**EXCLUSION POLICY**

**It is the general policy of the pre-school to consider exclusion of a child only as a last resort and one that should be avoided by all practical means. However, under certain circumstances, the exclusion of a child may be the only option open to the pre-school.**

# Reasons for Exclusion

Notwithstanding the pre-school general policy, exclusion may be considered in one or more of the following circumstances:

* A child exhibits repeated violent and/or uncontrollable behaviour

* A child persistently directs abusive or threatening language towards either a member of staff or to another child

* Persistent asocial behaviour or problems of an indefinable nature

* The child through his/her behaviour is perceived to represent a physical risk to him/herself, to other children or to members of the pre-school staff.

# Exclusion Procedure

Should a child begin to exhibit extreme antisocial behaviour or is disruptive or violent, pre-school staff will initiate the following actions:

* Pre-school staff will execute the setting’s Behaviour Management Policy and Procedures.

* If the behavioural problems persist, the parents of the child will be consulted so that an action plan can be formulated.

* Specialist advice, assistance and help will be sought.

* A meeting with all relevant parties will be held to discuss the behavioural issues and to agree upon an action plan.

* Pre-school staff will report progress to the child’s parents on a daily basis.

* Funding for 1-to-1 assistance for the child may be sought.

* Regular meetings will be held with all relevant parties.

* If there is no improvement in the child’s behaviour or the behaviour constitutes an immediate threat to another child or member of staff, the child will be excluded.

* A letter to the parents/guardians will be sent informing them of the pre-school decision to exclude the child.

**EYFS key themes and commitments**

|  |  |  |  |
| --- | --- | --- | --- |
| **A Unique Child** | **Positive**  **Relationships** | **Enabling**  **Environments** | **Learning and Development** |
| 1.1 Child development  1.2 Inclusive practice  1.3 Keeping safe | 2.2 Parents as partners  2.3 Supporting learning | 3.2 Supporting every child  3.3 The learning environment | 4.4 Personal, social and emotional development |

Date of next review: September 2024

Signed…………………………….. Position ……………………………..

Date……………….

Copies of the original signed document are available upon request.