



## **Exclusion Policy**

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Pod81 recognises that this *Exclusion Policy* is interconnected with other key policies and should comply with them:

- Behaviour policy
- Anti-bullying policy
- Curriculum policy
- Equality and diversity policy
- Health and Safety policy
- Online Safety policy

## Introduction

Pod81 is an alternative provider for students at Key Stage 3 struggling in mainstream education. Many of our students come to Pod81 with complex emotional, physical, social, and mental health challenges.

Many students have SEMH as their primary need. All our staff and stakeholders at Pod81 understand that every one of the students is an individual. Due to individual circumstances, nearly all students attending Pod81 need access to mainstream curricula.

Nearly all the students have significant gaps in their overall education. The curriculum Pod81 pursues to fill those gaps. Pod81 supports all the needs of our students in both coping with education and succeeding in education and social interaction.

## Values

At Pod81, we promote the following:

### Child's Best Interests

At Pod81, all our preparation, environment, work, curriculum, and support are geared around the best interests of each child.

### Child's Right to Education

Many of our students have been referred from mainstream schools and have a history of exclusion and daily struggles. At Pod81, all our staff and stakeholders strive at all times to be inclusive, wherever possible, giving each of our students their right to education.

### Respect Views of Every Child

Every child should have their views, feelings, thoughts, and doubts respected. At Pod81, all of our staff will listen attentively and caringly to every student who wishes to express whatever concern they are anxious about.

The student will be taken seriously, and all concerns will be acted upon in the child's best interests.

Clear and consistent principles help students to understand good teaching and learning structures. We aim to practise these principles across the whole teaching and learning environment.

## Exclusion Policy Access

At Pod81, we aim to make the *Exclusion Policy* available to all, particularly parents/carers/guardians, students, school referral bodies, or any other referral bodies.

The *Exclusion Policy* helps to outline and detail where exclusion may be necessary. It aims to be clear and transparent.

## Attitude & Ethos

At Pod81, all our staff understand that student referrals are nearly always accompanied by complex, chronic, and challenging behaviours.

In the mainstream, these characteristics have often led to exclusion on numerous occasions. Although staff are aware that at Pod81, these behaviours will still be there, we also understand that the environment can change.

In a mainstream school, this would be challenging to alter a complete environment to suit a single child's needs. Our ethos at Pod81, is:

- 1. first, change the environment: then:**
- 2. Aim to change established behaviours and responses in students' character.**

We are committed to providing skills and resources to establish a positive and caring environment, which will help to change forms of negative student behaviour. Acceptance and non-confrontational challenges are vital to achieving this.

Effective management of the environment, pastoral support, and an engaging but relevant curriculum will help students gain confidence in their abilities.

We aim to provide an environment where students can trust adults to listen to their concerns. This prophylactic approach is a primary key to helping achieve this goal.

Our aim is not to exclude but to include students in our community. Exclusion is always a last resort.

We are aware many of the students will exhibit challenging behaviours. However, it is our job to react with professional tolerance to find a positive way to deal with those behaviours without excluding them.

## Preventing Exclusion

At Pod81, we aim, with a positive environment, to deal with each student's different forms of challenging behaviours.

***[Please refer to our [Behaviour Policy](#) for details on how staff at Pod81 deal with challenging behaviour. Below is a brief outline of options for using rewards and sanctions to avoid exclusion from Pod81]***

## **Principles & Good Practice**

### **Close Liaisons with Parents/Carers and Schools**

All staff at Pod81 strive to work with parents/carers and schools positively at all times. Close liaisons help staff better understand our students' complex needs and challenges. This relationship fosters good communication and can help fashion the support we give to our students.

Before a student attends Pod81, we can learn about a student's behavioural patterns and triggers, and, more importantly, we can learn about some of the things the student likes and is interested in. This will help to generate reward patterns in the student's *Pod81 Behaviour Support Plan* (PBSP).

### **Supportive and Structured Environment**

A student's poor behaviour often expresses some more profound concern or anxiety. The choice of behaviour cannot be taken in isolation. Nearly always, there will be a cause behind the behaviour.

Although staff at Pod81 will endeavour to identify and support the cause, it can be challenging. Creating a learning environment that is supportive, structured, and caring can influence a student's better choices to behave more positively.

### **Pod81 Behaviour Support Plan (PBSP)**

All students at Pod81 will have a *Pod81 Behaviour Support Plan* (PBSP). Each student will have a set of personal needs and challenges to overcome in this plan. All staff aim to deliver a curriculum and support that reflects these individual needs.

The behaviour will be monitored to ensure the student's needs are met. Teaching must be consistent at all times concerning this practice.

From their initial attendance at Pod81, every child shall have a PBSP. This plan is a working document, and should changes be needed to support a student's progress, then this must be added to the PBSP.

The PBSP should start before a student attends Pod81. Information should be collected from the referring school (see *Pod81 Referral Form*). In the referral form, the school will set out in detail:

- Parental/carer involvement in supporting a student in mainstream school
- Medical concerns
- The difficulties the student faces in mainstream school
- School measures and practices employed to deal with the difficulties
- Challenges encountered in implementing the school measures.

Once the first draft of the PBSP is complete and electronically captured, all data regarding and relating to the student's behaviour and Pod81's support strategies should be included in the PBSP. A live link should then be shared with the student's referring school and any other relevant body.

## Value and Worth

At Pod81, we aim to create an environment for our community. We promote respect, tolerance, and value and worth for others. Our staff lead by a good example. We want our students to feel confident they are regarded as valuable community members.

We promote mutual trust so that any student, whatever their difficulties and complex needs, can feel confident they will be listened to, and they can ask for help at any time. In time, this practice can lead to greater independence in our students.

## Positive De-escalation of Challenging Behaviours

When a student exhibits challenging behaviour, our staff aim to de-escalate the behaviour at the earliest opportunity. Various techniques can be used depending on the student and the type of behaviour being exhibited, such as deflection, tactical ignorance etc.

We want our students to know that their unacceptable behaviour will be challenged consistently, somewhat, but not aggressively.

## Addressing Challenging Behaviours

Many students attending Pod81 can exhibit very challenging behaviours. As previously addressed, Pod81 tries to address and use all prophylactic and supportive measures to prevent unacceptable behaviour.

Pod81 staff will employ every conceivable method to de-escalate a situation that compromises the safety and security of staff and students alike.

The age, culture, gender, needs, and medical history of the student make it difficult to prescribe a remedy for all students. Staff will utilise their understanding of the student to determine which method of de-escalation would be the most effective.

In addition to the positive practices of proactive intervention, as outlined above, the use of space and change of environment is also practised by staff at Pod81:

- *Withdrawal* – Staff should employ the opportunity to offer/ask/tell a student to 'withdraw' from a situation in which they are emotionally distressed. They can then have time to calm down and reflect on how better they could deal with the situation. If students wish to be by themselves for a while, this is fine, so long as staff maintain a discreet distance from the student to maintain safeguarding.
- If staff feel a student needs intervention, they should carry out the following assessment of risk:
- Identify any hazards arising out of the student's actions and people likely to come into contact with those hazards
- Direct, straightforward guidance to help students positively alter their behaviour.

- Offer a gradual, step-by-step approach that helps the student to deal with their behaviour in simple stages.
- Offer support with guidance and verbal reward for the student's amended actions.
- In certain circumstances, staff could employ '*tactical ignorance*' if they feel intervention could worsen the situation.
- Pod81 aims to employ planned positive distractions for the student.

## Rewards

Rewards are an integral part of *Pod81's Behaviour and Discipline Policy*. Staff should ensure every opportunity is taken to offer support, praise, and reward when a student is caught doing well.

This will promote a positive environment and, in turn, lead to greater student involvement and confidence in abilities.

### Types of Rewards

- Verbal praise
- Written praise
- App praise to students and parents
- Phone call home
- Postcards home
- Phone/email to the referring school
- Certificate
- Points
- Credits
- Tokens
- Stars and badges
- First choice in activities
- Computer time
- Recreational time
- Extra responsibilities

This list is not exhaustive, and staff should use their discretion and professional judgment if they wish to give other praise.

Please be mindful that overuse of a single reward, particularly a material reward, can lead to ineffectiveness over some time. Try to spread out the variety of rewards for different reasons the reward was given.

## Sanction(s)

Sanctions should be considered predominantly when the following have been implemented by staff:

1. **Learning structure**
2. **Support**
3. **Staff circulation**
4. **Deflection**

### Example

- Teacher gives student War and Peace to Read (**lack of learning structure as student cannot read**)
- The teacher tells the student to 'Get on with it.' (**lack of support**)
- The teacher goes and sits down at the desk and begins to edit a scheme of work (**No circulation**)
- Student boils up and shouts, 'This work is stupid! I'm off!'
- The student pushes over a chair.
- The student ignores requests to calm down and storms out of the room.

In this scenario, there was no:

1. **Learning structure**
2. **Support**
3. **Staff circulation**
4. **Deflection**

Do you think a sanction should be issued?

If a student refuses steadfastly to change or alter somewhat their behaviour, and this could potentially lead to the health and safety of themselves and others being compromised, then there would be no other solution but to use a sanction.

If a sanction is issued, the following must be adhered to:

- All sanctions should be consistent. However, some consideration is necessary to account for age, needs, ability and character when determining a sanction.
- Sanctions should be closely monitored to judge effectiveness
- Staff should make it explicitly clear that the sanction was issued against the student's behaviour and not a sanction against the student.
- Staff should make it explicitly clear as to why and how the sanction was issued.
- Staff should show that the sanction is in the best interests of both the student and others, to show that the sanction was just and necessary for the safety, security, and well-being of all.

### Types of Sanction

Sanctions could include:

- Verbal reprimand, accompanied by staff support on how to change behaviour favourably; praise is given if the student responds positively
- Suspension of praise
- Apology
- Phone call/letter home
- Loss of privileges
- Loss of personal time
- Parental/Carer meeting
- Exclusion

In more severe circumstances, Pod81 may have to adopt suspension/exclusion as a method of sanction. All relevant parents/carers and the school must be involved at this stage.

Progressive Sanctions

It is best practice to pursue a policy of issuing progressive sanctions. This will offer greater scope than jumping to a more severe sanction. Following this procedure will help implement the following axiom: *the threat is often better than the execution.*

### Progressive Sanctions

- *Verbal reprimand*
- *Apology*
- *Loss of privileges*
- *Confiscation*
- *Removal from a room or group*
- *Class Dojo Message*
- *Phone call home*
- *Letter home*
- *Parental/Carer meeting*
- *1-day exclusion*
- *2-day exclusion*
- *3-day exclusion*
- *4-day exclusion*
- *+ 4 day exclusion*
- *Permanent withdrawal of placement*

### Exclusion - Fixed Term (FT) and Permanent Exclusion (PE)

Although Pod81 aims to be inclusive to all students referred to its community, not every student will respond positively, and they will refuse 'point-blank' to respond positively to all the support offered. After all positive means have been taken to address the ***serious negative behaviour (See point DB Persistent Disruptive Behaviour below)***, there will be no choice left but to deem the placement not suitable for the student. This last course of action will be deemed in the best interests of the child and other students at Pod81.

### Post-Sanction Reflection Phase (PSRP)

When the sanction has been completed, and in an appropriate and positively framed atmosphere, staff and students can revisit the episode to determine better actions than those previously chosen.

During this reflection phase, staff should:

- Make explicit that it is only the student's behaviour that is being reflected on and not the student
- Only undertake the reflection when the atmosphere and mood are calm and positive
- Listen to the student first
- Explain to the student how better choices could be made next time to prevent sanction
- Describe to the student how feelings can often trigger actions. Offer ways to prevent feelings from triggering actions
- Plan and discuss a positive path for dealing with future situations
- Record meetings and outcomes in students (PBSP).

### Clear Boundaries

Establishing clear and consistent boundaries is essential to promoting positive behaviour from all our students. Students are taught why we have rules and procedures to make them feel safe.

Students are taught that the rules and procedures are reasonable and promote good teaching and learning environments; rules and procedures promote tolerance, respect, and trust for others.

The staff at Pod81 must try to create an atmosphere of enforcing a set of rules but create an environment where the rules are understood by all and are necessary for harmony in a positive environment.

## Code of Conduct and Expected Standards of Student Behaviour

Pod81 sets out clear standards of expected behaviour throughout the Pod81 day. Students should practise these standards for personal improvement in behaviour and the overall atmosphere of Pod81.

At the start of a student's attendance at Pod81, staff should describe and explain why there are standards of expected behaviour and how the student and others benefit from those standards. *(A record of this session must be recorded in the student's PBSP and signed.)*

### Expected Standards of Student Behaviour

Students are expected to:

- Be polite, respectful, and responsible at all times, both to staff, students, and others
- Cooperate and follow guidance and instruction, both for learning and safety
- Approach all tasks positively so that work can be completed and learning accomplished
- Try their hardest when completing tasks
- Follow health and safety rules, such as PPE or fire evacuation procedures
- Cooperate and follow Pod81's rules on mobile phones, IT use, non-smoking/vaping/weapons/drug use
- Behave appropriately at all times
- Not hurt the feelings of others
- Not to engage in any form of bullying, including taunting, intimidation, threats, aggression etc., to anybody present or not present at Pod81 *(see Pod 81 Anti-Bullying Policy)*
- Cooperate with the *Equality and Diversity Act 2010* and respect all members of the Pod81 community concerning religion, faith and belief, race/ethnicity, gender, sexual orientation, and immigration status.

## Strong and Positive Relationships

All staff must build strong and positive relationships with all our students, no matter how difficult and challenging their behaviour may be. We aim to help all our students develop emotional, physical, social, and educational independence.

This, in turn, can lead to more profound respect between all community members.

Whenever a student wishes to speak to a staff member, the student must know there will always be a member of staff there to listen and act on their concerns and anxieties.

Nearly all students respond well to consistent praise and encouragement when they are doing things well. Pod81 aims to promote an atmosphere of achievement and progress.

Positive relationships between all of Pod81's community are essential. Staff are role models in driving positive relationships forward. Staff should be consistent, fair, and confident in achieving good teaching and learning relationships with every student attending Pod81.

Trust and empathy in staff will help students make correct choices in their behaviour when dealing with a situation they deem to be uncomfortable.

Staff should also believe in their expectations of all students at Pod81. Students will only begin to believe they have the ability when staff and others already possess that belief.

Staff expectations of every student should remain high at all times. Targeting settings for students should reflect this.

## Good Practice

For Pod81 to promote and establish a positive climate to help develop students' emotional, moral, social, academic, discipline and behavioural change, it must employ reasonable and consistent practice throughout all aspects of its teaching and learning.

The core practices include:

- Rewards
- **Pod81 Behaviour Support Plan (PBSP)**
- **Individual Education Plans (IEP) if provided by the student's referral school**
- Proactive methods of challenging behaviour than sanctions
- Addressing behavioural and discipline issues only in a '*calm, supportive environment.*'
- '*Time out*' so students can reflect on behaviour in a calm and non-challenging environment.' If students wish to be by themselves for a while, this is fine, so long as staff maintain a discreet distance from the student to maintain safeguarding.
- Close liaisons with parents/carers and the student's referral school.

Pod81 will focus on creating a culture of respect, politeness, and good practice, not through a punitive approach with endless sanctions but through a consistent practice of help, training, and support for all our students.

We aim to promote a teaching and learning environment supportive of respect and consideration for others.

Nevertheless, if all supportive strategies fail, and the whole ethos and safe environment of Pod81 is compromised without end, Pod81 will have no choice but to impose sanctions against the student. This will only be used as a last resort.

## Exclusion – Fixed Term (FT) and Permanent Exclusion (PE) Behaviours

Exclusion of either FT or PT shall be considered for the following acts of behaviour(s)

1. arson
2. serious criminal activity

3. attacking another student or other(s)
4. maliciously and wilfully threatening another student or other(s)
5. dangerous drug use whilst at Pod81
6. sexual abuse
7. consistent and persistent and wilful destructive and anti-social behaviour, including 'goading' others to follow suit, with the result that the whole environment and structure of Pod81 is or is in danger of becoming compromised in both safeguarding and well-being
8. Dangerous behaviour outside the Pod81 environment could profoundly impact the integrity of Pod81.

These are severe forms of behaviour. All staff at Pod81 intends to ensure, as far as possible, that they adopt the *Positive Behaviour Policy* to prevent these dangerous forms of behaviour from occurring.

Although Pod81 aims to be inclusive to all students referred to its community, only some students will respond positively, and they will refuse 'point-blank' to respond positively to all the support offered.

After all positive means have been taken to address ***serious negative behaviour (See point 7 above)***, there will be no choice but to deem the placement unsuitable for the student. This last course of action will be deemed in the child's and other students' best interests at Pod81.

### **Exclusion Procedures (Permanent and Fixed Term Exclusion)**

In extreme circumstances, exclusion may be needed urgently. However, at the most opportune moment available, the following procedures need to be followed:

Before any exclusion can be formally undertaken, it is necessary for:

- A thorough investigation of the incident(s) leading up to the exclusion request, including interviewing all relevant parties, including referral school, parents/carers, LA, other education support services involved with student
- all necessary documentation to be completed, including incident(s), staff and students involved, decisions, and timescales for action
- All relevant parties are to receive copies of the documentation – with discretionary exception to 'sensitive data' determined by the student's school referrer.
- If the exclusion is fixed-term, it is the responsibility of Pod81 to provide meaning whilst the student is excluded. If the exclusion is permanent, it is the responsibility of the student's referral school to liaise with Pod81 to provide the necessary work.
- If the exclusion is fixed-term, a reintegration programme of support needs implementation, including involvement from relevant bodies.

### **Conclusion**

At Pod81, we aim to deal with exclusion prophylactically and seek to avoid exclusion by all positive means available. However, should the need arise, and Pod81 deems the safety, security, health and well-being of its students, staff, and environment are seriously compromised, there may be no other choice but to deem the placement unsuitable for a particular student.

Appendix 1

### Pod81 - Exclusion Record and Reintegration Plan

<b>Student Name</b>				
<b>Date of birth/Year Group</b>	Click or tap here to enter text.			
<b>Vulnerability group/s</b>	FSM <input type="checkbox"/>	PP <input type="checkbox"/>	K code <input type="checkbox"/>	E code <input type="checkbox"/>
	Monitoring <input type="checkbox"/>	Child in Need <input type="checkbox"/>	Child Looked After <input type="checkbox"/>	SW <input type="checkbox"/> Contacted <input type="checkbox"/>
<b>Key worker (where relevant)</b>				
<b>Current attendance</b>				
<b>Year Group</b>	Click or tap here to enter text.			
<b>UPN</b>				
<b>No. of previous suspensions, in the Year To Date, and reasons for them</b>				
<b>Parent Name</b>				
<b>Parent phone number</b>				
<b>Current support</b>				
<ul style="list-style-type: none"> <li>• Interventions</li> <li>• Curriculum amendments</li> <li>• Reintegration plan</li> <li>• Pastoral support plan</li> </ul>				
<b>DfE reason code</b>				
<b>Rationale for suspension and duration</b>				
<ul style="list-style-type: none"> <li>• Outline of event (key words ie severity, beyond control, safety of others)</li> <li>• Repeated incident</li> <li>• Reasonable adjustments already in place for SEND</li> </ul>				
<b>Number of days agreed</b>				
<b>Start date of the suspension</b>	Click or tap to enter a date.			
<b>End date of the suspension</b>	Click or tap to enter a date.			
<b>Social worker informed (where relevant)</b>				
<b>Reintegration meeting date, time and member of staff</b>				

## Reintegration Plan

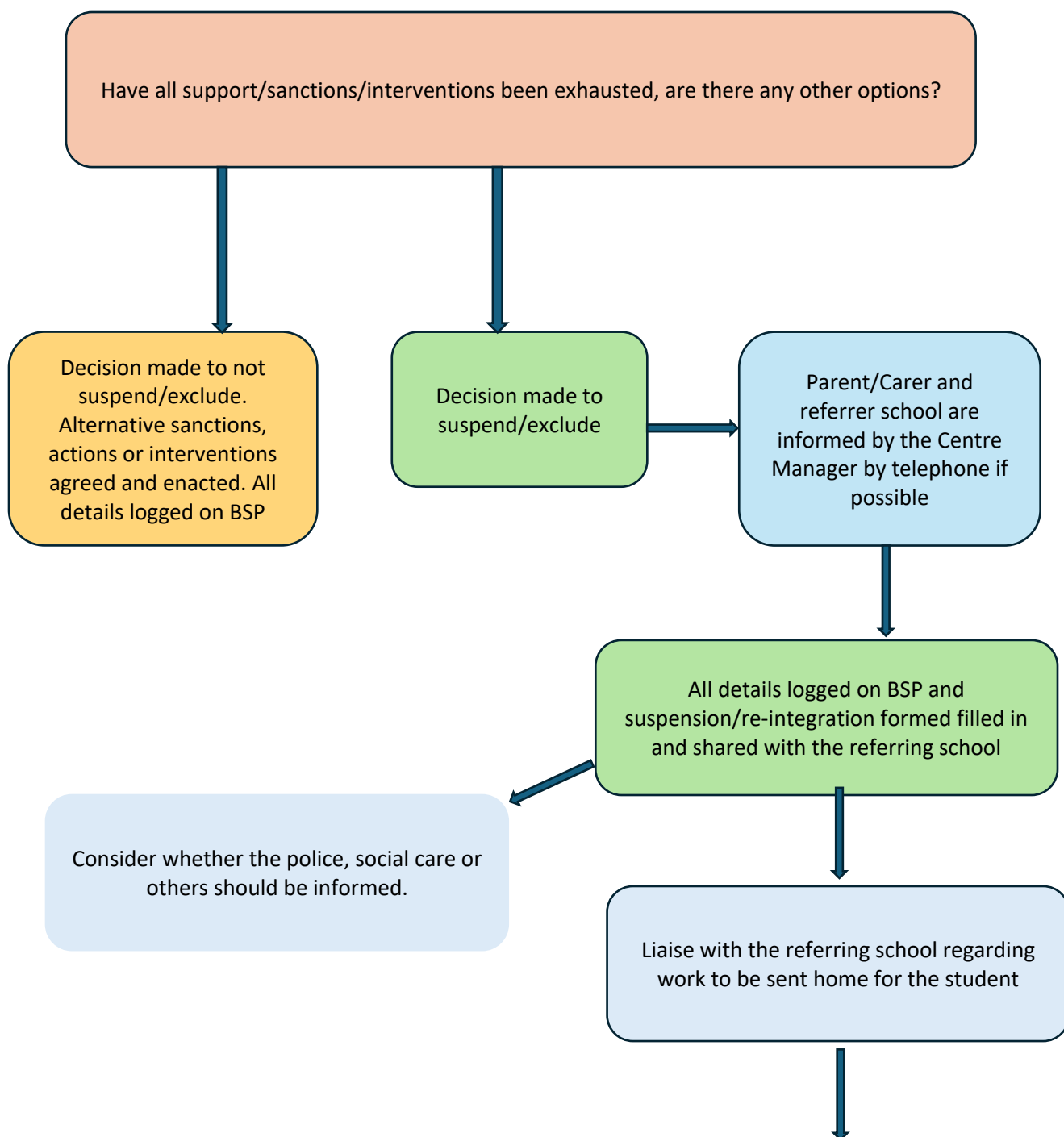
<b>Lead professional at the meeting</b>	
<b>Date</b>	Click or tap here to enter text.
<b>Barrier identified</b>	<b>Strategy</b>
<b>Safe Space</b>	
<b>Key worker in school who will monitor following re-integration</b>	
<b>Adjustments</b> <ul style="list-style-type: none"> <li>• Pastoral interventions</li> <li>• Social time</li> <li>• Curriculum / Pod81 day</li> <li>• Other (escorted transitions)</li> </ul>	
<b>Risk Assessment in place if part- time timetable is agreed or if extra mitigations are needed</b>	
<b>Target/s to be achieved</b>	Click or tap here to enter text.
<b>Review date agreed</b>	
<b>Signed Lead Professional</b>	Click or tap here to enter text.
<b>Signed family member</b>	



Appendix 3

Pod81 Suspension/Exclusion Flowchart

These steps must be followed for all exclusions to ensure that the correct exclusion process takes place. Please note – only the Centre Manager (or in their absence, an appointed person) is authorised to make an exclusion.



Reintegration meeting to discuss appropriate behaviour. Monitoring procedure for effectiveness put in place