

IMPACT ALTERNATIVE LEARNING

EXCLUSIONS POLICY (ENHANCED VERSION)

Reviewed: April 2026

1. INTRODUCTION

Impact Alternative Learning provides a structured, supportive environment for pupils with a range of additional needs, including SEMH and EHCPs. This policy outlines the approach to suspensions and permanent exclusions where behaviour presents a significant concern.

Exclusion is recognised as a serious intervention and will only be used where it is necessary to maintain safety, protect the learning environment, and respond to serious or persistent breaches of expectations.

2. PRINCIPLES

All decisions relating to exclusion will be lawful, rational, reasonable and fair. Behaviour will always be considered in the context of individual need, including SEND and SEMH.

Exclusion will only be used when all reasonable alternatives have been considered.

3. LEGAL CONTEXT

This policy follows DfE guidance on Suspension and Permanent Exclusion, the Education Act 2002, and Equality Act 2010.

4. TYPES OF EXCLUSION

Fixed-term suspension may be used where behaviour disrupts learning or presents risk.

Permanent exclusion may be considered for serious incidents or persistent unsafe behaviour.

5. DECISION-MAKING

The Principal will review evidence, behaviour history, and pupil needs before making a decision.

No exclusion will be issued without full consideration of context and proportionality.

6. THRESHOLDS

Suspension may be used for disruption, refusal, or low-level aggression.

Permanent exclusion may be used for serious assault, threats, or repeated unsafe behaviour.

7. FIXED-TERM PROCEDURE

Parents are contacted immediately, written confirmation is issued, and a reintegration meeting is held.

8. PERMANENT PROCEDURE

A full investigation is conducted. Parents and Local Authority are notified where required.

9. SAFEGUARDING

Exclusion decisions must not increase risk. Safeguarding must be considered at all times.

10. ALTERNATIVES

Behaviour support, reduced timetable, and increased supervision must be considered before exclusion.

11. RECORD KEEPING

All exclusions must be fully recorded including evidence and rationale.

12. MONITORING

Patterns and trends are reviewed by the Principal.

13. EQUALITY

All decisions are made in line with Equality Act 2010.

14. FINAL STATEMENT

Impact Alternative Learning ensures exclusions are fair, proportionate, and used only when necessary.