EXCLUSION POLICY

AP placement interruption, fair review and continuity of education

EFFECTIVE: SEPTEMBER 2026 | REVIEW: SEPTEMBER 2027 | IMPACT AP

1 | PURPOSE AND LEGAL DISTINCTION

This policy governs Impact's decisions about access to its commissioned AP placement. Impact does not use this policy to suspend or permanently exclude a pupil from their registered school. School statutory decisions remain with the authorised school decision maker under the applicable framework. Ending or pausing AP must be handled through the commissioner and placement agreement, with clear safeguarding and education arrangements.

2 | PREVENTION AND SUPPORT

Use early assessment, predictable routines, de-escalation, positive relationships and individual support to prevent placement breakdown. Review communication, medical, sensory and EHCP-related needs before treating behaviour as wilful refusal. Involve the learner, family and commissioner promptly. Record adjustments, support delivered and whether it helped; a written plan without actual support is not sufficient.

3 | GROUNDS FOR URGENT RESTRICTION

Where an immediate serious safety risk cannot be managed safely, the Principal may pause a specific activity or arrange a temporary supervised safety response within lawful powers and the contract. Consider proportionate alternatives and access to other learning. Do not use blanket automatic tariffs, discriminatory reasons, a parent's complaint or an inability to provide promised support as an unexplained exclusion ground.

4 | IMMEDIATE SAFETY AND HANDOVER

Protect everyone, provide first aid and seek statutory help when needed. Maintain appropriate supervision while contacting the family and commissioner. Do not send a child home alone, leave them at a locked site or direct unconfirmed collection. Record the safe handover, attendance, incident and agreed interim education/support arrangements.

5 | DECISION AND EVIDENCE

Kate makes unconflicted AP decisions within her lawful authority, using independent advice where necessary. Gather relevant accounts fairly, consider the learner's communication needs and distinguish established facts from allegations. Record the risk, evidence, adjustments, alternatives and reason for the decision. A police investigation does not automatically determine the AP outcome.

6 | NOTIFICATION AND TIMESCALES

Notify the learner, family and commissioner promptly in an accessible written form. State what changes, why, the start and end or review date, immediate support, learning arrangements and how to challenge it. An urgent temporary pause must be reviewed with the commissioner by the next working day wherever practicable; do not allow an undefined pause to continue without an active plan.

EXCLUSION POLICY

AP placement interruption, fair review and continuity of education

EFFECTIVE: SEPTEMBER 2026 | REVIEW: SEPTEMBER 2027 | IMPACT AP

7 | REDUCED ATTENDANCE AND OFF-ROLLING

Do not use repeated early collection, informal send-home instructions or indefinite reduced hours to avoid a proper placement review. Any temporary amended timetable must be explicitly agreed with the responsible commissioner, justified for the learner and regularly reviewed. Impact cannot remove a learner from their school roll; record actual attendance and communicate lost sessions accurately.

8 | PLACEMENT-ENDING REVIEW

Before ending an AP placement, arrange a commissioner-led review unless immediate statutory action prevents it. Consider EHCP provision, disability adjustments, safeguarding, the learner's views, support and available alternatives. Follow the SLA's lawful notice and review arrangements. Identify who will secure continued education and transition; do not assume that notifying the commissioner alone completes the handover.

9 | REINTEGRATION AND SUPPORT

Agree a return or transition plan with the learner, family, commissioner and relevant professionals. Set practical safety controls, named support, communication and review dates and identify learning to recover. A restorative meeting must be safe and accessible and must not force a harmed learner into contact. Check that required resources and staffing are actually available before return.

10 | CHALLENGE AND OVERSIGHT

Offer review through the Complaints Policy and an unconflicted governance route where Kate made the decision. Explain that school statutory appeal or review rights, where relevant, are exercised through the school's procedure. Monitor placement interruptions, reasons, SEND/equality impact and education lost. Safeguarding concerns and allegations about adults must receive their separate immediate response.

11 | POLICY CONTROL AND REVIEW

Policy owner: Kate Willis, Principal and Proprietor. Effective date: September 2026. Scheduled review: September 2027, or sooner after relevant changes, incidents or feedback. Record actual governance approval and implementation decisions and brief staff on their duties. These policy dates do not assert that approval, staff training or operational checks have already occurred. Use the Complaints or independent reporting route for concerns about implementation.

12 | SOURCES AND RELATED DOCUMENTS

DfE: School suspensions and permanent exclusions, effective July 2026, for its specified school types; Impact AP placement agreements.

gov.uk/government/publications/school-suspensions-and-permanent-exclusions; Equality Act 2010.

Check current versions and apply according to Impact's legal and commissioning status.