

IMPACT & CONSEQUENCES (EXCLUSIONS) POLICY

Policy type	Statutory
Review period	Annual
Last reviewed on	Autumn 2026
Next review due	Autumn 2027
Approval level	Executive Board

Approved by (Name, date, signature)

Executive Board, 23 September 2026
Executive Board Chair, David Kreyling
Published on



Omnia Foundation Website (public)

POLICY FOR EXCLUSIONS

Mission

We believe in investing in people. As professionals in the teaching and training professions, we strive to provide a better future for the children, young people and home settings we work with. Success for us means unleashing the potential of each individual so they can grow, develop and reach the potential of which they are capable. Our values are grounded in our determination to be the change we want to see in the world, through passion, commitment and integrity. We strive to plant a seed of kindness and compassion in a generation that will produce resilience and hope and enable them to aspire and achieve productive and fulfilled lives. Our success is measured in the lives we changed.

At the Omnia Foundation, we create a secure and safe environment that encourages communication, self-belief, mutual respect and success. We provide a rich and balanced curriculum that develops every child, allowing them to achieve their true potential.

Aims

We are committed to following all statutory exclusions procedures to ensure that every student receives an education in a safe and caring environment.

The Omnia Foundation aims to:

- Ensure that students on-site are safe, happy and feel included
- Ensure that students and home settings fully understand that the foundation is wholeheartedly committed to inclusion and that unless we feel that we can no longer meet the student's needs, their placements with us are permanent.
- Ensure that students receive support for their emotional regulation
- Ensure that students and home settings fully understand that the foundation will explore every possible avenue to safeguard success for every student's placement
- Ensure that students spend as much time as possible engaged in programmes of learning, on or off-site, which are matched to their emotional and academic needs
- Ensure that home settings are fully engaged with our approach and that it is necessarily different to more traditional models that student may have experienced during their education and which have failed them

This policy should be read in conjunction with the Me, Myself & I Policy, the Rights and Responsibilities Policy and the Critical Incident Policy.

Legislation and statutory guidance

In formulating this policy, the Omnia Foundation has taken account of statutory guidance from the Department for Education: Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement and the following legislation, which outlines schools' powers to exclude students:

- Section 51a of the Education Act 2002, as amended by the Education Act 2011
 - The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012
 - The Education (Provision of Full-Time Education for Excluded Pupils) (England) Regulations 2007, as amended by The Education (Provision of Full-Time Education for Excluded Pupils) (England) (Amendment) Regulations 2014
 - The Equality Act 2010
 - Children and Families Act 2014
-

Legal Definitions

Suspension – when a student is removed from the educational establishment for a fixed period. This was previously referred to as a ‘fixed-term exclusion’.

Permanent exclusion – when a student is removed from the educational establishment permanently and taken off roll. This is sometimes referred to as an ‘exclusion’.

Parent – any person who has parental responsibility and any person who has care of the child.

Managed move – when a student is transferred to another educational establishment permanently. All parties, including parents and the admission authority for the new establishment, should consent before a managed move occurs.

At the Omnia Foundation, we believe in inclusion. Since all our students are subject to an Education, Health and Care Plan, every decision we make regarding their education and personal development is with their needs in mind and fully aligns with the Equality Act 2010.

Where students experience moments where they become overwhelmed, we apply a policy of “impact” and “consequences” which is outlined in detail in our Rights & Responsibilities Policy and Critical Incident Policy.

In extreme and rare cases, where we no longer feel our provision can meet a student’s needs, we may consider terminating a placement (see Termination of a Placement).

Roles and responsibilities

The Head of Foundation

Deciding on the nature of a planned consequence

Only the Head of Foundation, or acting Head of Foundation, can decide the nature of a planned consequence in a critical situation.

A decision around the nature of a planned consequence will only take place in response to a critical incident.

Before deciding on the nature of a planned consequence, the Head of Foundation will:

- Consider all the relevant facts and evidence on the balance of probabilities, including whether the incident(s) leading to the critical incident were provoked
- Ensure that the student has the time to give their version of events

In line with the Critical Incident Policy, the Head of Foundation will consider the views of the student, in light of their understanding, before deciding on the nature of the planned consequence, unless it would not be appropriate to do so.

Students who need support to express their views will have their views expressed through an advocate, such as a member of their home setting or social worker.

The Head of Foundation will not reach their decision until they have heard from the student, and will inform the student of how their views were taken into account when making the decision.

A consequence may mean that a student will be educated by our outreach team for a period of time until the student and staff feel that the student is ready to come back on-site.

Informing homes settings

This is done in line with our Critical Incident Policy.

Informing the Executive Board

The Head of Foundation will notify the Executive Board of

- Any termination of placement

The Head of Foundation will notify the Executive Board once per term of any critical incidents which have resulted in outreach work for any extended period of time.

Termination of a placement

It is extremely rare that the foundation finds it can no longer meet a student's needs. In highly extreme cases, where violent or aggressive reactions and responses persist and it is felt that the student may benefit from a different kind of provision, the following procedure will be put into place:

- The Head of Foundation and the Head of Statutory Provision will request an early Annual Review to discuss the student's provision
- The annual review will be held with all relevant stakeholders in attendance
- The student's needs will be discussed at length and the professionals in attendance working with the foundation and the home setting will make a decision on what they feel would be best for the student
- If it is decided that the foundation is no longer an appropriate provision, the place will be terminated and the Local Authority responsible for the student's education will find an alternative

Transition following an extended period of outreach

Following a period of outreach work, the foundation will put in place a strategy to support the student to successfully transition back into foundation life and engage in learning programmes that will support their emotional development.

Where necessary, the foundation will work with external agencies to identify whether the student has any unmet needs.

The following measures may be part of the strategy to ensure a successful transition back into on-site provision:

- Planned sessions at different times of day on-site which will increase in duration over time
- Planned sessions with peers
- Daily contact with on-site hub staff
- Keeping the student and home settings informed of any potential support from external agencies
- 1:1 work with an external professional
- Regular conversations with the student and home setting to recognize progress and identify any challenges or concerns at an early stage.

The strategy will be regularly reviewed and adapted where necessary throughout the transition phase in collaboration with the student, their home setting and other relevant parties.

Monitoring & Review

This policy will be monitored regularly as part of the processes around critical incidents and reviewed every 12 months by the Chief Executive Officer and the Head of Foundation.
