

ACTIVITIES 4 KIDS: SUSPENSIONS AND EXCLUSIONS POLICY



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ACTIVITIES 4 KIDS | 215 ELM DRIVE, HOVE, BN3 7JD

Activities 4 Kids: Suspensions and Exclusions Policy

Policy owner: Briony Jacobs, Activities 4 Kids

Operational lead / designated safeguarding lead (DSL): Daisy Jacobs-Milburn (confirm current appointment before approval)

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Applies to: children attending Activities 4 Kids provision, and all employees, volunteers, agency staff and contractors involved in its delivery.

1. Purpose and principles

Activities 4 Kids aims to provide a safe, welcoming and inclusive environment in which children can participate, learn and enjoy activities. We will respond to unsafe or seriously disruptive behaviour proportionately, consistently and fairly. Suspension or ending a child's place will be considered only after the circumstances, the child's needs and reasonable alternatives have been considered, except where an immediate decision is necessary to manage a serious safety risk.

The child's welfare and safeguarding remain central. Decisions must be non-discriminatory, recorded, explained to parents/carers and reviewed where appropriate. A sanction must never be humiliating, abusive, unsafe or used as a substitute for safeguarding action or appropriate support.

2. Scope and important distinction

This policy is for Activities 4 Kids as an out-of-school childcare/activity provider. It is not a school behaviour policy. The statutory school suspension and permanent-exclusion regime and its formal governing-board/independent-review procedures apply to the schools and other education settings specified in the Department for Education guidance; they do not automatically apply to an independent club merely because it uses the words “suspension” or “exclusion”. Activities 4 Kids will follow its registration conditions, contract/terms of service, applicable childcare requirements and this policy.

Where Activities 4 Kids is delivering provision as a school, under a school’s governance, or under a specific contract requiring school procedures, the relevant school policy and legal requirements must also be followed. The manager must clarify the applicable arrangement before making a decision.

3. Definitions

Temporary suspension: a time-limited pause in attendance at Activities 4 Kids, used only where justified by risk or serious circumstances and after alternatives have been considered.

Permanent exclusion / ending a place: termination of the child’s place with Activities 4 Kids. This is a serious last-resort decision, subject to the child’s agreement/contract terms and applicable law.

Temporary removal from an activity: a short, supervised pause from a particular activity to de-escalate a situation or prevent harm. It is not permission to leave a child unsupervised or to deny basic care.

4. Behaviour and circumstances that may require action

Examples include, but are not limited to:

- physical violence, attempted violence or credible threats of serious harm;

- bullying, harassment, discriminatory abuse or repeated intimidation;
- deliberate actions that place a child, staff member or other person at significant risk;
- serious or repeated breaches of safety instructions despite support and reminders;
- deliberate damage to property, theft, or possession/use of an item that creates a serious safety risk;
- persistent behaviour that substantially prevents safe delivery of the session after reasonable strategies and support have been tried.

A diagnosis, disability, special educational need, communication difference, distress response or behaviour associated with a possible unmet need must not, by itself, be treated as grounds for exclusion. Staff should consider triggers, the environment, reasonable adjustments, additional support and whether safeguarding or specialist advice is needed.

5. Steps before suspension or ending a place

Unless urgent action is needed to protect someone from immediate harm, the manager should normally:

- make the situation safe and hear the child's account in an age-appropriate way;
- establish the facts fairly, speaking separately to relevant witnesses and avoiding assumptions;
- review the child's record, any individual support/safety plan, relevant health or SEND information shared with the setting, and previous incidents;

- consider context, proportionality, consistency, the impact on others, and any relevant protected characteristics under the Equality Act 2010;
- consider reasonable adjustments, de-escalation, restorative discussion, parent partnership, a behaviour/support plan, changes to activities or supervision, and advice from the local authority or relevant professionals where appropriate;
- consult the DSL if the incident raises a safeguarding concern, possible abuse, exploitation, bullying or risk of harm;
- record the reasons for the decision and why less restrictive options would not adequately manage the risk.

6. Immediate safety action

Staff may separate children, pause an activity, move other children to safety or arrange a supervised quiet space where necessary. The child must remain appropriately supervised and treated with dignity. Staff must not use physical punishment, threaten a child, or use restraint except where there is a lawful and necessary basis to prevent immediate harm, and then only in accordance with training, the setting's separate physical-intervention policy and applicable law. Any physical intervention, injury or serious incident must be reported to the manager/DSL, documented promptly and communicated to parents/carers as appropriate.

If a child presents an immediate serious risk that cannot be safely managed, the manager may require the parent/carer to collect the child as an emergency measure. This is not automatically a formal suspension or permanent exclusion; the manager must review the facts and communicate the next steps. Emergency collection must not be used as a routine or discriminatory response.

7. Decision, notification and review

The manager, or a named senior staff member authorised by the manager, makes the decision. The DSL must be consulted where safeguarding is relevant. A person directly involved in the incident should not be the sole reviewer of a challenge where another suitable manager is available.

Parents/carers will normally be informed promptly, preferably in writing, of:

- the decision and its reasons, using factual and respectful language;
- the start date and duration of a temporary suspension, or the proposed end date of a place;
- any safety measures, support or conditions required before return;
- how to request a review or raise a complaint, and the deadline for doing so.

Where appropriate, the child will receive an age-appropriate explanation. Information about other children must remain confidential. For a suspension, the manager will set a proportionate duration and review date. An open-ended suspension should be avoided; if a decision cannot be made promptly, parents/carers will be told when it will be reviewed.

8. Review / appeal and complaints

A parent/carer may ask for the decision to be reviewed in writing within 10 working days, explaining the grounds. Activities 4 Kids will aim to provide a written outcome within 10 working days of receiving the request, or explain any delay. The review should be conducted by the owner/manager or another appropriate person not directly responsible for the original decision, where practicable. The reviewer may uphold, amend or overturn the decision and will record the reasons.

This internal review is the provider's own procedure; it is not the statutory school exclusion appeal process. Parents/carers may also use the setting's complaints procedure and may contact Ofsted or the relevant local authority where their concern falls within that body's remit. A complaint or review request does not delay necessary action to manage an immediate safety risk.

9. Short supervised removal from an activity

A short break from an activity may be used to de-escalate a situation, help a child regulate or protect safety. Staff must explain the reason calmly, ensure suitable supervision, consider the child's age and needs, and help them return when safe. It must not become prolonged isolation, denial of food/drink/toileting, or an informal suspension without manager oversight. Staff should record the event if it is significant, repeated, involves risk or requires parent communication.

10. Return and reintegration

Before a child returns after suspension, the manager will decide whether a return discussion or updated risk/support plan is needed. This should involve the parent/carer and, where suitable, the child. The plan may identify triggers, agreed strategies, staff responsibilities, reasonable adjustments, supervision arrangements and a review date. Conditions must be reasonable, achievable and linked to safety and participation; they must not be punitive or discriminatory.

11. Safeguarding, equality and additional needs

Suspension or exclusion must not replace a referral or response where there is a safeguarding concern. Staff must follow the Safeguarding and Child Protection Policy, record concerns promptly and refer to the DSL. If a child discloses harm or staff suspect abuse, follow safeguarding procedures regardless of any behaviour sanction.

Activities 4 Kids will consider its duties under the Equality Act 2010, including the duty to make reasonable adjustments for disabled children where applicable. Decisions must be based on individual circumstances and evidence, not stereotypes. Where behaviour may indicate an unmet special educational need, disability, trauma or communication difficulty, the manager should consider appropriate adjustments and partnership with the family before deciding on exclusion, unless urgent safety needs require immediate action.

12. Records, confidentiality and data protection

For each significant incident and every suspension or decision to end a place, staff must make a dated, factual record including: what happened; the child's and witnesses' accounts where appropriate; immediate safety action; injuries or damage; parent/carer contact; support and adjustments considered; the decision and rationale; review arrangements; and the outcome. Records must be stored securely, accessed only by people who need them, retained in accordance with the setting's retention schedule, and handled in line with UK data protection law. Share information with safeguarding partners where lawful and necessary to protect a child.

13. Responsibilities

- All staff: apply expectations consistently, use de-escalation, supervise children safely, record incidents and report concerns promptly.
- Manager/owner: ensure staff understand this policy; make or authorise decisions; contact parents/carers; maintain records; consider equality and additional needs; and arrange reviews.
- DSL: advise on safeguarding implications and ensure concerns are managed under the safeguarding policy.

- Parents/carers: share relevant information that affects safe participation, engage with discussions and support agreed safety arrangements.

14. Monitoring and policy review

The manager will review this policy at least annually and sooner following a serious incident, a complaint that identifies a policy weakness, a change in the setting's registration or delivery model, or relevant legal/regulatory guidance changes. Reviews will consider patterns of suspension/exclusion, whether particular groups are disproportionately affected, the effectiveness of support strategies, and feedback from children, parents/carers and staff. Updates will be communicated to staff and made available to parents/carers.

15. Legal and guidance framework

This policy should be read alongside Activities 4 Kids' Safeguarding and Child Protection Policy, Behaviour/Positive Behaviour Policy, Complaints Policy, Health and Safety Policy, SEND/inclusion arrangements, and any relevant registration conditions or service agreement.

The principal references reviewed for this October 2026 update are:

- Department for Education, Out-of-school settings: safeguarding guidance for providers (updated 9 February 2026):
<https://www.gov.uk/government/publications/keeping-children-safe-in-out-of-school-settings-code-of-practice>
- Department for Education, Using after-school clubs, tuition and community activities (updated 6 February 2026):
<https://www.gov.uk/government/publications/guidance-for-parents-and-carers-on-safeguarding-children-in-out-of-school-settings/using-after-school-clubs-tuition-and-community-activities>

- Early Years Foundation Stage statutory framework (current versions effective 1 September 2026, where applicable to the setting):
<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>
- Equality Act 2010:
<https://www.legislation.gov.uk/ukpga/2010/15/contents>
- Children Act 1989:
<https://www.legislation.gov.uk/ukpga/1989/41/contents>
- Data Protection Act 2018 and UK GDPR, as applicable.
- Department for Education, Suspension and permanent exclusion guidance (updated July 2026) — applies to the school settings specified in that guidance, not automatically to an independent out-of-school club: <https://www.gov.uk/government/publications/school-suspensions-and-permanent-exclusions>

Ofsted is the regulator/inspector for registered provision within its remit, but there is no single universal Ofsted “suspension and exclusion policy” for all out-of-school settings. The applicable statutory requirements depend on Activities 4 Kids’ registration and delivery arrangements. The manager must verify the setting’s registration category and conditions before approving this policy.

Policy approval and review record

Approved by: _____ Briony_Jacobs_____

Role: _____ Director_____

Signature: _____ *Briony Jacobs*_____

Date approved: ____15th October 2026_____

Next review due: October 2027 (or earlier if required)