

EXCLUSION POLICY

For the Pen Green and Kingswood Integrated Centre
(comprising Pen Green Nursery School, Early Years Setting, Research & Training Base,
Integrated Services and Corby Children Centres)

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Change History

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2.0	July 2025	Updated to reflect change in DfE statutory guidance

NB draft versions 0.1 – final published versions 1.0

Consultees

Internal	External
Joint Heads	n/a

Distribution List

Internal	External
All staff	n/a

Links to other documents

Document	Link
KCSIE, Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (Aug 2024)	Behaviour in schools: sanctions and exclusions: School behaviour policy - GOV.UK

Additional comments to note:

Reviewed: July 2025

At Pen Green and Kingswood we want every child to be happy and successful. To achieve this we are committed to providing:

- a safe environment
- an exciting and thoughtfully planned indoor and outdoor environment
- excellent teaching and learning opportunities
- an environment where parents/carers, students and visitors feel welcome
- an environment where staff feel valued.

Every child's happiness and needs are of great importance to us therefore we are committed to developing a fully inclusive provision where:

- we promote a kind and caring environment
- we promote an atmosphere of respect and consideration
- we encourage children to talk about their feelings
- we encourage children to think about the feelings of others
- we promote an environment that helps children to understand their own behaviour and that of others
- we communicate and work effectively with parents/carers so that there is a genuine partnership.

At Pen Green and Kingswood we are working with very young children and therefore much of their early communication is through non-verbal interactions and their behaviour. Taking this into account it is highly unlikely that we would ever exclude a child. We would always want to understand a child's communication and behaviour and find helpful strategies to support them.

The Department for Education (DfE) statutory guidance (August 2024) outlines that authorities should not adopt a 'no exclusion' policy. In some cases, a 'no exclusion' policy can present safeguarding issues and expose staff and pupils to unreasonable risks. Instead, schools and local authorities should work to create environments where school exclusions are not necessary because pupil behaviour does not require it. At Pen Green we will always aim to create an environment where staff work with children and their families to support and understand a child's behaviour and promote an environment of trust, respect and kindness.

We do of course understand that children's angry and/or unwanted behaviour can sometimes create problems or upset for other children and the adults who are engaging with them. We have to remember that through all their behaviours children are trying to communicate with those around them. We want all our children to be confident, capable and competent when engaging in relationships with other children and the adults in their lives.

The Centres' Behaviour Policy recognises the need for adults to intervene and support children in times of conflict. This is done in a respectful and supportive way that promotes learning for all of the children involved. **Our aim always is to include**, not

exclude, and we approach all challenging behaviour in a supportive and positive way. We recognise that such behaviour can sometimes be an indicator that there is a deeper need for our support and understanding. All children can go through periods of feeling angry, hurt and confused and their behaviour can show us their strong emotions. It is during these times that we strive to never "give up on a child" as we recognise that each child has a unique contribution to make and we want to support them to achieve this.

We will work closely with every child to understand what their behaviour is communicating. We will meet with the parents/carers to gain a deeper understanding of what might be going on for the child, we will closely observe the children and consider any patterns of challenging behaviour. We will thoughtfully reflect on our discussions, our observations and where patterns emerge, we will systematically intervene, drawing up an action plan with the child, parent/carer and Family Worker.

Our aim is to always keep a child in the Centre and not to exclude them. If we ever came to the point that it was deemed necessary to suspend or exclude a child it would only ever happen after attempting many other strategies and working very closely with the child's parents/carers.

Contributing factors

If we were ever in a position where we had to consider whether to suspend or exclude a child, the Head of Centre would take account of any contributing factors that may have influenced the incident of challenging behaviour. This may include:

- separation of parents/carers
- bereavement
- child's mental health/low well-being
- parent's/carer's health needs are having a detrimental impact on the child
- parent's/carer's mental health is having a detrimental impact on the child
- parent's/carer's life choices are having a detrimental impact on the child
- parent's/carer's disability is having an unfavourable impact on the child
- family being supported by Statutory Services
- child in care

Early Intervention

First and foremost, we would always want to consider, with the parents/carers, any support and early intervention we could put in place. By offering additional support we would hope to gain a greater understanding of the underlying causes of the challenging or disruptive behaviour and put timely and appropriate strategies in place.

This would include:

- an assessment of whether any additional support is needed for a child with a special educational need or disability (SEND)
- the use of a multi-agency Early Help Assessment to consider the most appropriate people to offer support to the child and parent/carer.

Types of exclusion

There are two types of exclusion:

- suspension (sometimes referred to as fixed term exclusion)
- permanent exclusion (sometimes called expulsion)

Reasons for exclusion

We would only ever exclude a child if we felt, following a full investigation, that the child posed a serious risk of harm to the education or welfare of themselves or another child or children in the Centre. Due to the young age of the children in the setting it is highly unlikely that a child would ever be suspended or excluded.

Any exclusion will be at the decision of the Head of Centre, usually in consultation with other members of the Centre Leadership Team (particularly if they were involved in investigating the incident).

The rules governing exclusions from schools, academies and pupil referral units in England are contained in the [s52 Education Act 2002](#).

When making a decision about the possible exclusion of a child the Head of Centre would always refer to Statutory Guidance. The Department for Education (DfE) Statutory Guidance relating to exclusions is [Suspension and permanent exclusion guidance](#) (August 2024)

What happens if a child is excluded?

We will always work closely with the parents/carers and keep them fully informed if a child was ever at risk of being excluded. If the very difficult decision was made to exclude a child, we would let parents/carers know about an exclusion as soon as possible. We would always follow up with a letter telling the parents/carers how long their child is excluded for and why.

If we ever suspended or excluded a child who was looked after we would always inform the social worker without delay about the decision. If a child was suspended or permanently excluded the Head of Centre would notify the local authority without delay.

We would make it clear to the parents/carers how they could challenge the exclusion if they wanted to.

A child would only ever be excluded on disciplinary grounds. The decision to exclude would be:

- lawful
- rational
- reasonable
- fair
- proportionate.

Role of the governors

If it ever occurred that we had taken the action to exclude a child, the governing body would be informed. They would then have a duty to consider parents' /carers representations about the exclusion. The extent of this duty and how it is exercised depends on the length and nature of the exclusion. The Head of Centre can choose to cancel the exclusion before the governing board has met to consider whether the child should be reinstated. The parents/carers, the governing board, the local authority and if relevant the social worker and Virtual School Head would always be notified of any suspension, exclusion and any withdrawal of exclusion.

The governing body **must** consider the reinstatement of the excluded child within 15 school days of receiving notice of the exclusion if:

- the exclusion is permanent;
- it is a fixed period exclusion which would bring the child's total number of school days of exclusion to more than 15 in term.

We must remember at Pen Green and Kingswood we are working with the youngest children in our society, and we believe it is our responsibility to effectively and sensitively support them to understand and manage their feelings. We would always want a child to remain in the Centre and for us to work with the family rather than exclude a child and risk the child and family becoming isolated and potentially unsupported.

Support and advice

The following organisations can provide free advice and support about exclusions:

- [Coram's Child Law Advice service](#)
- [Independent Parental Special Education Advice](#)
- [your local Information, Advice and Support Service](#)