Process:

The Head of School is responsible for convening the meeting and chairing the exclusion panel. They will ensure that all relevant information, evidence and data is available to the panel. And that discussions are fully minted. The head of school must be fully briefed about the Panel's recommendations, including whether an exclusion would result in a student missing public examinations.

The decision to exclude a student for a fixed term is made by the head of school but can be delegated to an assistant head of school, in their absence. An indication of the type of behaviours that may lead to a fixed term exclusion include:

- Bullying, harassment or abuse, included on the grounds of protected characteristics.
- Persistent non-compliance with school health and safety rules.
- Bringing prohibited items into school.
- Deliberate disruption Of teaching and learning, To the detriment of other students.

- Threats or acts of physical violence.
- Criminal behaviour.
- Actions that are likely to cause other members of the school community to feel unsafe.

The robust panel process, our school aims to ensure that:

Exclusions process is applied fairly, consistently and through our inclusion forum process, having due regard for all the relevant circumstances.

All alternatives to fixed term exclusions are considered., such as restorative processes, targeted interventions or guidance, discussions with parents/carers

- Exclusions only occur when all other options have been exhausted.
- They are for the shortest time possible from, usually between ½ day-5 days.
- A restorative approach is used to reintegrate students, after a period of exclusion, with the aim of preventing Re-occurrence.
- The SLT analyse the nature and frequency of fix term exclusions, to identify any specific issues and potential approaches.

3. Informing the local authority

Information on fixed term exclusions will be provided to the local authority.

4. Informing parents

Parents are notified off the fixed term exclusion by the end of the afternoon session or as soon as really reasonably practicable, on the day of the exclusion stop. They will be advertised of the:

- Reason(s) for the exclusion
- Length of a fixed-term exclusion.
- Support that the school will provide during the fixed term exclusion, to reduce the
- impact on the student's learning and development.

Parents will be advised of their legal responsibility to ensure that their child is not present in a Published during school hours without a good reason, during the period of exclusion. Fake apply with This may lead to a local authority issuing a fixed penalty notice or prosecution.

5. Returning from a fixed-term exclusion

Following a fixed-term exclusion, a re-integration discussion will be arranged involving the student, parent/carer, a senior member of school and other staff, where appropriate. By agreement, this can be held virtually.

The following measures may be implemented when a student returns from a fixed-term exclusion:

- Agreeing a behaviour contract,
- Restorative conversations,
- Targeted interventions,
- Temporary time-bound attendance in the school's Blended Learning Intervention Programme.

6. Notice to End a School Placement

Situations where there have been serious or persistent breaches of the school's positive behaviour policy and where allowing the student to remain at the school would seriously, negatively harm the education or welfare of other students, the Proprietor may consider Issuing a Notice to End the School Placement. This approach is only taken in extreme cases and an indication of the type of behaviour that may lead to such an end of placement include.

- Serious violence, or threats of violence, which creates genuine fear and anxiety among Students, staff or members of the public.
- Serious, repeated verbal abuse, including those related to protected characteristics.
- Persistent or extreme bullying, harassment or abuse to staff and/or students
- Possession of an offensive weapon, illegal drugs or alcohol at the school sites;
- Behaviour that unduly disrupts the learning or safety of self or others.

7. Informing parents/carers

Where the decision to issue a Notice to End a School Placement is made, the Head of School will Notify the parents /carers with the reason(s) along with details of the appeals process, without undue delay.

8. Informing Local Authorities

Where the decision to issue a Notice to End a School Placement is made, the Head of School will Notify the local authority. If the student lives outside the local authority area in which the school is located, the Head of School will inform the student's home local authority of the ending of the placement and the reason(s) along with details of the appeals process, without delay.

9. Appealing a Notice to End a School Placement

The Proprietor will consider withdrawing or extending the Notice to End a School Placement, With the 10 school days notice. If:

- Representation is made by the parent/carer that provides additional information not available to the exclusion panel.
- Ending the placement would mean the student missing a public examination.

In reaching a decision, the Proprietor will consider additional information provided and Whether ending the the placement was lawful and reasonable and procedurally fair. They will decide whether information is accurate on the ‘balance of probabilities.’

A record of the evidence considered and decisions made, will be shared with the parents, carers and all the local authority will stop. The outcome will also be recorded on the student’s educational record.

If the parents/carers believe that the exclusion has occurred as a result of discrimination, they 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. A claim for discrimination made under these routes should be lodged within six months of the date on which the discrimination is alleged to have taken place.

10. School registers

A student's name will be removed from the school admissions register if:

- 10 days have passed since the parents/carers were notified of the notice to end school placement.
- Where alternative provision has been made for an excluded student, attendance code B (off-site education) or code D (dual registration) will be used on the attendance register. Where excluded students are not attending alternative provision, code E (absent) will be used.

11. Monitoring arrangements

As the school’s aim to keep fixed term exclusions to a minimum the Head will provide the SLT and governing board with a Termly report covering:

- Data, information and analysis of the nature and number of fixed term exclusions.
- Data, information and analysis of. Evident in relation to fixed term exclusions.
- Information on alternative methods used to avoid fixed term exclusions and the. Impact of these.
- Confirmation that suitable education has been provided and that welfare, And safeguarding provisions have been in place during the periods of fixed term exclusion.
- safeguarding provisions have been in place during periods of fixed term exclusion
- Information any student deemed 'At risk' Of a school placement being ended.
- Full details of any school placements that were ended.

12. Links with other policies

This exclusions policy is linked to the

- Child Protection & Safeguarding Policy
 - Positive Behaviour policy
 - Restorative justice policy
 - SEN & Inclusion policy
 - Equality & Diversity Policy
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