



CHARLTON HOUSE

— Catholic Prep —

Nurturing excellence, embracing
communities and inspiring futures

Exclusions Policy

Reviewed and approved by the full governing body April 2026

To be reviewed by FGB April 2027

Date	Dec 2025	April 2026		
Reviewed by	FGB	FGB		

Aims

Charlton House Catholic Prep seeks to ensure that:

- The exclusions process is fair, transparent, and applied consistently
- Governors, staff, parents and pupils understand the exclusions process
- Pupils in school are safe, supported and able to flourish
- Pupils are not placed at risk of becoming NEET (not in education, employment or training)
- Exclusion is used only as a last resort and in the best interests of all pupils

Status of This Policy

Charlton House Catholic Prep is an independent school and is not subject to the statutory exclusions framework that applies to maintained schools, academies and pupil referral units.

In developing this policy, the school has **had regard to** Department for Education guidance on exclusions as a matter of good practice, where this is compatible with the school's independent status, contractual obligations, and Christian ethos.

Decisions relating to exclusion are made in accordance with the school's Positive Behaviour Policy, the parental contract, and the school's duty of care to pupils.

Guidance and Reference

This policy has had regard to the Department for Education guidance *School Suspensions and Permanent Exclusions*.

The legislation referenced within that guidance (including the Education Acts and associated regulations) does **not** apply directly to independent schools, but informs fair and proportionate decision-making where appropriate. Decisions relating to fixed-term and permanent exclusion are made on a case-by-case basis, taking account of all relevant circumstances and with due regard to the best interests and safety of the individual pupil, other pupils, staff, and the wider school community.

School Ethos and Principles

Charlton House Catholic Prep is underpinned by the Christian ethos of **“Love one another”**, which shapes our expectations for behaviour, relationships and care within the school community.

Our core values of Caring and Achieving inform all aspects of school life. We are an inclusive school and work proactively to support pupils to succeed. Exclusion, particularly permanent exclusion, is viewed as a last resort, used only when other strategies have failed or when serious circumstances require decisive action.

Authority to Exclude

Only the **Head Teacher** has the authority to exclude a pupil from the school.

Safeguarding Integrity of the Roll

The school does not engage in off-rolling. Pupils will not be removed from the school roll without due process or encouraged to leave where this would not be in their best interests.

Any decision affecting a pupil’s placement is made with careful consideration of their welfare, safeguarding, and educational needs.

Grounds for Exclusion

A pupil may be excluded only where the Head Teacher determines that exclusion is justified, having considered all relevant circumstances.

A decision to exclude will be taken only:

- In response to serious or persistent breaches of the School’s Positive Behaviour Policy or Anti-Bullying Policy; and/or
- Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others.

Decision Making Considerations

Before deciding to exclude a pupil, whether for a fixed period or permanently, the Head Teacher will:

- Consider all relevant facts and available evidence
- Take account of whether the incident was provoked or involved mitigating factors
- Allow the pupil, where appropriate, to give their version of events
- Consider whether the pupil has special educational needs or disabilities
- Consider whether reasonable adjustments have been made and whether exclusion is a proportionate response in light of the Equality Act 2010

Types of Exclusion

The school may use:

- **Internal exclusion**, where a pupil is removed from their usual classes and spends the full school day under the supervision of a member of the Senior Leadership Team
- **Fixed-term exclusion**, where a pupil is excluded from school for a specified number of school days
- **Permanent exclusion**, where a pupil is removed from the school roll

Internal exclusion is used as a serious disciplinary sanction and provides an opportunity for reflection, restorative work, and support, while allowing the pupil to remain on the school site. Where a pupil is absent on the day an internal exclusion is scheduled, the internal exclusion will normally be rescheduled to the next day on which the pupil is in school.

Where a pupil repeatedly fails to attend an internal exclusion without acceptable reason, the Head Teacher may determine that internal sanctions are no longer effective and may apply a fixed-term exclusion, in line with this policy and the school's Behaviour Policy.

The length of any fixed-term exclusion is determined at the Head Teacher's professional discretion, taking into account the seriousness of the incident, any mitigating factors, and any previous fixed-term exclusions.

Exclusion will not normally be used for minor breaches of discipline.

Definition of a School Day

For the purposes of exclusions, a school day is any day on which there is a school session. INSET days or staff training days are not counted as school days.

Reintegration Following a Fixed-Term Exclusion

Following a fixed-term exclusion, a reintegration meeting will be held with parents prior to the pupil's return to school. The purpose of the meeting is to discuss successful reintegration, expectations for future conduct, and any support or measures required to reduce the risk of further incidents.

As part of this process, the school may introduce an Individual Behaviour Management Plan (IBMP) or, where appropriate, a Crisis Behaviour Plan, to support the pupil's ongoing wellbeing and behaviour. These are set out in the Positive Behaviour Policy.

Pupils returning to school following a fixed-term exclusion will not normally be permitted to attend Breakfast Care or Teatime Care for an initial period of one week, or for a longer period where deemed appropriate, depending on the reason for the exclusion and the outcome of the reintegration meeting.

A pupil's behaviour will be monitored closely for a discretionary period of time following their return to school. The length and nature of this monitoring will reflect the circumstances of the exclusion and the agreements reached with parents.

Outcomes of the reintegration meeting, including expectations, monitoring arrangements and any agreed restrictions or support measures, will be confirmed in writing to parents.

Communication with Parents

Parents will be informed in writing, without delay, of:

- The reason for the exclusion
- The length of the exclusion (where fixed-term)
- Any expectations regarding work or conduct
- Next steps, including reintegration or transition arrangements

Parents may make representations regarding an exclusion decision to the Head Teacher and, if appropriate, the Chair of Governors, in accordance with the school's Complaints Policy.

Procedures and External Liaison

While the school is not required to follow local authority exclusions procedures, it works cooperatively with Southampton City Council and other relevant agencies where appropriate, particularly in relation to safeguarding and continuity of education.

The school is informed by local guidance and good practice but retains responsibility for its own exclusion decisions.

Monitoring Arrangements

The Head Teacher monitors exclusions on a termly basis and reports to the Governing Body. The school remains mindful of patterns or trends and takes steps to ensure exclusions are not disproportionately applied.

Review

This policy will be reviewed annually by the Full Governing Body, or sooner if required.

Links with Other Policies

This policy should be read in conjunction with:

- Positive Behaviour Policy
- SEN Policy and Information Report
- Equality Policy
- Complaints Policy