

Non-Exclusion and Placement Suitability Policy

Nisai Virtual Academy is a fully inclusive learning community committed to ensuring that every student has access to high-quality education, guidance, and support. We believe that all learners can succeed when provided with appropriate encouragement, structure, intervention, and personalised support.

In line with this commitment, Nisai seeks to avoid exclusion wherever possible. Our approach prioritises early intervention, personalised support strategies, and constructive collaboration with students, parents/carers, commissioning schools, local authorities, and other stakeholders.

We aim to ensure that learners feel safe, respected, and supported whilst remaining actively engaged in their educational journey.

1.0 Purpose of this Policy

This policy sets out Nisai's commitment to maintaining an environment where:

- Nisai does not operate a permanent or fixed-term exclusion process.
- Behavioural concerns are addressed through structured, supportive interventions rather than punitive removal from learning.
- Students are given opportunities to improve, repair relationships, and remain engaged in education.
- Learners continue to access education wherever possible through appropriate support and reasonable adjustments.
- Any concerns regarding the suitability of a placement are managed through review processes with commissioning organisations rather than exclusion.

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

2.0 Our Commitment

Nisai will:

- Work proactively with students to address concerns at the earliest possible stage.
- Provide reasonable adjustments and personalised support strategies where appropriate.
- Maintain access to learning for all students wherever possible, including when additional support or temporary adaptations to participation are required.
- Ensure that responses to behaviour are fair, proportionate, and focused on helping students succeed.
- Work collaboratively with parents/carers, commissioning organisations, and professionals to support positive educational outcomes.
- Promote a culture of respect, inclusion, and accountability.
- Where available through the commissioned provision, or where separately agreed with the commissioning organisation, additional services, such as mentoring and wellbeing support, may be recommended to support learner engagement, attendance, behaviour, wellbeing, and educational progress.

3.0 Non-Exclusion Practice

Nisai does not operate a traditional exclusion process. 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 moderation tools.
- Guided use of breakout spaces or support intervention.
- Instruction to access lesson recordings where disruptive behaviour significantly affects the learning experience of others.

These measures are intended to support learning continuity and maintain a positive learning environment. They do not constitute exclusion from Nisai Virtual Academy.

3.2 Behaviour and Engagement Within Mentoring Sessions

Where mentoring has been commissioned as part of a learner's support package, students are expected to engage respectfully and appropriately with mentoring staff in accordance with the Behaviour Policy and Student Charter.

Mentoring is intended to provide additional guidance, encouragement, and support and is not a disciplinary measure.

Where concerns arise during mentoring sessions, Nisai will:

- Seek to understand and address barriers to engagement.
- Use supportive and restorative approaches to encourage participation.
- Work with the learner, parent/carers, commissioning organisation, and relevant professionals where appropriate.
- Review the mentoring objectives, approach, or frequency of sessions where necessary.
- Record significant concerns and actions taken.

Where a learner is unable or unwilling to engage with mentoring despite reasonable support and intervention, Nisai may review the effectiveness and suitability of the mentoring provision with the commissioning organisation.

Concerns relating to mentoring engagement will not automatically affect a learner's access to their educational provision but may be considered as part of a wider review of support arrangements.

3.3 Continued Access to Learning

Where behaviour requires escalation:

- Students will normally continue to access their scheduled learning.
- Temporary adjustments to the method of participation may be implemented where appropriate.
- Accessing a recorded lesson rather than participating live may be used as a short-term learning management strategy and does not constitute exclusion.

- Support staff, tutors, parents/carers, and commissioners may be involved to support behavioural improvement and engagement.

3.4 Recording and Monitoring of Behaviour Concerns

All behavioural incidents are recorded to ensure:

- Transparency and consistency.
- Early identification of support needs.
- Appropriate intervention and follow-up.
- Effective communication with relevant stakeholders.

Behaviour records are maintained to support student success and wellbeing, not as a basis for exclusion.

4.0 Partnership with Parents, Carers and Stakeholders

Where behavioural concerns persist:

- The Customer and Student Support Team will work with parents/carers and relevant stakeholders to understand concerns and identify solutions.
- Commissioning schools, local authorities, and other referring organisations may be involved where appropriate.
- The focus will remain on improving behaviour, supporting the learner, and sustaining engagement in education.
- Multi-agency collaboration may be used to ensure that appropriate support is in place.
- Where appropriate, Nisai may recommend additional commissioned support services, including mentoring or wellbeing support, to help address barriers to engagement, attendance, behaviour, or educational progress.

5.0 Safeguarding and Wellbeing Considerations

Some behaviours may indicate underlying needs, vulnerabilities, or safeguarding concerns. In these circumstances:

- Staff will follow Nisai's Safeguarding Policy and procedures.
- Appropriate referrals may be made where concerns are identified.
- Additional support strategies, reasonable adjustments, or interventions may be implemented.
- Temporary adaptations to learning arrangements may be considered where necessary to ensure safety and wellbeing.

The primary goal remains to support the learner whilst maintaining access to education wherever possible.

6.0 Placement Suitability and Review Process

While Nisai is committed to maintaining access to education and does not operate an exclusion process, there may be exceptional circumstances where, despite reasonable adjustments, targeted interventions, and collaborative support, Nisai concludes that a learner's needs can no longer be met safely, appropriately, or effectively within the commissioned provision.

Examples may include:

- Significant changes in a learner's identified needs.
- Escalating needs that exceed the level of support available within the commissioned provision.
- Serious safeguarding concerns.
- Circumstances where the placement is no longer compatible with the learner's educational, wellbeing, or support requirements.

Where a learner has an Education, Health and Care Plan (EHCP), Nisai cannot unilaterally amend or cease the placement. Decisions regarding the continuation, amendment, or cessation of an EHCP placement remain the responsibility of the commissioning local authority and, where applicable, the commissioning school, in accordance with statutory processes.

Where concerns arise that indicate a learner's needs can no longer be met safely, appropriately, or effectively within the provision despite reasonable adjustments and targeted interventions, Nisai will work collaboratively with parents/carers, commissioners, and relevant professionals to review the support in place.

Where Nisai Virtual Academy is named within the EHCP, Nisai will formally request that the local authority convenes an emergency review of the EHCP and will provide evidence of the interventions, adjustments, support strategies, and outcomes considered to date.

Where Nisai is delivering provision on behalf of a commissioning school or local authority but is not named within the EHCP, Nisai may request a placement review with the commissioning organisation and provide evidence of the interventions, adjustments, support strategies, and outcomes considered to date.

Nisai will work collaboratively with parents/carers, commissioners, local authorities, and relevant professionals throughout any review process and will:

- Provide evidence of support strategies, interventions, and reasonable adjustments already implemented.
- Continue to support educational access where appropriate during the review process.
- Assist in identifying suitable next steps to ensure the learner's needs can be met.

Any decision regarding the ongoing suitability of a placement will be based on the learner's needs, educational outcomes, wellbeing, safeguarding considerations, and the impact on the wider learning environment.

A placement suitability review does not constitute an exclusion.

6.1 Review of Existing Arrangements

Where concerns continue despite the support and adjustments available within the commissioned provision, Nisai will review the effectiveness of interventions already in place.

This may include:

- Reviewing existing support plans and agreed outcomes.
- Consulting with the learner, parent/carer, commissioning organisation, and relevant professionals.
- Considering whether additional support services should be recommended.
- Assessing whether the learner's needs have changed since the placement commenced.

Where a learner is already receiving additional commissioned support, such as mentoring, Nisai will evaluate the effectiveness of that support alongside other available interventions.

If concerns remain despite reasonable adjustments and available support, Nisai may conclude that the learner's needs can no longer be met effectively within the commissioned provision and may request a placement review with the commissioning organisation.

7.0 Monitoring, Evaluation and Review

The Head of Teaching and Learning, together with the Nisai Group Senior Leadership Team, will:

- Review this policy annually and alongside the Behaviour Policy.
- Ensure practice remains consistent with the organisation's commitment to inclusion and learner support.
- Monitor the effectiveness of interventions through behaviour records, stakeholder feedback, support outcomes, and placement reviews.
- Monitor any placement suitability reviews to ensure that decisions are appropriately evidenced, documented, and communicated with relevant stakeholders.

Nisai Virtual Academy believes that every learner deserves access to education in an environment where they are valued, supported, and encouraged to succeed.

We are committed to working collaboratively with students, parents/carers, commissioning organisations, local authorities, and other professionals to remove barriers to learning, promote positive engagement, and support individual progress.

Whilst there may be occasions where the suitability of a placement requires review, our approach will always be centred on identifying the most appropriate provision to meet the learner's needs and achieve the best possible outcomes. Wherever possible, our focus will remain on enabling continued participation, fostering positive relationships, and supporting every learner to reach their potential.

Review Date: September 2027