Exclusion Policy

Effective from: August 2025
Last reviewed: August 2026
Next review due: August 2027

KING'S COLLEGE SCHOOL
PANAMA

An inspired School

1. Purpose and Ethos

King's College School Panama is committed to providing a safe, respectful and inclusive learning environment in which all pupils are supported to succeed. The school believes that positive behaviour is best promoted through clear expectations, strong relationships and consistent support.

Exclusion is a serious sanction and is used only when necessary. It is applied fairly and proportionately, either as a last resort or where the seriousness of an incident requires immediate action to protect the safety, wellbeing or education of others.
The school's approach to exclusion reflects its commitment to:

- safeguarding and pupil wellbeing
- inclusion and support for individual needs
- fairness, consistency and transparency
- supporting pupils to learn from mistakes and make positive changes

2. Relationship to Other Policies

This policy operates alongside and should be read in conjunction with:

the Behaviour Policy
the Inclusion Policy
the Safeguarding and Child Protection Policy
the Anti-Bullying Policy
Keeping Children Safe in Education 2026
the Standards for British Schools Overseas

Where safeguarding concerns arise, these take precedence and are managed in line with the School's safeguarding procedures.

3. Types of Exclusion

The school recognises two forms of exclusion.

Fixed-term exclusion

A fixed-term exclusion may be used where:

- a pupil has committed a serious breach of the Behaviour Policy, or
- behaviour has not improved despite appropriate support, intervention and warning

A fixed-term exclusion may last from part of a day up to a specified number of school days, depending on the circumstances and the age of the pupil.

Permanent exclusion

Permanent exclusion is used only in exceptional circumstances, where:

- there has been a serious or persistent breach of the Behaviour Policy, or
- the continued presence of the pupil would seriously harm the education, safety or wellbeing of others

Permanent exclusion is always a last resort and follows careful consideration at senior leadership level.

4. Decision-Making

Only the Head of School, or a senior leader acting on their behalf, may authorise an exclusion.

In reaching a decision, the school will consider:

- the nature and seriousness of the incident
- the pupil's age, stage of development and behaviour history
- individual circumstances, including wellbeing or inclusion needs
- whether reasonable adjustments or alternative strategies have been attempted
- the impact on the wider school community

All decisions are recorded formally and reviewed to ensure consistency and fairness.

Any suspension or permanent exclusion will be implemented in accordance with applicable Panamanian law and the School's approved disciplinary procedures. Where required, the pupil and their parent or guardian will be informed in writing of the concern and supporting evidence and given an appropriate opportunity to be heard before a final decision is made. Where an immediate removal is necessary to protect safety or the orderly operation of the School, the required disciplinary process will follow within the timeframe prescribed by Panamanian law.

5. Communication with Parents

Parents will be informed promptly of any exclusion. Written confirmation will include:

- the reason for the exclusion
- the type and length of the exclusion
- expectations during the exclusion period
- arrangements for reintegration, where applicable
- information about how parents may make representations or raise concerns

The school is committed to clear, respectful and timely communication with parents throughout the process.

6. Learning During Exclusion

For fixed-term exclusions, reasonable steps will be taken to support continued learning where appropriate and practicable, particularly for longer exclusions or pupils in examination years.

7. Reintegration

Following a fixed-term exclusion, a reintegration meeting will normally take place involving:

- the pupil
- parents
- a relevant senior or pastoral leader

The purpose of reintegration is to:

- support a successful return to school
- reinforce expectations and boundaries
- agree any additional support or adjustments in line with the Inclusion Policy

8. Inclusion and Individual Circumstances

The school is committed to inclusive practice. Decisions relating to exclusion take account of individual needs, learning differences, wellbeing and contextual factors, in line with the Inclusion Policy.

Where appropriate, advice may be sought from internal specialists or external professionals to ensure that decisions are fair, proportionate and supportive of positive long-term outcomes.

9. Records and Monitoring

The school maintains clear and accurate records of all exclusions. These records are reviewed regularly by senior leaders to:

- monitor patterns or trends
- evaluate the effectiveness of behaviour and inclusion strategies
- ensure consistency and fairness

Records are available for inspection as required.

10. Review

This policy is reviewed regularly to ensure it remains compliant with regulatory requirements and reflects the school's values, inclusive ethos and practice.