

## Exclusion Policy

Nisai Virtual Academy is a fully inclusive learning community. We are committed to ensuring that every student has continuous access to high-quality education, guidance, and support, regardless of challenges they may experience.

In line with our ethos of inclusion and our Behaviour Policy, **Nisai does not exclude students from our provision.** Instead, we focus on early intervention, personalised support strategies, and constructive communication with parents, carers, and customers to address concerns and help every learner re-engage positively.

Our approach ensures that students feel safe, respected, and supported, and that they remain active participants in their learning journey.

### 1.0 Purpose of this Policy

This policy sets out our commitment to maintaining an environment where:

- No student is permanently or temporarily excluded from Nisai Virtual Academy.
- Behavioural concerns are addressed through structured, supportive processes rather than punitive removal.
- All students are offered opportunities to improve, repair relationships, and remain connected to their learning.

This policy should be read alongside the Behaviour Policy, Safeguarding Policy, and Student Charter.

### 2.0 Our Commitment

Nisai will:

- Work proactively with students to address behaviour concerns at the earliest stage.
- Provide reasonable adjustments and personalised strategies for learners with specific needs.
- Maintain access to learning for all students, even when additional support or temporary adaptations to lesson participation are required.
- Ensure that all responses to behaviour are fair, proportionate, and focused on helping students succeed.

### 3.0 Non-Exclusion Practice

Nisai does **not** exclude students. Instead, where behavioural concerns arise, the following principles apply:

#### 3.1 Behaviour Management Within Lessons

Teachers follow the staged response outlined in the Behaviour Policy. Measures may include:

- Direct reminders and clarification of expectations.
- Private messaging to encourage behaviour improvement.
- Temporary chat restrictions or guided breakout spaces.
- Instruction to view the lesson recording if disruptive log-in behaviour impacts the class.

These steps are intended to support learning continuity, not to exclude.

### 3.2 Continued Access to Learning

Even when behaviour requires escalation:

- Students will **always** be permitted to attend the next scheduled lesson.
- Where a student is asked to view a recording instead of participating in a live session, this is a short-term learning management measure, not an exclusion.
- Support staff, tutors, and parents/carers will work together to assist the student's behavioural improvement.

### 3.3 Continued Access to Learning

All behavioural incidents are logged to ensure transparency, early intervention, and appropriate follow-up—not as a basis for exclusion.

### 4.0 Partnership with Parents, Carers and Stakeholders

In cases where behaviour persists:

- The Customer and Student Support Team will contact parents/carers to discuss concerns and collaborate on solutions.
- The focus will always be on improving behaviour, supporting the learner, and maintaining engagement.
- At no stage will exclusion be proposed or considered.

### 5.0 Safeguarding and Wellbeing Considerations

Some behaviours may signal underlying difficulty or risk. In these circumstances:

- Staff will follow safeguarding procedures.
- Adjustments to teaching methods, support, or communication may be implemented.
- The goal remains ensuring safety and continuing education—not removal.

### 6.0 Monitoring, Evaluation and Review

The Head of Teaching and Learning, along with Nisai Group SLT, will:

- Review this policy in conjunction with the Behaviour Policy.
- Ensure that no practice contradicts the organisation's commitment to non-exclusion.
- Monitor effectiveness through behaviour logs, feedback, and support outcomes.

Review Date: September 2026