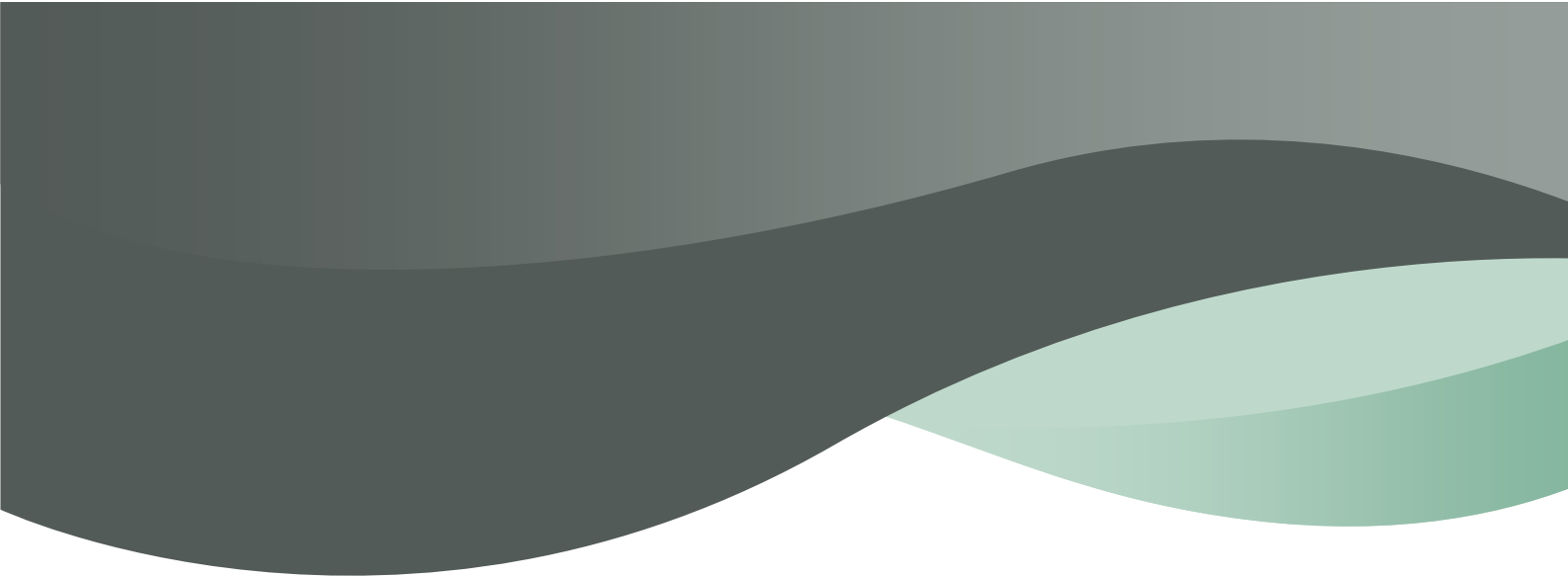




Suspensions, Exclusions, Managed Moves and Adapted Timetable Policy

Updated for:	September 2026
Next review:	September 2027

James Montgomery Academy Trust



Suspensions, Exclusions, Managed Moves and Adapted Timetable Policy

1. Aims

All schools in James Montgomery Trust (JMAT) are committed to following all statutory exclusion procedures to ensure that every child receives an education in a safe and caring environment.

Our schools aim to:

- Ensure that the suspension and exclusion process is applied fairly, consistently and rigorously.
- Help advisory board members, staff, parents and children understand the suspension and exclusions process.
- Ensure that children in school are safe and happy.
- Prevent children from becoming not in education.
- Ensure all suspensions and permanent exclusions are carried out lawfully.
- Ensure that all adapted timetables are lawful and reviewed fairly, consistently and rigorously.

We believe that everything possible should be done to ensure all children have access to good quality education daily. We believe high standards of behaviour should exist in all schools and that all children are entitled to an education where they are protected from disruption and can learn in a calm, safe and supportive environment.

The Trust recognises that suspension and permanent exclusion are part of a wider behaviour framework and may be necessary to maintain a safe, calm and supportive environment for all pupils and staff.

2. Scope of the policy

This policy applies to all children taught within JMAT schools and school staff and other professionals responsible for their care. The policy will be applied fairly across all schools without discrimination. The policy applies throughout all school or academy organised activities.

3. Off-rolling

As part of JMAT, our schools are aware that off-rolling is unlawful.

Ofsted defines off-rolling as:

“The practice of removing a pupil from the school roll without a formal, permanent exclusion or by encouraging a parent to remove their child from the school roll, when the removal is primarily in the interests of the school rather than in the best interests of the pupil. This includes pressuring a parent to remove their child from the school roll.”

We will not suspend or exclude children unlawfully by directing them off site, or not allowing children to attend school:

- Without following the statutory procedure or formally recording the event, e.g., sending them home to 'cool off'
- Because they have special educational needs and/or a disability (SEND) that the school feels unable to support.
- Due to poor academic performance.
- Because they haven't met a specific condition, such as attending a reintegration meeting.
- By exerting undue influence on a parent to encourage them to remove their child from the school.

4. Legislation and statutory guidance

This policy is based on statutory guidance:

Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement. (DfE, July 2026)

[https://assets.publishing.service.gov.uk/media/6a102af79819be865f421c7d/Suspension and Permanent Exclusion guidance July 2026.pdf](https://assets.publishing.service.gov.uk/media/6a102af79819be865f421c7d/Suspension_and_Permanent_Exclusion_guidance_July_2026.pdf)

It is based on the following legislation, which outlines schools' powers to exclude children:

- Section 51a of the Education Act 2002, as amended by the Education Act 2011
- The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012
https://www.legislation.gov.uk/ukxi/2026/558/pdfs/ukxi_20260558_en.pdf

In addition, the policy is based on:

- Part 7, chapter 2 of the Education and Inspections Act 2006, which sets out parental responsibility for excluded children
- Section 579 of the Education Act 1996, which defines 'school day'
- 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
- Education (Educational Provision for Improving Behaviour) (Application to Academies and Pupil Referral Units and Minor Amendments) Regulations 2026
- The Equality Act 2010
- Children and Families Act 2014

This policy should also be read in conjunction with the Department for Education's Behaviour in Schools: Advice for headteachers and school staff (February 2024)

This policy should be read as part of the Trust's wider behaviour approach. Suspension and exclusion will only be used where strategies and interventions set out in Behaviour in Schools guidance have not been successful.

This policy incorporates updates from the 2026 statutory guidance to ensure consistency in decision-making, safeguarding practice and the use of suspension and permanent exclusion across the Trust.

This guidance underpins suspension and exclusion decisions by outlining expectations for promoting positive behaviour, early intervention strategies, and ensuring behaviour policies are implemented consistently and fairly. It also includes advice on the use of alternative provision and managing behaviour in a preventative and proportionate way.

This policy is consistent with the Trust's funding agreement and governance arrangements.

Definitions:

- *Internal Suspension* – when a pupil is temporarily removed from their usual classroom space to a supervised space on the school site.
- *Suspension* – when a pupil is removed from the school for a fixed period. This was previously referred to as a 'fixed-term exclusion'.
- *Permanent exclusion* – when a pupil is removed from the school permanently and taken off the school roll. This is sometimes referred to as an 'exclusion'.

Off-site direction – An off-site direction may be used where it is considered a lawful, reasonable and proportionate intervention to improve a pupil's behaviour and avoid suspension or permanent exclusion. Any off-site direction will be time-limited, regularly reviewed and communicated to parents in writing. The Trust will ensure that any alternative provision is suitable, safe and supports the pupil's education and welfare

- *Parent* – any person who has parental responsibility and any person who has care of the child.
- *Managed move* - A voluntary, planned move to another school, agreed by the pupil, parents/carers, the home school, the receiving school and, where appropriate, the Local Authority, as an alternative to suspension or permanent exclusion and in the best interests of the pupil. Managed moves may be facilitated through Local Authority Inclusion Pathways and will be undertaken in accordance with statutory guidance, local protocols and admissions requirements. Any temporary placement prior to a permanent move will be arranged through the appropriate Local Authority pathway or off-site direction arrangements where applicable.

Any alternative provision arranged will be monitored to ensure that it is suitable, safe, and of high quality, in line with DfE guidance. All alternative provisions will be quality assured by the LA. The LA quality assurance reports will be shared with the school and Trust to aid placement decision and quality-assure placements to make sure they support children's education and welfare effectively.

5. Roles and responsibilities

The Headteacher: **deciding whether to suspend or exclude**

Only the headteacher, or acting headteacher, can suspend or permanently exclude a child from school. The decision can be made in respect of behaviour inside or outside of school. The headteacher will only use permanent exclusion as a last resort.

The headteacher may also use internal interventions (such as internal **suspension**) in line with the school's **Relationships and Behaviour Policy**, though this is not considered a statutory exclusion.

A decision to suspend or exclude a child will be taken only:

- In response to serious or persistent breaches of the school's behaviour policy, **and**
- If allowing the child to remain in school would seriously harm the education or welfare of others.
- **Where necessary to manage serious safeguarding risks, including circumstances where it is necessary to keep pupils apart to protect the welfare of pupils and staff.**

Before deciding whether to suspend or exclude a child, the headteacher will:

- Consider all the relevant facts and evidence on the balance of probabilities, including whether the incident(s) leading to the exclusion were provoked.
- Use the JMAT **Headteacher's Exclusion and Suspension Decision-Making Checklist (Appendix 3)** to ensure all evidence has been collated and a member of the Core JMAT team has been fully involved and has **signed the checklist**.
- Allow the child to give their version of events. **If this cannot be gathered on the day of an incident, all possible attempts must be made to gather this information either through parental support or when the child returns back to school.**
- Consider whether the child has special educational needs and / or a disability (SEND).
- Consider whether the child is especially vulnerable (e.g. the pupil has a social worker, is on a child in need plan or child protection plan or is a child who is looked after. (CLA)).
- Consider whether all alternative solutions have been explored, such as off-site direction or managed moves.
- **Consider whether the continued presence of the pupil in school presents a safeguarding risk to other pupils or staff, including whether separation or alternative arrangements are required.**
- **Ensure that any decision to suspend or exclude is lawful, reasonable, fair and proportionate, in line with the principles of administrative law.**

As a Trust, we will work alongside the headteacher to ensure that any decision to suspend or permanently exclude a pupil is informed by a thorough and fair process. The headteacher will take account of the child's views, considering their age and level of understanding, and will support them to express their views where necessary through an appropriate advocate, such as a parent/carer or social worker. Where possible, the

headteacher will not make a final decision until these views have been gathered and will communicate, in an age-appropriate way, how they have been taken into account.

Decisions will be made as part of a graduated response to behaviour, ensuring that appropriate strategies and interventions have been implemented and reviewed prior to exclusion, unless there is an immediate risk of harm to others or a serious breach requiring urgent action. The headteacher will also consider whether exclusion is necessary to manage safeguarding risks, including circumstances where it may be necessary to keep pupils apart in order to protect the welfare of pupils and staff. All decisions will be lawful, reasonable, fair and proportionate.

6. Informing parents

If a child is at risk of suspension or exclusion the headteacher will inform the parents as early as possible, through a conversation **and** the issue of an appropriate letter in order to work together to consider what factors may be affecting the child's behaviour, and what further support can be put in place.

If the headteacher decides to suspend or exclude a child, the parents will be informed of the period of the suspension or **the** exclusion and the reason(s) for it, without delay.

The parents will also be provided with the following information in writing (see **Appendix 4** for appropriate letters), without delay:

- The reason(s) for the suspension or permanent exclusion.
- The length of the suspension or, for a permanent exclusion, the fact that it is permanent.
- Information about parents' right to make representations about the suspension or permanent exclusion to the Trust Exclusions Advisory Board Panel and how the child may be involved in this.
- How any representations should be made.
- Where there is a legal requirement for the Trust Exclusions Advisory Board Panel board to hold a meeting to consider the reinstatement of a child, and that parents have a right to attend the meeting, be represented at the meeting (at their own expense) and to bring a friend.
- If the child is entitled to Free School Meals, the school will offer a meal daily, even if the family choose to not take the school up on the offer.

(Example letters can be found in **Appendix 4**)

The headteacher will also notify parents without delay and by the end of the afternoon session on the first day their child is suspended or permanently excluded, that:

- For the first 5 school days of an exclusion or suspension (or until the start date of any alternative provision or the end of the suspension, where this is earlier), the parents are legally required to ensure that their child is not present in a public place during school hours without a good reason. This will include specifying on which days this duty applies.
- Parents may be given a fixed penalty notice or prosecuted if they fail to do this.

If alternative provision is being arranged, the following information will be included, if possible:

- The start date for any provision of full-time education that has been arranged.
- The start and finish times of any such provision, including the times for morning and afternoon sessions, where relevant.
- The address at which the provision will take place.
- Any information the child needs to identify the person they should report to on the first day.

If the headteacher does not have the all the information about the alternative provision arrangements by the end of the afternoon session on the first day of the suspension or permanent exclusion, they can provide the information at a later date, without delay and **no later than 48 hours before** the provision is due to start.

NB The only exception to this is where alternative provision is to be provided before the sixth day of a suspension or permanent exclusion, in which case the school reserves the right to provide the information with less than 48 hours' notice, with parents' consent.

"The law does not allow for extending a suspension or 'converting' a suspension into a permanent exclusion. In exceptional cases, usually where further evidence has come to light, a further suspension may be issued to begin immediately after the first suspension ends; or a permanent exclusion may be issued to begin immediately after the end of the suspension."

Information provided will be clear, consistent and support parents' understanding of the process.

7. Adapted/part time timetables

All children are entitled to a suitable full-time education and every effort must be made to avoid part time timetables. The Equalities Act 2010 makes it unlawful for the responsible body of a school to discriminate against, harass or victimise a child or potential child:

- In relation to admissions.
- In the way it provides education for children.
- In the way it provides children access to any benefit, facility or service, or
- By excluding a child or subjecting them to any other detriment.

All schools will make every effort to provide a full-time education for all children and young people. Where a child has been placed on a part-time/adapted timetable, (see **Appendix 5** for example of part time timetable risk assessment), JMAT will consider whether the provision arranged is sufficient to meet this duty and a date by which point the child is expected to attend full-time or receive alternative provision will be agreed. Other considerations will include the duration of the strategy and any representations from parents or other professionals involved with the family. An adapted/part-time table **must** have written consent of the parents/carers before it is put in place.

Every effort will be made by the school to avoid adapted/part time timetables and no young person with SEND or a child in care will have a part-time timetable unless it is truly exceptional.

Only in exceptional circumstances, adapted/part-time timetables will have a time limited role in JMAT schools for some children where they are used sparingly and to support educational needs.

All schools in JMAT have a high regard and consideration for safeguarding issues and the impact adapted/part-time timetables may have on a child under Section 157 & 175 of the Education Act 2001.

The DfE is clear that adapted/part-time timetables should not be treated as a long-term plan. The DfE also expects a reduced timetable to be managed through a robust multi-agency plan. All schools in JMAT will ensure that any adaptations to timetables will have a time limit by which point the child is expected to attend full time or to receive alternative provision. The time limit will be discussed with a member of the Core JMAT team as part of the initial decision process.

Adapted timetables must never be used as an alternative to exclusion or to manage behaviour outside the statutory framework.

8. Informing JMAT

A member of the core team must be informed of the suspension or exclusion as part of the headteacher's checklist (**Appendix 3**) which must be used as part of the decision-making process. All suspensions and exclusions must be recorded accurately and promptly within Arbor.

JMAT will be responsible for initiating a **Trust Exclusions Advisory Board Panel** where required. The Panel will be constituted of members drawn from Local Advisory Boards across the Trust. All members of the Panel will have received appropriate training in exclusions to ensure decisions are made in line with statutory guidance and best practice.

9. Informing the local authority (LA)

The headteacher will notify the LA of all suspensions and permanent exclusions without delay, regardless of the length of a suspension.

The notification will include:

- The reason(s) for the suspension or permanent exclusion.
- The length of a suspension or, for a permanent exclusion, the fact that it is permanent.

For a permanent exclusion, if the child lives outside the LA in which the school is located, the headteacher will also, without delay, inform the child's 'home authority' of the exclusion and the reason(s) for it.

In Rotherham, suspensions need to be reported via an online form.

<https://www.rotherham.gov.uk/schools-schooling/school-suspension-notifications>

In Doncaster, suspensions need to be reported via the Doncaster LA forms.

In Sheffield, suspensions need to be reported via the school's MIS, which is then picked up by the suspensions and exclusions team.

10. Informing the child's social worker and/or virtual school head (VSH)

If a:

- **Child with a social worker** is at risk of suspension or permanent exclusion, the headteacher will inform **the social worker** as early as possible.
- **Child who is a looked-after (CLA)** is at risk of suspension or exclusion, the headteacher will inform **the VSH** as early as possible.

This is to work together to consider what factors may be affecting the child's behaviour, and what further support can be put in place to improve the behaviour.

If the headteacher decides to suspend or permanently exclude a child with a social worker / a child who is looked after, they will inform the child's social worker / the VSH, as appropriate, without delay, that:

They have decided to suspend or permanently exclude the child

- The reason(s) for the decision.
- The length of the suspension or, for a permanent exclusion, the fact that it is permanent.
- The suspension or permanent exclusion affects the child's ability to sit a National Curriculum test.

The social worker / VSH will be invited to any meeting of the Trust Exclusions Advisory Board Panel about the suspension or permanent exclusion. This is so they can provide advice on how the child's background and/or circumstances may have influenced the circumstances of their suspension or permanent exclusion. **Their input should support consideration of safeguarding risks, including risks arising if pupils remain in school or return without appropriate measures in place.**

11. Cancelling suspensions and permanent exclusions

The headteacher may cancel a suspension or permanent exclusion that has already begun, but this will only be done where it has not yet been reviewed by the Trust Exclusions Advisory Board Panel.

Where there is a cancellation:

- The parents, Trust Exclusions Advisory Board Panel and LA will be notified without delay.
- Where relevant, any social worker and VSH will be notified without delay.
- Parents will be offered the opportunity to meet with the headteacher to discuss the cancellation.
- As referred to above, the headteacher will report to the Local Advisory Board Panel once per term on the number of cancellations.

- The child will be allowed back in school.

12. Providing education during the first 5 days of a suspension or permanent exclusion

During the first 5 days of a suspension, if the child is not attending alternative provision (AP), the headteacher will take steps to ensure that achievable and accessible work is set and marked for the child. Parents are responsible for returning work to be marked.

Where work is issued via email, schools will activate both the read receipt and delivery receipt functions.

If work is sent via post, schools will send by recorded delivery and if hand delivered a signature of receipt will be requested from the recipient.

Online pathways such as Google Classroom or Oak Academy may be used for this. If the child has a special educational need or disability, the headteacher will make sure that reasonable adjustments are made to the provision where necessary.

If the child is looked after or if they have a social worker, the school will work with the LA to arrange AP from the first day following the suspension or permanent exclusion. Where this isn't possible, the school will take reasonable steps to set and mark work for the child, including the use of online pathways.

13. Well-being

In line with DfE guidance, the school is committed to ensuring that the well-being of pupils is prioritised during any period of suspension. Parents and carers are encouraged to check in regularly with their child to support their emotional health and well-being, and to notify the school of any concerns. The school will maintain appropriate contact with the family during the suspension period to offer guidance, signpost to support where needed, and ensure the child feels ready to reintegrate positively on their return.

14. The Trust Exclusions Advisory Board Panel

The Trust Exclusions Advisory Board Panel in JMAT understand that they have a duty to consider parents' representations about a suspension or permanent exclusion. They have a duty to consider reinstatement of a suspended or permanently excluded child in certain circumstances.

A summary of the Trust Exclusions Advisory Board Panel's duties to review the headteacher's decision can be found as **Appendix 1**. This summary has come directly from the Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (Section 7 - August 2026)

Within 14 days of a request, the Trust Exclusions Advisory Board Panel must provide to the Secretary of State and the LA, certain information about any pupils suspended or permanently excluded within the last 12 months.

The Panel will apply the guidance consistently and in line with national statutory expectations to ensure fairness across the Trust.

15. Alternative provision following suspension or permanent exclusion

For a suspension of more than five school days, the Trust Exclusions Advisory Board Panel (or local authority about a pupil suspended from a PRU) must arrange suitable full-time education for any pupil of compulsory school age. This provision is commonly called alternative provision and must begin no later than the sixth school day of the suspension.

In cases of permanent exclusion, this duty transfers to the local authority, which must arrange suitable full-time education to begin no later than the sixth school day following the exclusion.

The Trust will ensure that any arrangements comply with the requirements of Section 100 of the Education and Inspections Act 2006 and the most recent Department for Education guidance on suspension and permanent exclusion **and improving behaviour 2026**.

16. Monitoring and analysing suspensions and exclusions data

The Trust

- Reviews Trust-wide consistency in behaviour policy implementation and alignment with statutory guidance.
- Monitors trends across the Trust related to absence, attendance, and exclusions, identifying patterns or anomalies.
- Analyses repeat suspensions Trust-wide to identify systemic issues or schools needing additional support.
- Evaluates the effectiveness and consistency of intervention strategies across schools; promotes best practice.
- Monitors permanent exclusion trends across the Trust, comparing schools and identifying outliers.
- Examines Trust-wide patterns in managed moves, suspensions, and exclusions, including seasonal or cohort-based trends.
- Ensures equity across the Trust, monitoring data by SEND, disadvantage, ethnicity, gender, and CLA status.
- Monitors the use, quality, review processes, and impact of alternative provision placements across the Trust.
- Reviews the strategic cost-effectiveness of off-site placements Trust-wide.
- Evaluates the effectiveness of leadership and governance around exclusions across the Trust.
- Provides strategic recommendations to the Trust Board on policy, training, intervention strategies, and resource deployment.
- Ensures Trust-wide exclusions training for all members involved in exclusion reviews and governance.
- **Will monitor the use of exclusion and alternative arrangements in relation to safeguarding needs and cases where pupils are kept apart.**

17. The Local Authority (LA)

For permanent exclusions, the LA will arrange suitable full-time education to begin no later than the sixth school day after the first day of the exclusion.

For children who are looked after (CLA) or have social workers, the LA and the school will work together arrange suitable full-time education to begin from the first day of the exclusion.

Considering the reinstatement of a child.

The Trust Exclusions Advisory Board Panel will consider and decide on the reinstatement of a suspended or permanently excluded child within 15 school days of receiving the notice of the suspension or exclusion if:

- The exclusion is permanent.
- It is a suspension which would bring the child's total number of days out of school to more than 15 in a term; or
- It would result in a child missing a National Curriculum test.

Where the child has been suspended, and the suspension does not bring the child's total number of days of suspension to more than 5 in a term, the schools Trust Exclusions Advisory Board Panel must consider any representations made by parents. However, it is not required to arrange a meeting with parents, and it cannot direct the headteacher to reinstate the child.

Where the child has been suspended for more than 5 days, but less than 16 days, in a single term, and the parents make representations to the board, the Trust Exclusions Advisory Board Panel will consider and decide on the reinstatement of a suspended child within 50 school days of receiving notice of the suspension. If the parents do not make representations, the board is not required to meet, and it cannot direct the headteacher to reinstate the child.

Where a suspension or permanent exclusion would result in a child missing a National Curriculum test, the Trust Exclusions Advisory Board Panel will, as far as reasonably practicable, consider and decide on the reinstatement of the child before the date of the test. If this is not practicable, the Trust Exclusions Advisory Board Panel may consider the suspension or permanent exclusion and decide whether or not to reinstate the pupil.

The following parties will be invited to a meeting of the Trust Exclusions Advisory Board Panel and allowed to make representations or share information:

- Parents and, where requested, a representative or friend.
- The child, if it would be appropriate to their age and understanding (and, where requested, a representative or friend).
- The headteacher.
- The child's social worker, if they have one.
- The VSH, if the child is looked after.

The Trust Exclusions Advisory Board Panel will try to arrange the meeting within the statutory time limits set out above and must try to have it at a time that suits all relevant parties. However, its decision will not be invalid simply on the grounds that it was not made within these time limits.

The Trust Exclusions Advisory Board Panel can either:

- Decline to reinstate the child, or
- Direct the reinstatement of the child immediately, or on a particular date

In reaching a decision, the Trust Exclusions Advisory Board Panel will consider:

- Whether the decision to suspend or permanently exclude was lawful, reasonable, and procedurally fair, proportionate and rationale.
- Whether the headteacher followed their legal duties.
- The welfare and safeguarding of the child and their peers.
- Any evidence that was presented to the Trust Exclusions Advisory Board Panel.

They will decide whether or not a fact is true 'on the balance of probabilities'.

Minutes will be taken of the meeting, and a record kept of the evidence that was considered. The outcome will also be recorded on the child's educational record, and copies of relevant papers will be kept with this record.

The Trust Exclusions Advisory Board Panel will notify, in writing, the following stakeholders of its decision, along with reasons for its decision, without delay:

- The parents.
- The headteacher.
- The child's social worker, if they have one.
- The VSH, if the child is looked after.
- The local authority.
- The child's home authority, if it differs from the schools.

Where an exclusion is permanent and the Trust Exclusions Advisory Board Panel has decided not to reinstate the child, the notification of decision will also include the following:

- The fact that it is a permanent exclusion.
- Notice of parents' right to ask for the decision to be reviewed by an independent review panel.
- The date by which an application for an independent review must be made (15 school days from the date on which notice in writing of the Trust Exclusions Advisory Board Panel's decision is given to parents).

- The name and address to which an application for a review and any written evidence should be submitted.
- That any application should set out the grounds on which it is being made and that, where appropriate, it should include reference to how the child's special educational needs and / or disability (SEND) are considered to be relevant to the permanent exclusion.
- That, regardless of whether the excluded child has identified SEND, parents have a right to request JMAT to appoint a SEND expert to advise the Independent Review Panel.
- Details of the role of the SEND expert and that there would be no cost to parents for this appointment.
- That parents must make clear if they wish for a SEND expert to be appointed in any application for a review.
- That parents may, at their own expense, appoint someone to make written and/or oral representations to the panel, and parents may also bring a friend to the review.
- That, if parents believe that the permanent exclusion has occurred as a result of unlawful discrimination, they may make a claim under the Equality Act 2010 to the first-tier tribunal (special educational needs and / or disability), in the case of disability discrimination, or the county court, in the case of other forms of discrimination. Also, that any claim of discrimination made under these routes should be lodged within 6 months of the date on which the discrimination is alleged to have taken place.

18. Independent review panel

If parents apply for an independent review within the legal timeframe, JMAT will arrange for an independent panel to review the decision of the Trust Exclusions Advisory Board Panel not to reinstate a permanently excluded child.

Applications for an independent review must be made within 15 school days of notice being given to the parents by the Trust Exclusions Advisory Board Panel of its decision to not reinstate the child **or**, if after this time, within 15 school days of the final determination of a claim of discrimination under the Equality Act 2010 regarding the permanent exclusion.

A panel of 3 or 5 members will be constituted with representatives from each of the categories below. Where a 5 member panel is constituted, 2 members will come from the school governor / Local Advisory Board or equivalent category and 2 members will come from the headteacher category. At all times during the review process there must be the required representation on the panel.

- A lay member to chair the panel who has not worked in any school in a paid capacity, disregarding any experience as a school governor / or equivalent or volunteer.
- Current or former school governors / or equivalent who have served as a governor / or equivalent for at least 12 consecutive months in the last 5 years, provided they have not been teachers or headteachers during this time.
- Headteachers or individuals who have been a headteacher within the last 5 years.

A person may not serve as a member of a review panel if they:

- Are a member from JMAT of the excluding school.
- Are the headteacher of the excluding school or have held this position in the last 5 years.
- Are a serving employee of JMAT, or the Local Advisory Board (LAB) of the excluding school (unless they are employed as a headteacher at another school).
- Have, or at any time have had, any connection with the JMAT school, Local Advisory Board (LAB), parents or child, or the incident leading to the exclusion, which might reasonably be taken to raise doubts about their impartiality.
- Have not had the required training within the last 2 years (see **Appendix 1** for what training must cover).

The panel must consider the interests and circumstances of the child, including the circumstances in which the child was permanently excluded, and have regard to the interests of other children and people working at the school.

Taking into account the child's age and understanding, the child or their parents will be made aware of their right to attend and participate in the review meeting and the child should be enabled to make representations on their own behalf, should they desire to.

Where a social worker is present, the panel must have regard to any representation made by the social worker of how the child's experiences, needs, safeguarding risks and/or welfare may be relevant to the child's permanent exclusion.

Following its review, the independent panel will decide to do one of the following:

- Uphold the Trust Exclusions Advisory Board Panel decision.
- Recommend that the Trust Exclusions Advisory Board Panel reconsiders reinstatement.
- Quash the Trust Exclusions Advisory Board Panel's decision and direct that they reconsider reinstatement (only if it judges that the decision was flawed).

New evidence may be presented, though the school cannot introduce new reasons for the permanent exclusion or the decision not to reinstate. The panel must disregard any new reasons that are introduced.

In deciding whether the decision was flawed, and therefore whether to quash the decision not to reinstate, the panel must only take account of the evidence that was available to the Trust Exclusions Advisory Board Panel at the time of making its decision. This includes any evidence that the panel considers would, or should, have been available to the Trust Exclusions Advisory Board Panel and that it ought to have considered if it had been acting reasonably.

If evidence is presented that the panel considers it is unreasonable to expect the Trust Exclusions Advisory Board Panel to have been aware of at the time of its decision, the panel can take account of the evidence when deciding whether to recommend that the Trust Exclusions Advisory Board Panel reconsider reinstatement.

The panel's decision can be decided by a majority vote. In the case of a tied decision, the chair has the casting vote.

Once the panel has reached its decision, the panel will notify all parties in writing without delay.

This notification will include:

- The panel's decision and the reasons for it.
- Where relevant, details of any financial readjustment or payment to be made if the Trust Exclusions Advisory Board Panel does not subsequently decide to offer to reinstate the child within 10 school days.
- Any information that the panel has directed the Trust Exclusions Advisory Board Panel to place on the child's educational record.

19. School registers

A child's name will be removed from the school admission register if:

- 15 school days have passed since the parents were notified of the Trust Exclusions Advisory Board Panel's decision to not reinstate the child and no application has been made for an independent review panel, or
- The parents have stated in writing that they will not be applying for an independent review panel.

Where an application for an independent review has been made within 15 school days, the Trust Exclusions Advisory Board Panel will wait until that review has concluded before removing a child's name from the register.

While the child's name remains on the school's admission register, the child's attendance will still be recorded appropriately. Where alternative provision has been made for an excluded child and they attend it, code B (education off-site) or code D (dual registration) will be used on the attendance register.

Where excluded children are not attending alternative provision, code E (absent) will be used.

20. Making a return to the LA

Where a child's name is to be removed from the school admissions register because of a permanent exclusion, the school will make a return to the LA. The return will include:

- The child's full name
- The full name and address of any parent with whom the child normally resides
- At least 1 telephone number at which any parent with whom the child normally resides can be contacted in an emergency
- The grounds upon which their name is to be deleted from the admissions register (i.e., permanent exclusion)
- Details of the new school the child will attend, including the name of that school and the first date when the child attended or is due to attend there, if the parents have told the school the child is moving to another school
- Details of the child's new address, including the new address, the name of the parent(s) the child is going to live there with, and the date when the child is going to start living there, if the parents have informed the school that the child is moving house

This return must be made as soon as the ground for removal is met and no later than the removal of the child's name.

21. Returning from a suspension

Reintegration strategy (see **Appendix 6**)

Following suspension, the school will put in place a strategy to help the child reintegrate successfully into school life and full-time education.

Where necessary, the school will work with third-party organisations to identify whether the child has any unmet special educational and/or health needs.

The following measures may be implemented, as part of the strategy, to ensure a successful reintegration into school life:

- Maintaining regular contact during the suspension or off-site direction and welcoming the child back to school.
- Daily contact in school with designated professional e.g. SENCO, inclusion team
- Regular reviews with the child and parents to praise progress being made and raise and address and concerns at an early stage
- Informing the child, parents and staff or any potential external support.

Adapted/part-time timetables will not be used as a tool to manage behaviour and, if used, will be put in place for the minimum time necessary (see previous section on adapted/part time timetables)

The strategy will be regularly reviewed and adapted where necessary throughout the reintegration process in collaboration with the child, parents, and other relevant parties.

22. Reintegration meetings

The school will explain the reintegration strategy to the child in a reintegration meeting before or on the child's return to school. During the meeting the school will communicate to the child that they are getting a fresh start and that they are a valued member of the school community.

The child, parents, a member of senior staff, and any other relevant staff will be invited to attend the meeting.

The meeting can proceed without the parents if they cannot or do not attend.

The school expects all returning children and their parents to attend their reintegration meeting, but children who do not attend will not be prevented from returning to the classroom.

Reintegration planning will include consideration of any safeguarding risks, including whether partial reintegration or separation arrangements are required.

23. Monitoring arrangements

The school will collect data on the following:

- Attendance, permanent exclusions and suspensions
- Use of pupil referral units, off-site directions and managed moves
- Anonymous surveys of staff, children, advisory board members and other stakeholders on their perceptions and experiences.

The data will be analysed every term by the headteacher, and they will report back to the Trust.

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any patterns or disparities between groups of children are identified by this analysis, the school will review its policies to tackle it.

JMAT will work with the schools to consider this data, and to analyse whether there are patterns across the Trust, recognising that numbers in and one school may be too low to allow for meaningful statistical analysis.

This policy will be reviewed on an annual basis. At every review, the policy will be approved by the trustees of JMAT.

24. Links with other policies

This policy is linked to JMATS:

- Relationships and Behaviour Policy
- SEND Policy and Information Report
- Safeguarding and Child Protection Policy
- Child on Child Abuse Policy
- Physical Intervention and Positive Handling Policy and Individual Risk Assessments

25. Document history

Previous versions archived in accordance with document retention requirements.

Issue	Author/ Owner	Date Reviewed	Reviewed by	Approved by A&R Committee (date)	Comments/ Changes
V1	JMAT	July 2025	PRG	08/07/25	• Change of governors to advisory board members • Inclusion of Trust Exclusions Advisory Board Panel • Inclusion of a statement under section 5 relating to internal isolation • Section 4 – Amended the link to the statutory guidance • Section 4 – Inclusion of the 'Advice for headteachers and school staff' link • Section 7 – inclusion of the requirement for 'written' consent from parents • Section 8 – Informing JMAT – amended paragraph • Inclusion of new Section 13 - well-being checks • Section 15 – Updated • Updated Appendix 1 and 2. • Updated Appendix 3 to include reference to Early Help and child voice.
V2	JMAT	July 2026	PRG	09/07/26	• Section 3 – Enhanced Ofsted definition of off rolling. • Section 4 – Updated statutory guidance reference to July 2026 version. • Section 4 – Definitions – Addition of definition of an internal suspension. • Section 4 and Section 15 – Added reference to Education (Educational Provision for Improving Behaviour) Regulations 2026 • Section 5 – Enhanced statements regarding gathering pupil voice. • Section 5 and Appendix 3 – Strengthened headteacher decision-making expectations. • Section 5, 17 and Appendix 3 – Clarified use of exclusion for safeguarding purposes, including keeping pupils apart.

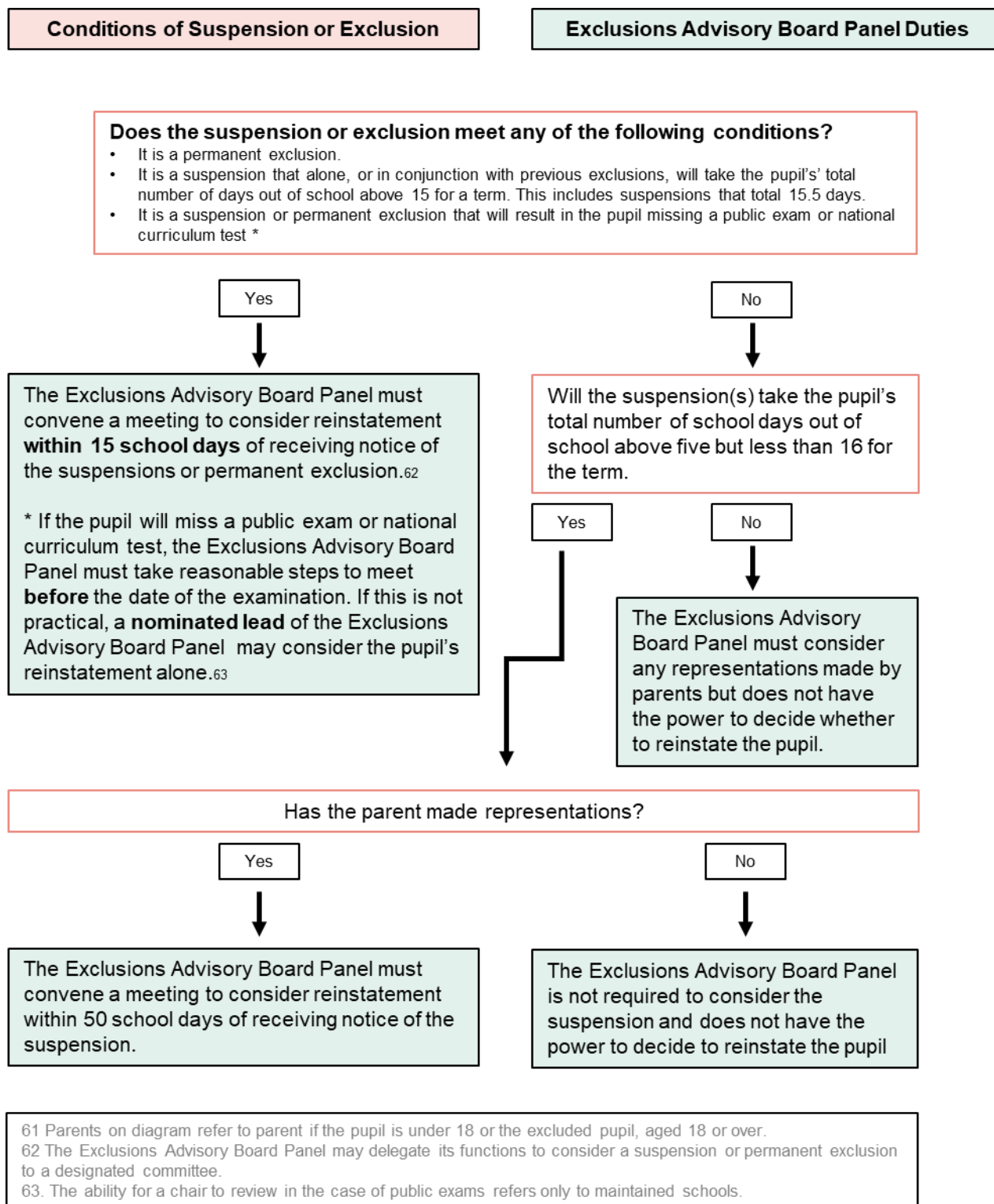
Key:

PRG – Policy Review Group

A & R Committee – Audit and Risk Committee

Appendix 1

A summary of the Trust Exclusions Advisory Board Panel duties to consider reinstatement ⁶¹



Appendix 2: Independent Review Panel Training

All members of an independent review panel and clerks must have received appropriate and up-to-date training within the 2 years prior to the date of the review.

Training must be based on the most recent DfE statutory guidance on suspensions and permanent exclusions.

Appendix 3:

Headteacher's Exclusion and Suspension Decision-Making Checklist

(To be completed before confirming any decision to suspend or permanently exclude a pupil – **must** be sent to the Trust SEND Strategic Lead for **each** suspension or permanent exclusion)

Statement	Yes	No	Evidence, including dates	JMAT Core Team involvement ✓ or X
Legal Thresholds and Justification				
On the balance of probabilities, has the child committed the alleged offence?				
Has there been a serious breach (one off) or breaches of the school behaviour policy?				
Does the child's presence in school seriously harm the education/welfare of children/others?				
Is suspension/exclusion the most appropriate response?				
Is this a 'last resort' decision following a wide range of other strategies being implemented and deemed unsuccessful?				
Is the length of suspension/exclusion considered appropriate and proportionate considering the level and nature of the incident?				
Is the suspension for the shortest possible time?				
Is the decision lawful, reasonable, fair and proportionate?				
Support and Intervention Prior to Suspension / Exclusion				
Has there been any external involvement / advice or support (e.g. Fusion SEND Hub, Learning Support Service, and/or ACT, other agencies/services or EP)?				
Has a pastoral support programme been implemented?				
Has advice from services been planned, implemented and reviewed?				
Have appropriate alternatives to exclusion been fully explored and implemented (e.g. restorative approaches, internal suspension, off-site direction, managed move), unless immediate exclusion is required to manage serious risk?				
Investigation and Decision-Making Process				
Factors to consider:				
Has the suspension/exclusion been considered 'in the heat of the moment'?				
Has a thorough investigation been carried out?				
Has the evidence been reviewed with full consideration of statutory policies and potential discrimination?				
Has the child's version of events been encouraged/heard and recorded? If not, why?				

Are there any mitigating circumstances or is any provocation evident (bullying, harassment etc)?				
Vulnerability and Additional Needs				
Have SEN or disability been considered and reasonable adjustments made?				
Is the child a young carer?				
Is the child looked after by the local authority (CLA)?				
Does the child have an Education, Health and Care Plan (EHCP)?				
Safeguarding, Multi-Agency Involvement and Care Status				
Have you considered whether the exclusion is necessary to manage safeguarding risks, including keeping pupils apart?				
Have you considered whether it is necessary to keep pupils apart (either temporarily or longer-term) to reduce risk?				
If exclusion is not used, how will the school safely manage any ongoing risk?				
Is the child subject to a Child in Need Plan or a Child Protection Plan?				
Have safeguarding leads been consulted to assess the potential risks of exclusion to the child's welfare?				
How will the school mitigate these risks if exclusion goes ahead?				
Is there an Early Help Assessment and Support Plan in place?				
Have regular Team Around the Family meetings taken place to review the plan?				
If necessary, have you referred to Social Care?				
What will be the safeguarding impact of suspension / exclusion on this child?				
In the case of a child who is looked after, have you contacted the appropriate Designated Teacher (statutory role), the child's social worker, and the Virtual School Head (VSH)?				
Is the Virtual School Team involved in supporting the child?				

Does this decision align with the school's behaviour policy and wider behaviour framework?

Have you contacted the following people?

Name	Yes	No	Comments
Trust SEND Strategic Lead			
School Improvement Partner			
Exclusions Team (LA)			

Appendix 4

SUSPENSIONS OF 5 DAYS OR LESS (including lunchtime suspensions) AND WHERE A PUBLIC EXAMINATION WOULD NOT BE MISSED

LETTER 1

Dear [Parent/Carer]

[Pupil's Name, Date of Birth and Year Group]

I regret to inform you of my decision to suspend [Pupil's Name] for a period of [x day(s)]. While this suspension is in force, I would inform you that you are responsible for ensuring [Pupil's Name] does not come on to school premises unless invited by me. Should [Pupil's Name] come onto school premises I would view this as a serious breach of the legal process.

(Delete paragraph as necessary – if the pupil is due to have an assessment) However, as you are aware [Pupil Name] is due to have an assessment **(specify type of assessment)**. The assessment will go ahead on [specify date, time, place, staff contact and instructions for arrival]

The suspension [begins/began] at [time] on [date] and ends at [time] on [date]. [Pupil's Name] should return to school on [date & time].

The reason for my decision is **(briefly describe the incident, including the date and time, ensuring that the specific reason for the suspension, is understood)**.

(Delete as necessary) Due to the serious nature of the incident, I will continue to investigate and gather information during the suspension period to ensure the matter has been dealt with appropriately. Please note that should additional evidence/information come to light during the investigation, which I was not in possession of at the time of making the decision to suspend [Pupil's Name], I will be taking this new evidence/information into account. This may result in the permanent exclusion of [Pupil's Name]

(Delete as necessary - if other incidents contribute to this decision) In making this decision, I am taking other previous incidents into account.

School will set work for [Pupil's Name] to be completed during the suspension period **(ensure the work is accessible and the arrangements for completion are clear)**. You are responsible for ensuring that the completed work is returned to school promptly for marking.

(Delete as necessary - if the pupil is eligible for FSM) As [Pupil Name] is entitled to free school meals please contact [Staff Name and details] to discuss how this can be facilitated.

(Delete as necessary – if the pupil has an allocated social worker). As [Pupil Name] has an allocated social worker, I have also informed them of the suspension.

(Delete as necessary – if the pupil is a Looked after Child). As [Pupil Name] is a Looked after Child, I have also informed the virtual school of this suspension.

(Delete as necessary - if the pupil is NOT compulsory school age) During a suspension, parents are legally required to ensure that their child is not present in a public place during school hours without reasonable justification; parents may be given a fixed penalty notice or prosecuted if they fail to comply. It is therefore your legal responsibility to ensure [Pupil's Name] is supervised appropriately during this suspension.

(The next paragraph is to be used for the reintegration meeting. There is no legal requirement to hold a reintegration meeting, however, all schools in JMAT **must** have a reintegration strategy in place following a period of suspension).

You and [Pupil's Name] are requested to attend a reintegration meeting with *me [*alternatively, specify the name of another staff member] at [place] on [date] at [time]. If that is not convenient, please contact the

school before your child is due to return to arrange a suitable alternative date and time. The purpose of the reintegration meeting is to discuss how best your child's return to school can be supported. Failure to attend a reintegration meeting could be a factor considered by a magistrates' court, for instance in circumstances such as non-school attendance.

Should you wish to discuss this matter with the Local Authority please contact:

(Delete as relevant to the appropriate LA)

Rotherham Exclusion Team on:

01709 808004 or email: exclusions@rotherham.gov.uk

Doncaster Exclusion Team via:

<https://www.doncaster.gov.uk/send-toolkit/inclusion>

Sheffield Exclusion Team via:

<https://www.sheffield.gov.uk/schools-childcare/school-suspensions-and-permanent-exclusions>

Alternatively, you may wish to contact the Coram Children's Legal Centre Advice line on:

0300 3305485, or at www.childrenslegalcentre.com

(Delete paragraph as necessary – SEN register) As [Pupil's Name] [is on the SEN register/has an Education, Health and Care Plan], you can also obtain impartial information, advice and support about matters relating to special educational needs and disabilities including education, health and social care issues from:

Rotherham SENDIASS. They can be contacted online at: <http://rotherhamsendiass.org.uk/contactus> or by telephone on 01709 823627

Doncaster SENDIASS. They can be contacted online at: <https://www.doncaster.gov.uk/services/schools/sendias> or by telephone on 01302 736920

Sheffield SENDIASS. They can be contacted online at: <https://sheffieldsendias.org.uk/> or by telephone on 01142 7360009

Your rights to make representations to the Trust Exclusions Advisory Board Panel

- A. If the total number of days suspension in any one term are below five** you have the right to make representations to the Trust Exclusions Advisory Board Panel who will consider these, but the Trust Exclusions Advisory Board Panel does **not** have the authority to direct reinstatement and is not required to arrange a meeting with you.
- B. If the total number of days suspension in any one term is above 5 but below 15.** If this suspension means your child has been, or will be, out of school this term for a total of more than 5 school days but no more than 15 school days due to suspensions or cancelled permanent exclusions, you may make representations to the Trust Exclusions Advisory Board Panel if you wish to do so. In which case the Trust Exclusions Advisory Board Panel must meet within 50 school days of being told about this suspension. If you do not make representations, the Trust Exclusions Advisory Board Panel is not required to meet.
- C. If the total number of days suspension in any one term are above 15** the Trust Exclusions Advisory Board Panel **must** convene a statutory meeting to consider reinstatement. You **must** be invited to this meeting where you can make representations.
- D. If your child will miss a public exam because of this suspension** the Trust Exclusions Advisory Board Panel must try and meet before the date of the exam. If it is not practical, the Trust Exclusions Advisory Board Panel in the case of a maintained school, may consider the suspension

alone and decide whether to reinstate the pupil. For an academy, consideration should be made by a committee of the trust board if the trust articles of association allow them to.

Number of days [Pupil's Name] has been suspended this **(delete as necessary)** Autumn/Spring/Summer term [year] is [?] days.

If you wish to make representations, please contact [Name and contact details of Clerk to the Trust Exclusions Advisory Board Panel]

You have the right to see your child's school record however, due to confidentiality restrictions, you must submit in writing a request to obtain copies of this file. There may be a charge for photocopying.

You should also be aware that if you think the suspension relates to a disability your child has, and you think disability discrimination has occurred, you have the right to appeal to the Special Educational Needs and Disability Tribunal. The address to which appeals should be sent is:

HM Courts & Tribunals Service

First-tier Tribunal (Special Educational Needs and Disability)

1st Floor, Darlington Magistrates Court

Parkgate

Darlington

DL1 1RU

Telephone: 0300 303 5857

Fax: 0870 7394017

By Email: send@justice.gov.uk

Website: <https://www.gov.uk/courts-tribunals/first-tier-tribunal-special-educational-needs-and-disability>

Making a claim would not affect your right to make representations to the Trust Exclusions Advisory Board Panel.

Other sources of support that can be accessed:

- The National Autistic Society Schools Exclusion Service (England) can be contacted on 020 78332299 or through: <https://www.autism.org.uk/>
- Independent Parental Special Education Advice <http://www.ipsea.org.uk/>
- The Department for Education statutory guidance on exclusions can be found at <https://www.gov.uk/government/publications/school-exclusion> with additional information at: <https://www.gov.uk/education/pupil-wellbeing-behaviour-and-attendance>
- A guide for parents of behaviour and school exclusion can be found at: <https://www.gov.uk/government/publications/school-exclusions-guide-for-parents>

Yours Sincerely

[Name]

Head Teacher/Principal

Copies:

Trust Exclusions Advisory Board Panel

Clerk to the Trust Exclusions Advisory Board Panel

Local Authority Exclusion Team

[Insert as required: Pupil's Social Worker, Education Health and Care Assessment Team, Virtual School etc.]
Pupil's file

A SUSPENSION THAT HAS RESULTED IN MORE THAN 15 SCHOOL DAYS SUSPENSION IN ONE TERM

LETTER 2

Dear [Parent/Carer]

[Pupil's Name, Date of Birth and Year Group]

I regret to inform you of my decision to suspend [Pupil's Name] for a period of [xx day(s)]. While this suspension is in force, I would inform you that you are responsible for ensuring that [Pupil's Name] does not come on to school premises unless invited by me. Should this occur, I would view this as a serious breach of the legal process.

(Delete paragraph as necessary – if the pupil is due to have an assessment) However, as you are aware [Pupil Name] is due to have an assessment **(specify type of assessment)**. The assessment will go ahead on [specify date, time, place, staff contact and instructions for arrival].

The suspension [begins/began] at [time] on [date] and ends at [time] on [date]. [Pupil's Name] should return to school on [date & time].

The reason for my decision is **(briefly describe the incident, including the date and time, ensuring that the specific reason for the suspension, is understood)**.

(Delete as necessary) Due to the serious nature of the incident, I will continue to investigate and gather information during the suspension period to ensure the matter has been dealt with appropriately. Please note that should additional evidence/information come to light during the investigation, which I was not in possession of at the time of making the decision to suspend [Pupil's Name], I will be taking this new evidence/information into account. This may result in the permanent exclusion of [Pupil's Name]

(Delete as necessary - If other incidents contribute to this decision) In making this decision, I am also taking other incidents into account.

School will set work for [Pupil's Name] to be completed during the first [X days] of this suspension **(ensure the work is accessible and the arrangements for completion)** are responsible for ensuring that the completed work is returned to school promptly for marking.

(Delete paragraph as necessary - if the pupil is eligible for FSM) As [Pupil Name] is entitled to free school meals, please contact [Staff Name and contact] to discuss how this can be facilitated.

(Delete as necessary – if the pupil has an allocated social worker). As [Pupil Name] has an allocated social worker, I have also informed them of the suspension.

(Delete as necessary – if the pupil is a Looked after Child). As [Pupil Name] is a Looked after Child, I have also informed the virtual school of this suspension.

(Delete as necessary - if the pupil is NOT compulsory school age) During a suspension, parents are legally required to ensure that their child is not present in a public place during school hours without reasonable justification; parents may be given a fixed penalty notice or prosecuted if they fail to comply. It is therefore your legal responsibility to ensure [Pupil's Name] is supervised appropriately during this suspension.

(Delete paragraph as necessary or if pupil is NOT compulsory school age) From the 6th school day of this suspension [specify date] until the expiry of the suspension [specify date] school will provide suitable full-time education. On [date] [Pupil's Name] should attend at [name and address of the alternative provider if not the home school] at [start time] and report to [staff member's name].

[If applicable — specify transport arrangements/responsibilities from home to the alternative provider]

(If arrangements, for suitable full-time education are not available at time of writing the suspension letter, inform parent/carer that they will be notified by a further letter).

(The next paragraph is to be used for the reintegration meeting. There is no legal requirement to hold a reintegration meeting, however, all schools in JMAT **must** have a reintegration strategy in place following a period of suspension).

You and [Pupil's Name] are requested to attend a reintegration meeting with *me [*alternatively, specify the name of another staff member] at [place] on [date] at [time]. If that is not convenient, please contact the school before your child is due to return to arrange a suitable alternative date and time. The purpose of the reintegration meeting is to discuss how best your child's return to school can be supported. Failure to attend a reintegration meeting may be a factor considered by a magistrates' court, for instance in circumstances such as non-school attendance.

As this suspension brings the total number of suspension days this term to over 15, the Trust Exclusions Advisory Board Panel must meet to consider the suspension[s]. The latest date on which the Trust Exclusions Advisory Board Panel can meet is [date] **(no later than 15 school days from the date the Trust Exclusions Advisory Board Panel is notified).**

At the review meeting you may make representations to the Trust Exclusions Advisory Board Panel

You will, whether you choose to make representations or not, be notified by the Clerk to the Trust Exclusions Advisory Board Panel of the time, date and location of the meeting. Please inform [contact name and details] if you wish to be accompanied by a friend or representative. Also advise them if you have a disability or additional need which may affect your ability to attend or take part in a meeting at the school, reasonable adjustments will then be made. In addition, please advise if you require an interpreter to be present.

Should you wish to discuss this matter with the Local Authority please contact:

(Delete as relevant to the appropriate LA)

Rotherham Exclusion Team on:

01709 808004 or email: exclusions@rotherham.gov.uk

Doncaster Exclusion Team via:

<https://www.doncaster.gov.uk/send-toolkit/inclusion>

Sheffield Exclusion Team via:

<https://www.sheffield.gov.uk/schools-childcare/school-suspensions-and-permanent-exclusions>

Alternatively, you may wish to contact the Coram Children's Legal Centre Advice line on:

0300 3305485, or at www.childrenslegalcentre.com

(Delete paragraph as necessary – SEN register) As [Pupil's Name] [is on the SEN register/has an Education, Health and Care Plan], you can also obtain impartial information, advice and support about matters relating to special educational needs and disabilities including education, health and social care issues from:

Rotherham SENDIASS. They can be contacted online at: <http://rotherhamsendiass.org.uk/contactus> or by telephone on 01709 823627

Doncaster SENDIASS. They can be contacted online at:

<https://www.doncaster.gov.uk/services/schools/sendias> or by telephone on 01302 736920

Sheffield SENDIASS. They can be contacted online at: <https://sheffieldsendias.org.uk/> or by telephone on 01142 7360009

Your rights to make representations to the Trust Exclusions Advisory Board Panel

A If the total number of days suspension in any one term are below five you have the right to make representations to the Trust Exclusions Advisory Board Panel who will consider these, but the Trust Exclusions Advisory Board Panel does **not** have the authority to direct reinstatement and is not required to arrange a meeting with you.

B If the total number of days suspension in any one term is above 5 but below 15. If this suspension means your child has been, or will be, out of school this term for a total of more than 5 school days but no more than 15 school days due to suspensions or cancelled permanent exclusions, you may make representations to the Trust Exclusions Advisory Board Panel if you wish to do so. In which case the Trust Exclusions Advisory Board Panel must meet within 50 school days of being told about this suspension. If you do not make representations, the Trust Exclusions Advisory Board Panel is not required to meet.

C If the total number of days suspension in any one term are above 15 the Trust Exclusions Advisory Board Panel **must** convene a statutory meeting to consider reinstatement. You **must** be invited to this meeting where you can make representations.

D If your child will miss a public exam because of this suspension the Trust Exclusions Advisory Board Panel must try and meet before the date of the exam. If it is not practical, the Trust Exclusions Advisory Board Panel in the case of a maintained school, may consider the suspension alone and decide whether to reinstate the pupil. For an academy, consideration should be made by a committee of the trust board if the trust articles of association allow them to.

Number of days [Pupil's Name] has been suspended this **(delete as necessary)** Autumn/Spring/Summer term [year] is [?] days.

If you wish to make representations, please contact [Name and contact details of Clerk to the Trust Exclusions Advisory Board Panel]

You have the right to see your child's school record however, due to confidentiality restrictions, you must submit in writing a request to obtain copies of this file. There may be a charge for photocopying.

You should also be aware that if you think the suspension relates to a disability your child has, and you think disability discrimination has occurred, you have the right to appeal to the Special Educational Needs and Disability Tribunal. The address to which appeals should be sent is:

HM Courts & Tribunals Service

First-tier Tribunal (Special Educational Needs and Disability)
1st Floor, Darlington Magistrates Court
Parkgate
Darlington
DL1 1RU

Telephone: 0300 303 5857

Fax: 0870 7394017

By Email: send@justice.gov.uk

Website: <https://www.gov.uk/courts-tribunals/first-tier-tribunal-special-educational-needs-and-disability>

Making a claim would not affect your right to make representations to the Trust Exclusions Advisory Board Panel.

Other sources of support that can be accessed:

- The National Autistic Society Schools Exclusion Service (England) can be contacted on 020 78332299 or through: <https://www.autism.org.uk/>
- Independent Parental Special Education Advice <http://www.ipsea.org.uk/>
- The Department for Education statutory guidance on exclusions can be found at <https://www.gov.uk/government/publications/school-exclusion> with additional information at: <https://www.gov.uk/education/pupil-wellbeing-behaviour-and-attendance>
- A guide for parents of behaviour and school exclusion can be found at: <https://www.gov.uk/government/publications/school-exclusions-guide-for-parents>

Yours Sincerely

[Name]

Head Teacher/Principal

Copies:

Trust Exclusions Advisory Board Panel

Clerk to the Trust Exclusions Advisory Board Panel

Local Authority Exclusion Team

[Insert as required: Pupil's Social Worker, Education Health and Care Assessment Team, Virtual School etc.]

Pupil's file

PERMANENT EXCLUSION

LETTER 3

Dear [Parent/Carer]

[Pupil's Name, Date of Birth and Year Group]

I regret to inform you of my decision to exclude [Pupil's Name] permanently from attendance at this school with effect from [time and date]. This means that [Pupil's Name] will not be allowed in this school unless [he/she] is reinstated by the Trust Exclusions Advisory Board Panel.

While this exclusion is in force, I would inform you that you are responsible for ensuring [Pupil's Name] does not come on to school premises unless invited by me. Should [Pupil's Name] come onto school premises I would view this as a serious breach of the legal process.

(Delete as necessary including if the pupil is not compulsory school age) From the 6th school day of this exclusion [specify date] the Local Authority will provide suitable education. Rotherham Local Authority (or representative) will contact you directly with details of these arrangements.

(Delete as necessary - where the pupil lives in a Local Authority other than the excluding school's) As you are resident outside Rotherham I have also today informed [Name of Officer] at [Local Authority] of your child's exclusion and they will be in touch with you about the arrangements for [Pupil's Name] education from the 6th school day of this exclusion.

(Delete paragraph as necessary - if the pupil is due to have an assessment) However, as you are aware [Pupil Name] is due to have an assessment (specify type of assessment). The assessment will go ahead on [specify date, time, place, staff contact and instructions for arrival]

The reason for my decision is **(give a clear and informative description of the incident, including date/time of incident, ensuring that the specific reason for exclusion is understood and that all relevant circumstances are made known)**.

(Delete as necessary) Due to the serious nature of the incident, I will continue to investigate and gather information. If evidence/information comes to my attention that I was not in possession of at the time of making the decision to permanently exclude [Pupil's Name] you will be notified.

(Delete as necessary) In making this decision, I am taking other previous incidents of misbehaviour into account.

Further details will be forwarded to you shortly in form EP1 (evidence pack to review the permanent exclusion).

School will set work for [Pupil's Name] during the first [*specify the number as appropriate] school days of this exclusion **(ensure the work is accessible and the arrangements for completion are clear)**. You are responsible for ensuring that the work is completed and returned to school promptly for marking.

(Delete as necessary - if the pupil is eligible for FSM) As [Pupil's Name] is entitled to free school meals please contact [Staff Name and details] to discuss how this can be facilitated.

(Delete paragraph as necessary- if pupil has an allocated social worker). As [Pupil Name] has an allocated social worker, I have also informed them of this exclusion.

(Delete paragraph as necessary - if pupil is a Looked after Child) As [Pupil Name] is a Looked after Child, I have also informed the virtual school of this exclusion.

(Delete as necessary – if the pupil is NOT compulsory school age) During an exclusion, parents are legally required to ensure that their child is not present in a public place during school hours without reasonable justification, or for the purposes of education as arranged by the school. Parents may be given

a fixed penalty notice or prosecuted if they fail to comply. It is therefore your legal responsibility to ensure [Pupil's Name] is supervised appropriately during this exclusion.

As this is a permanent exclusion the Trust Exclusions Advisory Board Panel must meet to consider it no later than [specify date] **(no later than 15 school days from the date the exclusion began)**.

At the review meeting you may make representations to the Trust Exclusions Advisory Board Panel.

You will, whether you choose to make representations or not, be notified by the Clerk to the Trust Exclusions Advisory Board Panel of the time, date, and location of the meeting. Please inform [contact name and contact details] of any disabilities or additional needs that may affect your ability to attend or take part in a meeting at the school, reasonable adjustments will then be made. In addition, please advise if you require an interpreter and if you wish to be accompanied by a friend or representative.

If you would prefer to attend the review meeting remotely, you can request this by contacting the clerk named above as soon as possible so that this request can be facilitated.

The Trust Exclusions Advisory Board Panel has the power to reinstate your child immediately or from a specified date, or alternatively it has the power to confirm the exclusion. If this is the case, you have a right to request a review by an Independent Review Panel.

Should you wish to discuss this matter with the Local Authority please contact:

(Delete as relevant to the appropriate LA)

Rotherham Exclusion Team on:

01709 808004 or email: exclusions@rotherham.gov.uk

Doncaster Exclusion Team via:

<https://www.doncaster.gov.uk/send-toolkit/inclusion>

Sheffield Exclusion Team via:

<https://www.sheffield.gov.uk/schools-childcare/school-suspensions-and-permanent-exclusions>

Alternatively, you may wish to contact the Coram Children's Legal Centre Advice line on:

0300 3305485, or at www.childrenslegalcentre.com

(Delete paragraph as necessary – SEN register) As [Pupil's Name] [is on the SEN register/has an Education, Health and Care Plan], you can also obtain impartial information, advice and support about matters relating to special educational needs and disabilities including education, health and social care issues from:

Rotherham SENDIASS. They can be contacted online at: <http://rotherhamsendiass.org.uk/contactus> or by telephone on 01709 823627

Doncaster SENDIASS. They can be contacted online at: <https://www.doncaster.gov.uk/services/schools/sendias> or by telephone on 01302 736920

Sheffield SENDIASS. They can be contacted online at: <https://sheffieldsendias.org.uk/> or by telephone on 01142 7360009

You have the right to see your child's school record however, due to confidentiality restrictions, you must submit in writing a request to obtain copies of this file. There may be a charge for photocopying.

You should also be aware that if you think the suspension relates to a disability your child has, and you think disability discrimination has occurred, you have the right to appeal to the Special Educational Needs and Disability Tribunal. The address to which appeals should be sent is:

HM Courts & Tribunals Service

First-tier Tribunal (Special Educational Needs and Disability)
1st Floor, Darlington Magistrates Court
Parkgate
Darlington
DL1 1RU

Telephone: 0300 303 5857

Fax: 0870 7394017

By Email: send@justice.gov.uk

Website: <https://www.gov.uk/courts-tribunals/first-tier-tribunal-special-educational-needs-and-disability>

Making a claim would not affect your right to make representations to the Trust Exclusions Advisory Board Panel.

Other sources of support that can be accessed:

- The National Autistic Society Schools Exclusion Service (England) can be contacted on 020 78332299 or through: <https://www.autism.org.uk/>
- Independent Parental Special Education Advice <http://www.ipsea.org.uk/>
- The Department for Education statutory guidance on exclusions can be found at <https://www.gov.uk/government/publications/school-exclusion> with additional information at: <https://www.gov.uk/education/pupil-wellbeing-behaviour-and-attendance>
- A guide for parents of behaviour and school exclusion can be found at: <https://www.gov.uk/government/publications/school-exclusions-guide-for-parents>

Yours Sincerely

[Name]

Head Teacher/Principal

Copies:

Trust Exclusions Advisory Board Panel

Clerk to the Trust Exclusions Advisory Board Panel

Local Authority Exclusion Team

[Insert as required: Pupil's Social Worker, Education Health and Care Assessment Team, Virtual School etc.]

Pupil's file

(PARENT REQUEST MEETING) FOLLOWING A SUSPENSION OF BETWEEN 5-15 DAYS

LETTER 5

The meeting must be arranged within 50 school days following notification of the suspension

Dear [Parent/Carer]

Trust Exclusions Advisory Board Panel Meeting [Pupil Name, Date of Birth and Year Group]

You and [Pupil's Name] are invited to attend a meeting which has been arranged at your request. The meeting will take place on [date & time] at [school/venue]. Members of the Trust Exclusions Advisory Board Panel the headteacher/other school staff, and a representative of the Local Authority may also attend the meeting.

Although the Trust Exclusions Advisory Board Panel has no power to direct reinstatement, the meeting will provide you with the opportunity to make representations on behalf of [Pupil's Name] which you may do verbally or in writing.

Copies of any written documents relating to the suspension(s) that the school hold will be forwarded to you (shortly/are enclosed).

Please confirm your attendance to [contact name & contact details] and inform them of any disabilities or additional needs that may affect your ability to attend or take part in a meeting at the school, reasonable adjustments will then be made. In addition, please advise if you require an interpreter and if you wish to be accompanied by a friend or representative.

Yours sincerely,

[Name]

Clerk to the Trust Exclusions Advisory Board Panel

Copies to:

Head Teacher

Trust Exclusions Advisory Board Panel

Local Authority Exclusion Team

[Insert as required: Virtual School, Education Health and Care Assessment Team etc.] and

Pupil file

Appendix 5

Part Time Timetable assessment of risk

School:	
Name of child:	
Year group:	
Name of staff member:	

Identification of risk	
Describe the risk	
Is the risk potential or actual?	
Who is affected by the risk?	

Assessment of risk	
In which situation does the risk usually occur?	
How likely is it that the risk will arise?	
Who is likely to be injured or harmed?	
What kind of injury or harm is likely to occur?	
How serious are the adverse outcomes?	

Risk reduction options			
Measures	Possible options	Benefits	Drawbacks
Proactive intervention to prevent risks			
Early Interventions to manage risk			
Reactive interventions to respond to adverse outcomes.			

Agreed behaviour management plan and school risk strategy		
Focus of measures	Measures to be employed	Level of risk
Proactive interventions to prevent risk		
Early interventions to manage risk.		
Reactive interventions to respond to adverse outcomes		

Agreed by:	
Signatures:	
Designation:	
Date:	

NB The risk assessment must be signed and retained in school and available to review if the Trust, LA, DfE Ofsted or any other relevant organisation/body.

Part-time timetable agreement

School:	
Name of child:	
Child's date of birth:	
UPN:	
Ethnicity:	
Identified gender:	

Is the child looked after by Rotherham or any other LA?	Yes	No
If yes, please state which?	☐	☐

Does the child have an EHCP?	Yes	No
	☐	☐

Does the child have an Early Help assessment?	Yes	No
	☐	☐

Is the child subject to Child Protection or Child in Need?	Yes	No
	☐	☐

Has the child been on a part-time timetable before?	Yes	No
	☐	☐

Parents/carers name:	
Lead person in school:	
Person responsible for attendance:	
Early Help worker (if applicable):	
Social Worker (if applicable):	
SEN case officer (if applicable):	
Virtual School Advisor (if applicable):	

Reason for part-time timetable:	
Date of meeting agreeing the part-time timetable:	

Start date of part-time timetable:	
Number of hours in education per week:	
1st review date:	
2nd review date*:	
End date of part-time timetable:	

*Any further review dates should be agreed during the meetings.

Timetable	Monday	Tuesday	Wednesday	Thursday	Friday
Time in education					

Objectives:

Any other comments relating to the part-time timetable:
--

I understand that my child has been placed on a part-time timetable for a limited period of time. I have discussed this matter fully with the school and agree that we/I will:

- Take full responsibility for my child's safety and welfare when not in school.
- Ensure there is supervision of school-work during these hours.
- Ensure completed work is returned to school
- Attend review meetings as required.

Parent signature:	
Date:	

During the period of the part-time timetable school will:

- Complete a risk assessment
- Use attendance code C for registration
- Monitor the effectiveness of the part-time timetable
- Hold reviews on agreed dates
- Provide work for the child to complete whilst at home and provide feedback as appropriate

- Provide free school meals where applicable.

School signature:	
Date:	
Designation:	

Other signatures (if required)

	Signature	Date
Early help worker:		
SEN case officer:		
Social worker:		
Virtual school:		
Other: (state role)		

THIS AGREEMENT MUST BE SIGNED BY PARENT/CARER AND ALL NECESSARY PARTIES. IT MUST BE RETAINED IN SCHOOL AND AVAILABLE FOR REVIEW IF REQUIRED BY THE LA, DfE, OFSTED OR ANY OTHER RELEVANT ORGANISATION / BODY.

Appendix 6

Agenda: Reintegration Meeting

Date:

Present:

Apologies:

Current Situation:

Discussion regarding:

- Preparing pupil
- Preparing receiving staff
- Arrangements for arrival
- Timetable
- Complete reintegration plan

Pupil Details				
Name:		Date of Birth:		Year Group:
Name of Parent/Carer:			Contact Details:	
Address:				
• Is the pupil a Looked after Child? YES/NO • Is the pupil subject to a Child Protection Plan? YES/NO • Has the pupil been referred to Early Help? YES/NO • Does the pupil have an EHC Plan? YES/NO • Has a request for an EHCP Assessment been submitted? YES/NO • If YES please give date submitted • Is the pupil identified as having Special Educational Needs and/or Disabilities YES/NO • If YES please give details:				
Reason for Fixed Term Exclusion:				
Date of exclusion	Date of return to school	Total number of days excluded	Total number of days for term	Total number of days for this academic year
Attendance for this term		Attendance for this year to date		
Number of days absent: Attendance (%) Comments:		Number of days absent: Attendance (%) Comments:		
Review of Academic Progress				
Subject	Current attainment	Target attainment	Comments	

Previous Strategies Used (Graduated Response)			
Wave 1	Wave 2	Wave 3	
Comments	Comments	Comments	

What barriers are we trying to overcome?	What are we going to do about it? What support is needed?	Who is responsible for making sure it happens? By when?	Review date

Identify where these are in the Graduated Response (It is acceptable to repeat interventions if appropriate, it is not limited to only one attempt)		
Wave 1	Wave 2	Wave 3
Comments: 		

Readmission to school		
Arrangements for pupil's arrival:		
Preparing receiving staff:		
Notes:		
Pupil comments:	Parent/Carer comments:	School's comments:
Signed:	Signed:	Signed:
Name:	Name:	Name: