



PAPILLON HOUSE SCHOOL

Exclusions Policy

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I. Introduction

Papillon House School is an independent specialist primary, secondary and Post-16 provision for pupils on the Autistic Spectrum with a wide range of cognitive and communication abilities. The School provides a caring and nurturing environment with an emphasis on strong, positive relationships between staff and pupils, which is a major determinant of good behaviour and a positive ethos. Our behaviour management is based on specialist knowledge and understanding of Autism and the associated social and communication difficulties, as well as an individual and tailored approach for each pupil.

This Exclusion Policy outlines the procedures and criteria under which pupils may be excluded from Papillon House School. The school is committed to providing a supportive, inclusive, and safe environment for pupils with autism and challenging behaviour, but recognises that at times it may be necessary to consider Exclusion for the safety and wellbeing of pupils and/or staff. This policy aims to comply with all relevant legal guidance, ensuring that exclusion is fair, transparent and compliant with current legislation. It also ensures that this action is taken only when absolutely necessary and when all other avenues have been explored.

2. Legislation, statutory requirements and statutory guidance

This policy is in line with the following relevant legal guidance and frameworks:

- Education Act 1996
- Children and Families Act 2014
- The Equality Act 2010
- The Special Educational Needs and Disability (SEND) Code of Practice
- The Education (Independent Schools Standards) Regulations 2014
- The Education and Inspections Act 2006
- Department for Education (DfE) Statutory Guidance: School suspensions and permanent exclusions (2024)

3. Aims

- To ensure a fair and consistent approach to exclusions.
- To safeguard the well-being of all pupils and staff
- To provide clarity on the procedures and responsibilities involved in the exclusion process.
- Ensure that exclusions are only used when necessary, in compliance with the law

4. Principles of Exclusion

- **Inclusive Education:** We will make every effort to support all pupils in the school, implementing reasonable adjustments to meet their needs as set out in their Educational Health and Care Plan (EHCP).

- **Last Resort:** Exclusion will be considered only after all other options have been explored, including adjustments to the learning environment, alternative teaching strategies, and external support services.
- **Individual Considerations:** Decisions will be based on the individual needs of the pupil, with special consideration given to their autism, learning profile, and reasons for their behaviour.
- **Fairness and Transparency:** All exclusion decisions will be made in a fair, consistent, and transparent manner, adhering to the school's disciplinary procedures.
- **Right to Appeal:** Parents/carers have the right to appeal against exclusion decisions, and such appeals will be conducted in a manner that ensures fairness and due process.

5. Types of Exclusion

Suspension: Temporary removal of a pupil from school for a specific period. A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year). A suspension does not have to be for a continuous period.

Permanent Exclusion: when a pupil is no longer allowed to attend a school.

6. Reasons for exclusion

Suspension

DfE guidance states that: "A suspension may be used to provide a clear signal of what is unacceptable behaviour as part of the school's behaviour policy and show a pupil that their current behaviour is putting them at risk of permanent exclusion."

At Papillon House School we recognise that many of our pupils can show verbally and physically challenging behaviour, due to their Autism, learning difficulties and other associated sensory and communication difficulties. These challenging behaviours are managed appropriately using a Positive Behaviour Support (PBS) approach and in line with our Behaviour Policy. Consequences and sanctions are used in a very considered way, with the understanding that not all our pupils, in all situations, have the capacity to understand and control the behaviours they are displaying and to understand the consequences put in place as a result.

Therefore, at Papillon House School suspensions will only be used for two reasons. Firstly, a suspension will be considered where there has been a significant breach of our behaviour policy and when we can be sure that the pupil concerned:

- Understands and is intellectually and emotionally capable of displaying appropriate responses to different situations
- Understands what the school rules are and is able to gauge what constitutes 'serious'
- Is cognitively able to understand that not being allowed into school is a negative consequence to the actions he/she has taken.

Secondly, suspensions may also be used where the pupil's behaviour has significantly breached the behaviour policy and posed a serious risk to the safety and welfare of other pupils or staff and the school requires time to make the situation safe in order for the pupil to continue to be accommodated and educated. This will always be for the minimum possible time required

for a risk assessment to be completed and adjustments to the environment and support strategies to be put in place.

Permanent Exclusion

Permanent exclusion is a last resort and will only be considered when:

- There is a serious breach, or persistent breaches, of the school's Behaviour Policy **AND**
- Where the pupil remaining in school poses a risk to the safety and welfare of other pupils and staff.
- When thorough risk assessments have been completed and all possible adjustments and accommodations have been tried and these have not been successful **OR** a risk assessment following an incident shows it is not possible to make adjustments or accommodations which would reduce the risk to an acceptable level.

7. Preventative Measures

Before any exclusion is considered the school will:

- Follow the school's internal multi-disciplinary support pathway, the Traffic Light System, to ensure that the pupil has received all possible support to reduce any concerning behaviours. This includes support from Occupational Therapy and Speech Language Therapy, as well as consultation with Clinical Psychology and senior staff.
- Review and update the pupil's PBS plan and risk assessment
- Make reasonable adjustments in line with the pupil's EHCP, including changes to teaching strategies, support staff, and environmental modifications where necessary and possible within the current physical school environment.
- The school will involve any appropriate external agencies such as social care and CAMHS
- Regular meetings and updates with parents and carers to discuss progress, review strategies, and adjust approaches as necessary.

8. Exclusion procedure

If exclusion is deemed necessary, the following steps will be followed:

- **Investigation:** The school will carry out a thorough investigation into the incident(s) leading to the exclusion. This will involve speaking to the pupil (where appropriate), staff members, and any witnesses. The pupil's individual needs and any possible underlying causes of their behaviour will be taken into account.
- **Consultation:** Discussion with the pupil's parents/carers, teachers, and, if applicable, external agencies.
- **Documentation:** Detailed records of the incident(s), including witness statements and any previous interventions are recorded on CPOMS and stored in the pupils safeguarding file.
- **Decision:** The Head Teacher will make the decision to exclude a pupil, in consultation with at least one other member of the Management Team, (not including the proprietor), ensuring

that all relevant factors are considered, including the impact of the pupil's needs on their behaviour.

- **Reintegration Planning:** If the exclusion is fixed-term, the school will develop a reintegration plan in collaboration with the pupil, their parents, and relevant staff members, based on a completed risk assessment. This may include additional support and adjustments to ensure the pupil's successful return to school.

9. Notification

The Head Teacher will inform the parents/carers verbally and in writing, without delay, about the exclusion. This notification will include:

- The reason for exclusion.
- The duration of the exclusion (if fixed-term).
- Any arrangements for reintegration (if applicable).
- Information about the right to appeal.

If the pupil is known to social care the Head Teacher will also inform the social worker. If the pupil is a Looked After Child they will also notify the Virtual School Head.

The Head Teacher will also make the Proprietor aware of any suspensions or permanent exclusions, as well as notifying the Local Authority.

10. Support Following Exclusion

Following a suspension, Papillon House School will offer work for the pupil to complete at home, based on the needs and abilities of the pupil. This may include access to online learning such as Reading Eggs; worksheets sent home; online meetings with staff where appropriate.

Papillon House School will also liaise with relevant external agencies, such as social care and the Local Authority SEND case worker to ensure that the pupil and their family receive all the support available.

For permanent exclusions, Papillon House School will work with the family and Local Authority SEND case worker to find an alternative placement and to enable as smooth transition as possible.

11. Appeals Process

Parents/carers have the right to appeal an exclusion decision. The process is as follows:

- **Right to Appeal:** Parents/carers must be informed of their right to appeal the exclusion.
- **Appeals Panel:** The appeal will be heard by the Proprietor of the school, who will not have been involved in the original decision to exclude the pupil, ensuring impartiality.
- **Appeals Hearing:** The Proprietor will review all evidence related to the exclusion, consider representations from the pupil's family, and make a decision on whether the exclusion should be upheld, reduced, or overturned.

- **Outcome:** The outcome of the appeal will be communicated to the parents/carers in writing, outlining the reasons for the panel’s decision.

12. Record Keeping

All exclusion decisions, including the reasons for exclusion, the investigation process, and any subsequent actions, will be carefully documented and stored in accordance with data protection laws.

13. Related Policies and Documents

This policy should be read in conjunction with all other relevant policies. In particular:

- Behaviour Policy
- Anti-bullying Policy
- Child Protection and Safeguarding Policy

This policy was written by Heather Dilks-Hopper, Head of Therapy. It was reviewed and agreed by the Management Team in March 2025.

Written	Heather Dilks-Hopper	Head of Therapy	January 2025