



# The Stables Independent School

## Exclusions Policy

**This policy links directly to the listed Stables Policies**

**Promoting Positive Behaviour & Relationships Policy**

**SEND Policy and information report**

**This policy was reviewed and approved by the Proprietor in the Summer term 2026.**

**It will be reviewed annually and approved by the Proprietor.**

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### 1. Introduction

The Stables School is committed to providing a therapeutic, relational, trauma-informed environment where pupils are supported to regulate, learn, and thrive. We recognise behaviour as a form of communication and respond in ways that promote emotional safety, trust, and positive relationships.

While our ethos prioritises supporting pupils within school wherever possible, there are occasions where a temporary exclusion may be necessary. Exclusion is **not** used as a punitive measure. Instead, it is a **supportive and protective intervention** designed to safeguard the child, other pupils, and staff, and to allow the team around the child time to reflect, reset, and implement further supportive strategies.

This policy outlines our approach to exclusions and the circumstances in which they may be considered, in line with statutory guidance.

### 2. Statutory Framework

This policy is informed by and aligned with:

- DfE: *Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units in England* (2023)
- DfE: *Behaviour in Schools* (2022)



- DfE: *Keeping Children Safe in Education* (2025)
- Education Act 2002
- Equality Act 2010

The Stables School follows all statutory requirements relating to exclusions, including notification, recording, and review processes.

### **3. Aims of the Policy**

- To ensure exclusions are used only when necessary for safety and wellbeing.
- To frame exclusion as a supportive measure rather than a punishment.
- To protect pupils and staff during incidents of high-risk or aggressive behaviour.
- To provide space for therapeutic reflection and planning following significant incidents.
- To ensure decisions are made fairly, consistently, and in line with statutory guidance.
- To maintain a safe, nurturing learning environment for all pupils.

### **3. Our Therapeutic Approach**

We work proactively to reduce the likelihood of exclusion through:

- Trauma-informed practice
- Individualised behaviour management plans
- Close communication with families and professionals
- Consistent relational support
- Staff training in de-escalation and positive behaviour support
- Multi-agency collaboration

Despite these measures, some pupils may experience periods of dysregulation that lead to unsafe behaviours. In these situations, exclusion may be required to ensure safety and to allow the team to respond effectively.

### **4. When Exclusion May Be Considered**

Exclusion may be used when:

- A pupil displays aggressive, violent, or high-risk behaviour that places themselves, other pupils, or staff at risk.
- The school environment is no longer safe for the pupil at that moment.
- Staff require time to implement additional support strategies, review risk assessments, or adjust the pupil's therapeutic plan.
- Victims of an incident require space, safety, and support.
- The incident is significant enough that continuing the day would not be emotionally or physically safe for the pupil or others.



Exclusion is always a **last resort** but remains an essential safeguarding tool.

## **5. Exclusion as a Supportive Measure**

At The Stables School, exclusion is understood as:

- A protective pause, not a punishment
- A chance for the pupil to regulate in a safe environment
- An opportunity for staff to reflect, repair, and plan
- A way to ensure victims feel safe and supported
- A step that enables the team to strengthen therapeutic interventions

During an exclusion, the school will:

- Maintain communication with parents/carers
- Provide guidance on regulation and wellbeing
- Begin immediate planning for reintegration
- Review risk assessments and support plans
- Offer restorative opportunities where appropriate

## **6. Types of Exclusion**

### **Fixed-Term Exclusion (Suspension)**

A short period away from school, used when behaviour has created an unsafe environment. The duration will be proportionate to the incident and focused on enabling a safe return.

### **Internal Exclusion**

Where appropriate, a pupil may be supported in a separate, supervised space within school to regulate and ensure safety without leaving the site.

### **Permanent Exclusion**

Permanent exclusion is extremely rare and would only be considered in exceptional circumstances where all other interventions have been exhausted and the school can no longer safely meet the pupil's needs. Any permanent exclusion would follow full DfE statutory procedures.

## **7. Reintegration Following Exclusion**

A reintegration meeting will take place with the pupil, parents/carers, and relevant staff. This will include:

- A restorative conversation (where appropriate)
- Review of the incident
- Updates to risk assessments
- Adjustments to the pupil's support plan
- Agreement of next steps and additional interventions



The focus is always on repair, safety, and moving forward positively.

## **8. Recording and Monitoring**

All exclusions are recorded and monitored to:

- Identify patterns or triggers
- Review the effectiveness of interventions
- Ensure fairness and consistency
- Inform ongoing planning

Data is reviewed by senior leaders and shared with the Proprietor, as required.

## **10. Roles and Responsibilities**

- Headteacher: Makes final decisions regarding exclusions.
- Senior Leadership Team: Reviews incidents, risk assessments, and reintegration plans.
- Staff Team: Implements therapeutic strategies and supports pupils before, during, and after exclusion.
- Parents/Carers: Work collaboratively with the school to support regulation and reintegration.
- Proprietor: Monitor exclusion data and ensure policy compliance.

## **11. Review of Policy**

This policy will be reviewed annually or sooner, if required, in response to changes in statutory guidance or school practice.