

Suspensions and Exclusions Policy

Status	Statutory
Version	4
Responsible Directors' Board	Full board of Directors
Responsible Persons	Director of Primary
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Academy to implement without amendment	

Summary of Changes from Previous Version

Version	Date	Author	Summary of Updates
V1	01/02/2023	B Nixon	New Policy based on integration of Secondary Academy Updated against DFE Guidance Document Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022
V2	12/06/2023	R Macleod	Pages 8 & 9 have been updated following recent DFE guidance on cancelling exclusions and suspensions.
V3	02/04/2024	M Copestick Strategic Safeguarding Leader	Section 2 updated to: Reference to the updated DFE guidance: Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (2023) Reference to the updated DFE guidance: Behaviour in schools; advice for Head Teachers and staff (2024) Section 4 updated to: include reference to informing the pupil directly if they are aged 18 or over (This applies to Post 16 pupils aged over 18 only) Updated Appendices with template letters to parents
V4	August 2025	Head of Safeguarding and Inclusion Director of Inclusion and Equity	Move to new ELP branding Introduction added Application of policy added Internal suspensions have been added Reintegration documents have been updated



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1. Introduction

1.1 Exceed learning Partnership's exclusion policy aims to set out the process that will be followed and the additional considerations around suspensions and exclusions that the trust will apply. Good behaviour and self-discipline lead to effective learning and help prepare children and young people for life beyond the academy gate.

1.2 Where the academie's approaches towards behaviour management have been exhausted, then suspensions and permanent exclusions will sometimes be necessary as a last resort. This is to ensure that other pupils and teaching staff are protected from disruption and can learn in safe, calm and supportive environments.

1.3 The trust will always have regard to the statutory guidance on suspensions and exclusions when making decisions on suspensions and exclusions, and will follow the law as set out in the relevant School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012 (as amended).

1.4 This policy should be read in conjunction with the behaviour policy and the SEND policy for the trust.

2. Application of the policy

2.1 This policy applies to all members of the trust community. Each academy within the trust will apply suspensions and exclusions in accordance with this policy and ensure that its contents are relayed to all staff, parents and pupils.

3. Aims

3.1 We are committed to following all statutory exclusions procedures to ensure that every child receives an education in a safe and caring environment.

Our Academies aim to:

- Ensure that the exclusions process is applied fairly and consistently
- Help governors, staff, parent/carers and pupils/pupils understand the exclusions process
- Ensure that pupils / students in school are safe and happy
- Prevent pupils /students from becoming NEET (not in education, employment or training)
- Ensure all suspensions and permanent exclusions are carried out lawfully.

3.2 Our Academies are aware that off-rolling is unlawful. Ofsted defines off-rolling as:

"The practice of removing a pupil / student from the school roll without a formal, permanent exclusion or by encouraging a parent/carers 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 ."

3.3 We will not suspend or exclude pupils/student's unlawfully by directing them off site, or not allowing pupils/students to attend the academy:

- 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 academy feels unable to support
- Due to poor academic performance
- Because they have not met a specific condition, such as attending a reintegration meeting
- By exerting undue influence on a parent/carers to encourage them to remove their child from the academy.

4. Legislation and Statutory Guidance

4.1 This policy is based on statutory guidance from the Department for Education:

[Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - from August 2024](#)

4.2 It is based on the following legislation, which outlines schools' powers to exclude pupils/students:

- Section 51(a) of the Education Act 2002, as amended by the Education Act 2011
- The School Discipline (pupil Exclusions and Reviews) (England) Regulations 2012 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 pupils
- Section 579 of the [Education Act 1996](#), which defines 'school day'
- The [Education \(Provision of Full-Time Education for Excluded pupil \) \(England\) Regulations 2007](#), as amended by [The Education \(Provision of Full-Time Education for Excluded pupil \) \(England\) \(Amendment\) Regulations 2014](#)
- [The Equality Act 2010](#)
- [Children and Families Act 2014](#)
- [Behaviour in schools: advice for Principals and school staff 2024](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - from September 2023](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [Mental health and behaviour in schools](#)
- [Inspecting protected characteristics. Ofsted 2023](#)
- [Ofsted inspection framework](#)

This policy complies with our Funding Agreement and Articles of Association.

5. Definitions and types

Detentions	When a pupil stays at school for a period of time after classes have ended, during lunch, or on a non-school day.
Internal suspension	When a pupil is removed from their regular classes but remains on the school premises, often working in a supervised area. It's a disciplinary measure used for escalating behavior where more serious steps are needed, but not yet grounds for an external suspension.

Suspension	When a pupil is removed from the academy 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	When the Governing Board of an academy requires a pupil to attend another education setting temporarily, to improve their behaviour.
Parent/Carer	Any person who has parental responsibility and any person who has care of the child.
Managed move	When a pupil is transferred to another school permanently. All parties, including parents/carers and the admission authority for the new school, should consent before a managed move occurs.

6. Roles and Responsibilities

Principal

6.1 Deciding whether to suspend or exclude

Only the Principal or acting Principal, can suspend or permanently exclude a pupil / student from the academy on disciplinary grounds. The decision can be made in respect of behaviour inside or outside of the academy. The Principal will only use permanent exclusion as a last resort. Academy principals will notify the Head of Safeguarding and Inclusion of all suspensions and will consult with the CEO before issuing any permanent exclusions.

A decision to suspend or exclude a pupil / student will be taken only:

- In response to serious or persistent breaches of the academy's behaviour policy, **and**
- If allowing the pupil / student to remain in the academy would seriously harm the education or welfare of others.

Before deciding whether to suspend or exclude a pupil / student, the Principal will:

- Consider all the relevant facts and evidence on the balance of probabilities, including whether the incident(s) leading to the exclusion were provoked
- Allow the pupil / student to give their version of events
- Consider whether the pupil has special educational needs (SEND)
- Consider whether the pupil / students is especially vulnerable (e.g. the pupil/student has a social worker, or is a looked-after child (LAC))
- Consider whether all alternative solutions have been explored, such as off-site direction or managed moves.

The Principal will consider the views of the pupil / student, in light of their age and understanding, before deciding to suspend or exclude, unless it would not be appropriate to do so.

Pupils / students who need support to express their views will be allowed to have their views expressed through an advocate, such as a parent/carers or social worker.

The Principal will not reach their decision until they have heard from the pupil / student and will inform the pupil / student of how their views were considered when making the decision.

6.2 Informing Parents/Carers (or the pupil / student where they are 18 or over)

If a pupil/student is at risk of suspension or exclusion, the Principal will inform the parent/carers (or pupil / student if aged 18 or older) as early as possible, in order to work together to consider what factors may be affecting the behaviour, and what further support can be put in place to improve the behaviour.

The Academy will need to take into consideration any specific professionals or individuals involved with the pupil that have a right to be advised of suspensions. This includes, but is not limited to Social Workers, Family Support Workers or Youth Offending Officers. The Academy must also ensure it meets its commitment to GDPR when communicating with outside agencies or individuals. This should be done on a case by case basis.

If the Principal decides to suspend or exclude a pupil / student, the parents/carers (or pupil / student if aged 18 or older) will be informed of the period of the suspension or exclusion and the reason(s) for it, without delay.

The parent/carers (or pupil / student if aged 18 or older) will also be provided with the following **information in writing**, without delay:

- The reason(s) for the suspension or exclusion
- The length of the suspension or, for a permanent exclusion, the fact that it is permanent
- Information about parents'/carers' (or pupil's if aged 18 or older) right to make representations about the suspension or permanent exclusion to the Local Governing Board and how the pupil / student may be involved in this
- How any representations should be made
- Where there is a legal requirement for the Local Governing Board to hold a meeting to consider the reinstatement of a pupil / student, and that parent/carers (or the pupil / student if they are 18 years old) have a right to attend the meeting, be represented at the meeting (at their own expense) and to bring a friend.

The Principal will also notify parent/carers (or pupil / student if aged 18 or older) 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 until the start date of any alternative provision or the end of the suspension, where this is earlier), the parent/carers 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/Carers 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 pupil needs in order to identify the person they should report to on the first day.

If the Principal 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.

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 parent/carer consent.

6.3 Informing the Trust

The Principal will notify the Trust of all suspensions and permanent exclusions, without delay, regardless of the length of suspension. This would be the process to follow:

Suspension for Isolated events / Incidents	Primary- case by case reporting the to the Trust. (Academy Improvement Partner and or DOIE or HOSI) Secondary-Report to the Trust on a half-termly basis during academy visits. Liaise with the Trust to reduce any escalation for individual pupil / student (Preventative measures)
Suspension 15 days in one term for a Pupil / student	Inform the Trust – Case supervision will be implemented
Permanent Exclusion	Notify the Trust, without delay

6.4 Informing the Local Governing Board

The Principal will, without delay, notify the Local Governance Committee of:

- Any permanent exclusion, including when a suspension is followed by a decision to permanently exclude a pupil / student
- Any suspension or permanent exclusion which would result in the pupil / student being suspended or permanently excluded for a total of more than 5 school days (or more than 10 lunchtimes) in a term
- Any suspension or permanent exclusion which would result in the pupil / student missing a National Curriculum test or public exam.

The Principal will notify the Local Governing Board once per term of any other suspensions of which they have not previously been notified, and the number of suspensions and exclusions which have been cancelled, including the circumstances and reasons for the cancellation.

6.5 Informing the Local Authority

The Principal will notify the Local Authority 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 pupil / student lives outside the Local Authority in which the Academy is located, the Principal will also, without delay, inform the pupil 's 'home authority' of the exclusion and the

reason(s) for it.

6.6 Informing the pupil/student 's social worker and/or Virtual School Head (VSH)

If a pupil/ student:

- With a social worker is at risk of suspension or permanent exclusion, the Principal will inform the social worker as early as possible
- Who is a looked-after child (LAC) is at risk of suspension or exclusion, the Principal will inform the VSH as early as possible.

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

If the Principal decides to suspend or permanently exclude a pupil / student with a social worker or a pupil / student who is looked after, they will inform the pupil / student's social worker / the Virtual School Head, as appropriate, without delay, informing them that:

- They have decided to suspend or permanently exclude the pupil / student
- 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 pupil 's ability to sit a National Curriculum test or public exam (where relevant)

The social worker / Virtual School Head will be invited to any meeting of the Local Governing Board about the suspension or permanent exclusion. This is so they can provide advice on how the pupil /pupil 's background and/or circumstances may have influenced the circumstances of their suspension or permanent exclusion. The social worker should also help ensure safeguarding needs, risks and the pupil / student 's welfare are taken considered.

6.7 Cancelling suspensions and permanent exclusions

If a Principal decides to exclude a pupil, the Principal may cancel the exclusion:

- a) either before or after it has begun; and
- b) whether or not the pupil has been admitted to another school following their exclusion.

The Principal may not cancel an exclusion if, by the time the Principal comes to make the decision to cancel an exclusion, the pupil:

- a) has already been excluded for more than 45 school days in any school year; or
- b) would have been excluded for more than 45 school days in any school year when the cancellation took effect.

The Principal may not cancel an exclusion if, by the time the Principal comes to make the decision to cancel an exclusion, the Local Governing Board has commenced a meeting for the purpose of making a decision regarding reinstatement of the pupil.

Where an exclusion is cancelled in accordance with legislation, the Principal must, without delay:

- (i) inform the relevant person, the governing body, the trust, the local authority, the social worker and the virtual school head of the cancellation and the reasons for it in writing; and
- (ii) reinstate the pupil;

The Local Governing Board are not required to consider reinstatement of the pupil under regulation 6.

Where an exclusion is cancelled in accordance with legislation:

- The parents/carers, Local Governing Board, the Trust and Local Authority will be notified without delay
- Where relevant, any social worker and Virtual School Head will be notified without delay (in writing)
- Parents/Carers (or pupil / student if aged 18 or older) will be offered the opportunity to meet with the Principal to discuss the cancellation
- As referred to above, the Principal will report to the Local Governing Board once per term on the number of cancellations
- The pupil / student will be allowed back in school.

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

During the first 5 days of a suspension, if the pupil / student is not attending alternative provision, the Principal will take steps to ensure that achievable and accessible work is set and marked for the pupil / student . Online pathways such as Google Classroom, Seesaw Programme or Oak Academy may be used for this. If the pupil / student has a special educational need or disability, the Principal will make sure that reasonable adjustments are made to the provision where necessary.

If the pupil / student is looked after or if they have a social worker, the academy will work with the Local Authority to arrange Alternative Provision from the first day following the suspension or permanent exclusion. Where this is not possible, the Academy will take reasonable steps to set and mark work for the pupil / student , including the use of online pathways.

The Local Governing Board (LGB)

6.9 Considering suspensions and permanent exclusions

Responsibilities regarding exclusions are delegated to the Local Governing Board from the Exceed Directors Board. Exclusions are considered by a group of three or more Local Governing Board members from across the Trust, who have been fully trained in this role. In the event that no Local Governing Board members are available, then the Trust Directors (preferably link Director) will undertake this role.

The Local Governing Board members have a duty to consider parent/carer representations about a suspension or permanent exclusion. It has a duty to consider the reinstatement of a suspended or permanently excluded pupil / student (see sections 5 and 6) in certain circumstances.

Within 14 days of receiving a request, the Local Governing Board will provide the secretary of state with information about any suspensions or exclusions within the last 12 months.

For any suspension of more than 5 school days, the Local Governing Board (Via academy leaders) will arrange suitable full-time education for the pupil / student . This provision will begin no later than the sixth day of the suspension.

For secondary schools only:

The Local Governing Board does not have to arrange such provision for pupils in their final year of compulsory education who do not have any further public exams to sit.



6.9 Monitoring and analysing suspensions and exclusions data

The Local Governing Board will challenge and evaluate the data on the Academy's use of suspension, exclusion, off-site direction to alternative provision and managed moves.

The Local Governing Board will consider:

How effectively and consistently the Academy's Behaviour Policy is being implemented

- The Academy register and absence codes
- Instances where pupil / student receive repeat suspensions
- Interventions in place to support pupil / student s at risk of suspension or permanent exclusion
- Any variations in the rolling average of permanent exclusions, to understand why this is happening, and to make sure they are only used when necessary
- Timing of moves and permanent exclusions, and whether there are any patterns, including any indications which may highlight where policies or support are not working
- The characteristics of suspended and permanently excluded pupil / student s, and why this is taking place
- Whether the placements of pupils / pupil s directed off-site into alternative provision are reviewed at sufficient intervals to assure that the education is achieving its objectives and that pupil s are benefiting from it
- The cost implications of directing a pupil / student off-site

The Local Authority (LA) Statutory Responsibilities

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

For pupils / pupil s who are Looked After Children or have social workers, the Local Authority and the Academy will work together to arrange suitable full-time education to begin from the first day of the exclusion.

7. Considering the reinstatement of a pupil/student

7.1 The Local Governing Board will consider and decide on the reinstatement of a suspended or permanently excluded pupil/ pupil 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 pupil 's total number of days out of school to more than 15 in a term; or
- It would result in a pupil missing a public exam or National Curriculum test

7.2 Where the pupil / student has been suspended, and the suspension does not bring the pupil / student 's total number of days of suspension to more than 5 in a term, the Local Governing Board must consider any representations made by parent/carers. However, it is not required to arrange a meeting with parent/carers, and it cannot direct the Principal to reinstate the pupil / student .

7.3 Where the pupil / student has been suspended for more than 5 days, but less than 16 days, in a single term, and the parents/carers make representations, the Local Governing Board will consider and decide on the reinstatement of a suspended pupil / student within 15 school days of receiving notice of the suspension. If the parent/carers (or pupil / student if aged 18 or older) do not make representations, the Local Governing Board is not required to meet and it cannot direct the Principal to reinstate the pupil .

7.4 Where a suspension or permanent exclusion would result in a pupil missing a public exam or National Curriculum test, the Local Governing Board will, as far as reasonably practicable, consider and decide on the reinstatement of the pupil / student before the date of the exam or test. If this is not practicable, the Local Governing Board will consider the suspension or permanent exclusion and decide whether or not to reinstate the pupil / student .

7.5 The following parties will be invited to a meeting of the Local Governing Board and allowed to make representations or share information:

- Parent/Carers, or the pupil if they are 18 or over (and, where requested, a representative or friend)
- The pupil , if they are aged 17 or younger and it would be appropriate to their age and understanding (and, where requested, a representative or friend)
- The Principal
- The pupil 's social worker, if they have one
- The Virtual School Head, if the pupil is looked after
- A representative of the Local Authority.

7.6 The Local Governance Committee 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.

7.7 The Local Governance Committee can either:

- Decline to reinstate the pupil , or
- Direct the reinstatement of the pupil immediately, or on a particular date (except in cases where the Local Governance Committee cannot do this – see earlier in this section)

In reaching a decision, the Local Governance Committee will consider:

- Whether the decision to suspend or permanently exclude was lawful, reasonable, and procedurally fair
- Whether the Principal followed their legal duties
- The welfare and safeguarding of the pupil and their peers
- Any evidence that was presented to the Local Governance Committee.

7.8 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 pupil 's educational record and copies of relevant papers will be kept with this record.

7.9 The Local Governance Committee will notify, in writing, the following stakeholders of its decision, along with reasons for its decision, without delay:

- The parent/carers, or the pupil , if they are 18 or older
- The Principal
- The pupil / student 's social worker, if they have one
- The Virtual School Head, if the pupil / student is looked after
- The local authority
- The pupil / student 's home authority, if it differs from the Academies.

7.10 Where an exclusion is permanent and the Local Governing Board decided not to reinstate the pupil / student , the notification of decision will also include the following:

- The fact that it is a permanent exclusion
- Notice of parent/carers' (or pupil if aged 18 or older) 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 Local Governing Board's decision is given to parent/carers)
- 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 pupil 's special educational needs (SEND) are considered to be relevant to the permanent exclusion
- That, regardless of whether the excluded pupil / student has recognised SEND, parent/carers (or pupil if aged 18 or older) have a right to require the Academy/Trust to appoint a SEND expert to advise the review panel
- Details of the role of the SEND expert and that there would be no cost to parent/carers for this appointment
- That parent/carers must make clear if they wish for a SEND expert to be appointed in any application for a review
- That parent/carers (or pupil / student if aged 18 or older) may, at their own expense, appoint someone to make written and/or oral representations to the panel, and parent/carers may also bring a friend to the review
- That, if parent/carers (or pupil / student if aged 18 or older) 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 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.

8. Independent Review

8.1 If parent/carers (or pupil if aged 18 or older) apply for an independent review within the legal timeframe, the Academy/Trust will arrange for an independent panel to review the decision of the Local Governing Board not to reinstate a permanently excluded pupil / student .

8.2 Applications for an independent review must be made within 15 school days of notice being given to the parent/carers by the Local Governing Board of its decision to not reinstate the pupil 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.

8.3 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 academy governor category and 2 members will come from the Principal 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 academy in a paid capacity, disregarding any experience as a school governor or volunteer
- Current or former academy governors who have served as a governor for at least 12 consecutive

months in the last 5 years, provided they have not been teachers or Principals during this time

- Principals or individuals who have been a Principal within the last 5 years.

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

- Are a Local Governing Board, Director or Trust Member of the Academy Trust of the excluding academy
- Are the Principal of the excluding academy, or have held this position in the last 5 years
- Are an employee of the Academy/Trust, of the excluding academy (unless they are employed as a Principal at another school)
- Have, or at any time have had, any connection with the Academy Trust, school, Local Governance Committee, parent/carers or pupil, 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).

8.4 The panel must consider the interests and circumstances of the pupil / student, including the circumstances in which the pupil / student was permanently excluded, and have regard to the interests of other pupil / students and people working at the academy.

8.5 Considering the pupils / student's age and understanding, the pupil / student or their parent/carers will be made aware of their right to attend and participate in the review meeting and the pupil / student should be enabled to make representations on their own behalf, should they desire to.

8.6 Where a SEND expert is present, the panel must seek and have regard to the SEND expert's view of how SEND may be relevant to the pupil's permanent exclusion.

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

8.8 Where a Virtual School Head is present, the panel must have regard to any representation made by the Virtual School Head of how any of the child's background, education and safeguarding needs were considered by the Principal in the lead up to the permanent exclusion, or are relevant to the pupil / student's permanent exclusion.

8.9 Following its review, the independent panel will decide to do 1 of the following:

- Uphold the decision
- Recommend that the Local Governing Board reconsiders reinstatement
- Quash the decision and direct that the Local Governing Board to reconsider reinstatement (only if it judges that the decision was flawed).

8.10 New evidence may be presented, though the Academy 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 Local Governing Board at the time of making its decision. This includes any evidence that the panel considers would, or should, have been available to the LGB 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 LGB 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 they reconsider reinstatement.

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

8.12 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 Local Governing Board does not subsequently decide to offer to reinstate the pupil within 10 school days
- Any information that the panel has directed the Local Governing Board to place on the pupil / student's educational record.

9. Academy Registers

9.1 A pupil's name will be removed from the Academy admission register if:

- 15 school days have passed since the parent/carers were notified of the Local Governing Board's decision to not reinstate the pupil and no application has been made for an independent review panel, or
- The parent/carers (or pupil / student if aged 18 or older) 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 Local Governing Board will wait until that review has concluded before removing a pupil / student's name from the register.

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

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

9.2 Making a return to the Local Authority (LA)

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

- The pupil / student's full name
- The full name and address of any parent/carer with whom the pupil normally resides
- At least 1 telephone number at which any parent/carer with whom the pupil 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 pupil / student will attend, including the name of that school and the first date when the pupil / student attended or is due to attend there, if the parent/carers have told the school the pupil / student is moving to another school
- Details of the pupil's new address, including the new address, the name of the parent/carer(s) the pupil is going to live there with, and the date when the pupil / student is going to start living there, if the parents have informed the academy that the pupil is moving house

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

10. Returning from a Suspension

10.1 Reintegration Strategy

Following suspension, the Academy will put in place a strategy (Behaviour Plan in Primary) to help the pupil / student reintegrate successfully into academy life and full-time education.

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

Once a pupil / student has returned from a suspension, the following measures may be implemented, as part of the strategy, to ensure a successful reintegration into school life:

- Daily contact in the academy with a designated pastoral professional
- Mentoring by a trusted adult or a local mentoring charity
- Regular reviews with the pupil / student and parent/carers to praise progress being made
- To raise and address any concerns at an early stage
- Informing the pupil / student, parent/carers and staff of potential external support
- 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.

The strategy (Behaviour Plan) will be regularly reviewed and adapted where necessary throughout the reintegration process in collaboration with the pupil / student, parent/carers, and other relevant parties.

10.2 Reintegration Meetings

The Academy will explain the reintegration strategy (Behaviour Plan) to the pupil / student in a reintegration meeting before or on the pupil / student's return to the Academy. During the meeting the Academy will communicate to the pupil / student that they are getting a fresh start and that they are a valued member of the academy community.

The pupil / student, parent/carers, a member of senior staff, and any other relevant staff will be invited to attend the meeting. The meeting can proceed without the parent/carers in the event that they cannot or do not attend.

The Academy expects all returning pupils/ students and their parent/carers to attend their reintegration meeting, but pupils / students who do not attend will not be prevented from returning to the classroom. The reintegration meeting will be adjusted and undertaken by senior staff during the academy day at an appropriate time with the pupil/students.

11. Internal Suspensions

11.1 Internal suspensions serve as a proactive measure and a form of sanction, implemented when pupil behavior warrants intervention but may not yet meet the threshold for an external suspension, or when other factors make an external suspension inappropriate. Families will receive formal notification of an internal suspension, adhering to the same procedural guidelines as those for external suspensions, and will be provided with a clear plan outlining how their child's education will continue within the school environment. All internal suspensions must

be meticulously recorded. Furthermore, school leaders are responsible for assessing the appropriateness of reintegration meetings and the necessity of additional behavior support for the pupil; such support must be consistently provided for any repeated incidents.

12. Suspensions before a permanent exclusion

12.1 In exceptional circumstances, pupils may receive a suspension prior to a permanent exclusion. For each decision, the principal will send the relevant letter setting out the rights of parents. A suspension cannot be converted into a permanent exclusion and so any subsequent permanent exclusion would be a fresh decision due to commence immediately after the suspension had ended. Exceptional circumstances may include where further evidence has come to light or where the incident was serious and time is required to fully investigate the circumstances and consider alternatives.

13. Monitoring Arrangements

13.1 The governors review data on suspensions and exclusions to ensure that the use of suspensions and exclusions is appropriate. The following are monitored by the governors to ensure the processes and support for pupils are appropriate:

- The interventions put in place for pupils at risk of suspension and permanent exclusion.
- The processes in place for determining and reviewing directions to alternative provision and that such placements are being reviewed at sufficient intervals to assure that the education is achieving its objectives, and that pupils are benefitting from it.

The full-time educational provision for pupils of compulsory school age from the sixth consecutive school day of a suspension,; in particular, checking the provision is suitable and quality- assured to ensure that:

- Any previous placements have been evaluated, including support for any applicable SEND.
- There is a process in place to monitor the pupil's attendance and behaviour at the provision.
- The correct attendance code is being used.
- The pupil's child protection file and any other information relevant to the pupil's safeguarding and welfare has been securely transferred to their new setting as early as possible.
- Whether there is any variation within the year on suspensions and permanent exclusions and the characteristics of pupils.
- The cost implications of directing children to be educated off site in alternative provision and whether there are any patterns to the reasons or timing of moves.
- Whether the school register and absence codes have been recorded correctly.
- How the behaviour policy is applied and, specifically, its consistency.
- The circumstances in which pupils receive repeat suspensions.

- Whether personal education plans for looked after children have been reviewed on a termly basis.

Within the Trust, strategic leaders review data related to behaviour. Behaviour is also considered within academy improvement visits.

14. Post-16

14.1 Sixth Form is an inclusive learning community committed to making outstanding provision for all learners. Much of the Suspensions and Exclusion Policy above applies in exactly the same way at Key Stage 5. There are also areas of divergence where expectations and/or procedures are different.

14.2 Areas of Divergence – where policy areas differ

Rewards

The Rewards policy in Sixth Form is solely based on learner profile data. Following tracking rounds, the Sixth Form team review learner profile data and then the Head of Sixth Form will write letters of commendation for pupils whose learner profile is consistently outstanding. Vouchers and/or other rewards might also be issued.

Sanctions

The Trust has high expectations of each sixth form pupil's behaviour for learning. If a Sixth Form pupil disrupts the learning of others, they will be asked to leave the lesson immediately and report to their Year Manager. The pupil will usually be asked to apologise to the teacher and improve their conduct. If a pupil were to be asked to leave a lesson more than once, parents/carers will be invited into a meeting at which the Head of Sixth will issue a formal warning. If a pupil were to be removed from a lesson beyond that point, the Head of Sixth will consider that as an extreme circumstance, in so far as it is highly unusual for a Sixth Former to be required to leave a lesson at all. The Head of Sixth Form will then make any necessary changes to the pupil's programme of study, which could include removal from a particular course, or if there were further instances without reasonable explanation, permanent exclusion.

Permanent exclusion

The Suspensions and Exclusion policy applies to Sixth Formers. Sixth Form pupils can be removed from roll if their conduct repeatedly falls below the academy's expectations. The Sixth Form does not work with the Junction provision or any other alternative provision. In circumstances where a pupil is removed from roll, the Sixth Form team will seek to secure (depending on the age of the pupil) appropriate education, employment or training.

17. Links with other Policies

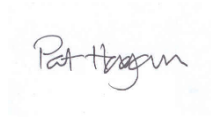
This exclusion/suspension policy is linked to our:

- Behaviour Strategy
- SEND policy and information report.
- Academy Behaviour Policy
- Anti-Bullying Policy
- Trust Safeguarding Policy
- Academy Child Protection Policy
- Managing medicines at School
- Data Protection Policy

Policy Reviewed: August 2025

Signed CEO:

B.A. Nixon



Signed: Chair of Directors:

Date of next policy review: September 2026



Appendix 1- Letter of internal suspension

Template letter internal suspension

[NB: Notices can be given electronically if the parents have given written agreement for this kind of notice to be sent in this way, otherwise deliver directly in-hand or send by post. Send letter as soon as possible after the decision to suspend]

[Name of Parent(s)]

[Address]

[Date]

Dear [Name of Parent(s)]

Re: Internal Suspension of [name of pupil]

I regret to inform you of my decision to internally suspend [name of pupil] for [number] days with effect from ???

This means that [name of pupil] will be education outside of their normal class and lessons (insert arrangements).

I realise that this internal suspension may well be upsetting for you and your family, but the decision to suspend [name of pupil] has not been taken lightly. [name of pupil] has been suspended because [reasons for the suspension].

[If relevant confirm that the pupil will be able to sit any national curriculum test(s) or public examination(s) occurring during the suspension]

[Where the pupil has a disability, or additional needs/special educational needs which may amount to a disability, confirm what adjustments have previously been made for the pupil to avoid a suspension, and what adjustment (if any) has been made to this suspension.]

Please contact me should you wish to discuss this further

Yours sincerely

[name]

[Principal]

[cc. where applicable, the pupil's social worker, the VSH if the pupil is a LAC and/or the local authority if a pupil has an EHCP]

Appendix 2: Template Letters to Inform Parent/Carers of suspension



Template letter suspending a pupil for up to (and including) five days in a term

[NB: Notices can be given electronically if the parents have given written agreement for this kind of notice to be sent in this way, otherwise deliver directly in-hand or send by post. Send letter as soon as possible after the decision to suspend]

[Name of Parent(s)]

[Address]

[Date]

Dear [Name of Parent(s)]

Re: Suspension of [name of pupil]

I regret to inform you of my decision to suspend [name of pupil] for [number] days with effect from [date] [pending further investigation]. This means that [name of pupil] will be expected to return to school on [date]. [Please note that the outcome of my investigation may lead to a further decision of permanent exclusion.] [A reintegration meeting has been arranged to take place on [date] at [time] to discuss how [name of pupil]'s return to school and future behaviour will be managed.]

I realise that this suspension may well be upsetting for you and your family, but the decision to suspend [name of pupil] has not been taken lightly. [name of pupil] has been suspended because [reasons for the suspension].

[If relevant confirm that the pupil will be able to sit any national curriculum test(s) or public examination(s) occurring during the suspension]

[Where the pupil has a disability, or additional needs/special educational needs which may amount to a disability, confirm what adjustments have previously been made for the pupil to avoid a suspension, and what adjustment (if any) has been made to this suspension.]

You have a duty to ensure that your child is not present in a public place in school hours during this suspension, i.e. on [specify the precise dates] unless there is reasonable justification. You could be prosecuted or receive a penalty notice if your child is present in a public place during school hours on those dates. It will be for you to show reasonable justification.

Alternative arrangements for your child's education to continue will be made. During the suspension we will set work for [name of pupil] and would ask you to ensure this work is completed and returned promptly to school for marking. [Set out how work will be set and whether it should be collected or will be sent to the parent **OR** If alternative provision is being arranged during the suspension, set out the following details if known at this stage: the start date for any provision of full-time education that has been arranged for the child during the suspension; 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 required by the pupil to identify the person they should report to on the first day.]

You have the right to make written representations to the [governing board/discipline committee]. [[name of pupil] may also make written representations about their suspension]. The [governing board/discipline committee] must meet following receipt of any representations but does not have the power to reinstate [name of pupil].

If you and [name of pupil] wish to make written representations to the [governing board/discipline committee] please send these through to [name] at [email] as soon as possible. If you think this suspension relates to a disability your child has, and you think discrimination has occurred, you may raise the issue with the [governing board/discipline committee].

You may request a copy of [name of pupil]'s school record as a subject access request. Please send any request through in writing to [name] at [email]. [As [name of pupil] is over [13] years old please provide their written consent to enable me to send their information through to you].

You may wish to contact the exclusion officer at City of Doncaster Council for further advice and guidance in relation to the exclusion. The exclusion officer can be contacted by telephone on 01302 737239, or by email on Amanda.Bacon@doncaster.gov.uk.

There are sources of free and impartial advice available on suspensions:

- Statutory guidance on suspensions and exclusions: <https://www.gov.uk/government/publications/school-exclusion>
- Coram's Child Law Advice service can be accessed through their website <https://childlawadvice.org.uk/information-pages/school-exclusion/> or contacted on 0300 330 5485 from Monday to Friday, 8am – 6pm.
- ACE education run a limited service and can be reached on 0300 0115 142 on Monday to Wednesday from 10am to 1pm during term time. Information can be found on the website: <http://www.ace-ed.org.uk/>.
- Independent Provider of Special Education Advice (known as IPSEA – www.ipsea.org.uk) is a registered charity. It offers free and independent information, advice and support to help get the right education for children and young people with all kinds of special educational needs (SEN) and disabilities.
- SEN Information Advice & Support Services Network (formerly known as the local parent partnership).

Yours sincerely

[name]

[Principal]

[cc. where applicable, the pupil's social worker, the VSH if the pupil is a LAC and/or the local authority if a pupil has an EHCP]



Template letter suspending a pupil where number of suspensions is 6-15 days in a term

[NB: Notices can be given electronically if the parents have given written agreement for this kind of notice to be sent in this way, otherwise deliver directly in-hand or send by post. Send letter as soon as possible after the decision to suspend]

[Name of Parent(s)]

[Address]

[Date]

Dear [Name of Parent(s)]

Re: Suspension of [name of pupil]

I regret to inform you of my decision to suspend [name of pupil] for [number] days with effect from [date] [pending further investigation]. This means that [name of pupil] will be expected to return to school on [date]. [Please note that the outcome of my investigation may lead to a further decision of permanent exclusion.] [A reintegration strategy meeting has been arranged to take place on [date] at [time] to discuss how [name of pupil]'s return to school and future behaviour will be managed.]

I realise that this suspension may well be upsetting for you and your family, but the decision to suspend [name of pupil] has not been taken lightly. [name of pupil] has been suspended because [reasons for the suspension].

[If relevant confirm that the pupil will be able to sit any national curriculum test(s) or public examination(s) occurring during the suspension]

[Where the pupil has a disability, or additional needs/special educational needs which may amount to a disability, confirm what adjustments have previously been made for the pupil to avoid a suspension, and what adjustment (if any) has been made to this suspension.]

You have a duty to ensure that your child is not present in a public place in school hours during this suspension, i.e. on [specify the precise dates] unless there is reasonable justification. You could be prosecuted or receive a penalty notice if your child is present in a public place during school hours on those dates. It will be for you to show reasonable justification.

Alternative arrangements for your child's education to continue will be made. During the suspension we will set work for [name of pupil] and would ask you to ensure this work is completed and returned promptly to school for marking. [Set out how work will be set and whether it should be collected or will be sent to the parent **OR** If alternative provision is being arranged during the suspension, set out the following details if known at this stage: the start date for any provision of full-time education that has been arranged for the child during the suspension; 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 required by the pupil to identify the person they should report to on the first day.]

You have the right to make written representations to the [governing board/discipline committee] and ask it to reinstate your child in school. [[name of pupil] may also make written representations about their suspension and may attend the meeting]. The [governing board/discipline committee] must meet following receipt of any representations and has the power to reinstate [name of pupil] or, alternatively, it has the power to uphold the suspension.

If you wish to make representations to the [governing board/discipline committee] and attend the [governing board/discipline committee] meeting, please contact [name] on [number or email] as soon as possible. You have the right to request that this meeting takes place remotely and if you wish for the meeting to take place remotely, please let [name] know as soon as possible. You also have the right to be accompanied by a friend and/or representative and [[name of pupil]'s [social worker][Virtual School Head] will be invited to attend].

You may request that a representative of the local authority attends the meeting[, together with a representative of your home local authority if different from the school's]. However, this will be as an observer only unless permission is granted by the [governing board/discipline committee] for representations to be made].

If you choose to make representations you will be notified by the clerk to the [governing board/discipline committee] of the time, date and location of the meeting. Please let me know if [name of pupil] will attend the meeting and whether they would like to make any written and/or oral representations. Please let me know if you have a disability or special needs which would affect your ability to attend the meeting. Also, please inform [name] if it would be helpful for you to have an interpreter present at the meeting. If you think this suspension relates to a disability your child has, and you think discrimination has occurred, you may raise the issue with the [governing board/discipline committee].

You may request a copy of [name of pupil]'s school record as a subject access request. Please send any request through in writing to [name] at [email]. [As [name of pupil] is over [13] years old please provide their written consent to enable me to send their information through to you].

You may wish to contact the exclusion officer at City of Doncaster Council for further advice and guidance in relation to the exclusion. The exclusion officer can be contacted by telephone on 01302 737239, or by email on Amanda.Bacon@doncaster.gov.uk.

There are sources of free and impartial advice available on suspensions:

- Statutory guidance on suspensions and exclusions: <https://www.gov.uk/government/publications/school-exclusion>
- Coram's Child Law Advice service can be accessed through their website <https://childlawadvice.org.uk/information-pages/school-exclusion/> or contacted on 0300 330 5485 from Monday to Friday, 8am – 6pm.
- ACE education run a limited service and can be reached on 0300 0115 142 on Monday to Wednesday from 10am to 1pm during term time. Information can be found on the website: <http://www.ace-ed.org.uk/>.
- Independent Provider of Special Education Advice (known as IPSEA – www.ipsea.org.uk) is a registered charity. It offers free and independent information, advice and support to help get the right education for children and young people with all kinds of special educational needs (SEN) and disabilities.
- SEN Information Advice & Support Services Network (formerly known as the local parent partnership).

Yours sincerely

[name]

[Principal]

[cc. where applicable, the pupil's social worker, the VSH if the pupil is a LAC and/or the local authority if a pupil has an EHCP]



Template letter suspending a pupil where total number of suspensions is 16 days or more in a term

[NB: Notices can be given electronically if the parents have given written agreement for this kind of notice to be sent in this way, otherwise deliver directly in-hand or send by post. Send as soon as possible after the decision to suspend]

[Name of Parent(s)]

[Address]

[Date]

Dear [Name of Parent(s)]

Re: Suspension of [name of pupil]

I regret to inform you of my decision to suspend [name of pupil] for [number] days with effect from [date] [pending further investigation]. This means that [name of pupil] will be expected to return to school on [date]. [Please note that the outcome of my investigation may lead to a further decision of permanent exclusion.] [A reintegration strategy meeting has been arranged to take place on [date] at [time] to discuss how [name of pupil]'s return to school and future behaviour will be managed.]

I realise that this suspension may well be upsetting for you and your family, but the decision to suspend [name of pupil] has not been taken lightly. [name of pupil] has been suspended because [reasons for the suspension].

[If relevant confirm that the pupil will be able to sit any national curriculum test(s) or public examination(s) occurring during the suspension]

[Where the pupil has a disability, or additional needs/special educational needs which may amount to a disability, confirm what adjustments have previously been made for the pupil to avoid a suspension, and what adjustment (if any) has been made to this suspension.]

You have a duty to ensure that your child is not present in a public place in school hours during this suspension, i.e. on [specify the precise dates] unless there is reasonable justification. You could be prosecuted or receive a penalty notice if your child is present in a public place during school hours on those dates. It will be for you to show reasonable justification.

Alternative arrangements for your child's education to continue will be made. During the suspension we will set work for [name of pupil] and would ask you to ensure this work is completed and returned promptly to school for marking. [Set out how work will be set and whether it should be collected or will be sent to the parent]. [If alternative provision details are known from the sixth day provide: the start date for any provision of full-time education that has been arranged for the child during the suspension; 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 required by the pupil to identify the person they should report to on the first day.]

As [name of pupil] has been suspended for more than 15 days in a single term, the [governing board/discipline committee] must meet to consider whether to reinstate [name of pupil] within 15 school days. At the review meeting you may make representations to the [governing board/discipline committee] if you wish and ask them to reinstate

your child. The [governing board/discipline committee] has the power to reinstate your child immediately or from a specified date, or, alternatively, it has the power to uphold the suspension. The latest date by which the [governing board/discipline committee] must meet is [date – 15 school days after receiving notice of suspension].

If you wish to make representations to the [governing board/discipline committee] and wish to be accompanied by a friend and/or representative, please contact [name] on [number/email] as soon as possible. You have the right to request that this meeting takes place remotely and if you wish for the meeting to take place remotely, please let [name] know as soon as possible. [[name of pupil]'s [social worker][Virtual School Head] will be invited to attend].

You may request that a representative of the local authority attends the meeting[, together with a representative of your home local authority if different from the school's]. **[Academies only:** However, this will be as an observer only, unless permission is granted by the [governing board/discipline committee] for representations to be made].

You will, whether you choose to make representations or not, be notified by the clerk to the [governing board/discipline committee] of the time, date and location of the meeting. Please let us know if [name of pupil] will attend the meeting and whether they would like to make any written and/or oral representations. Please let us know if you have a disability or special needs which would affect your ability to attend the meeting. Also, please inform [name] if it would be helpful for you to have an interpreter present at the meeting. If you think this exclusion relates to a disability your child has, and you think discrimination has occurred, you may raise the issue with the [governing board/discipline committee].

You may request a copy of [name of pupil]'s school record as a subject access request. Please send any request through in writing to [name] at [email]. [As [name of pupil] is over [13] years old please provide their written consent to enable me to send their information through to you].

You may wish to contact the exclusion officer at City of Doncaster Council for further advice and guidance in relation to the exclusion. The exclusion officer can be contacted by telephone on 01302 737239, or by email on Amanda.Bacon@doncaster.gov.uk.

There are sources of free and impartial advice available on suspensions:

- Statutory guidance on suspensions and exclusions: <https://www.gov.uk/government/publications/school-exclusion>
- Coram's Child Law Advice service can be accessed through their website <https://childlawadvice.org.uk/information-pages/school-exclusion/> or contacted on 0300 330 5485 from Monday to Friday, 8am – 6pm.
- ACE education run a limited service and can be reached on 0300 0115 142 on Monday to Wednesday from 10am to 1pm during term time. Information can be found on the website: <http://www.ace-ed.org.uk/>
- Independent Provider of Special Education Advice (known as IPSEA – www.ipsea.org.uk) is a registered charity. It offers free and independent information, advice and support to help get the right education for children and young people with all kinds of special educational needs (SEN) and disabilities.
- SEN Information Advice & Support Services Network (formerly known as the local parent partnership).

Yours sincerely

[name]

[Principal]

[cc. local authority, where applicable, the pupil's social worker, the VSH if the pupil is a LAC and/or the local authority if a pupil has an EHCP]



Appendix 3: Template letter permanently excluding a pupil

[NB: Notices can be given electronically if the parents have given written agreement for this kind of notice to be sent in this way, otherwise deliver directly in-hand or send by post. Send letter as soon as possible after the decision to permanently exclude]

[Name of Parent(s)]

[Address]

[Date]

Dear [Name of Parent(s)]

Re: Permanent Exclusion of [name of pupil]

[I write further to my decision to suspend [name of pupil] on [date] for [number] days while an investigation [into the incident that took place on [date]] was carried out.]

[The investigation is now complete and]I regret to inform you of my decision to permanently exclude [name of pupil] with effect from [date]. This means that [name of pupil] will not be allowed in this school unless they are reinstated by the [governing board/ discipline committee].

I realise that this exclusion may well be upsetting for you and your family, but the decision to permanently exclude [name of pupil] has not been taken lightly. [name of pupil] has been excluded because [set out reasons and whether decision is for a single serious breach or persistent breaches of the behaviour policy].

[Where the pupil has a disability, or additional needs/special educational needs which may amount to a disability, confirm what adjustments have previously been made for the pupil to avoid permanent exclusion.]

You have a duty to ensure that your child is not present in a public place in school hours during the first five school days of this exclusion unless there is reasonable justification. You could be prosecuted or receive a penalty notice if your child is present in a public place during school hours on those days. It will be for you to show reasonable justification.

Alternative arrangements for [name of pupil]'s education will be made. For the first five school days of the exclusion we will set work for [name of pupil] and would ask you to ensure this work is completed and returned promptly to school for marking. [Set out how work will be set and whether it should be collected or will be sent to the parent **OR** if alternative provision is being arranged during the first five days, set out the following details if known at this stage: the start date for any provision of full-time education that has been arranged for the child during the exclusion; 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 required by the pupil to identify the person they should report to on the first day.] From the sixth school day of the exclusion onwards, the local authority will provide suitable full-time education. The arrangements for this will be set out in a further letter.

As this is a permanent exclusion the [governing board/discipline committee] must meet to consider it. At the review meeting you may make representations to the [governing board/discipline committee] if you wish and ask them to reinstate your child in school. The [governing board/discipline committee] has the power to reinstate your child immediately or from a specified date, or, alternatively, it has the power to uphold the exclusion, in which case you may request that its decision be reviewed by an independent review panel. The latest date by which the [governing board/discipline committee] must meet is [date – 15 school days after receiving notice of exclusion].

If you wish to make representations to the [governing board/discipline committee] and wish to be accompanied by a friend and/or representative, please contact [name] on [number / email] as soon as possible. You will, whether you

choose to make representations or not, be notified by the clerk to the [governing board/discipline committee] of the time, date and location of the meeting. Please let us know if [name of pupil] will attend the meeting and whether they would like to make any written and/or oral representations. You have the right to request that this meeting takes place remotely and if you wish for the meeting to take place remotely, please let [name] know as soon as possible.

[[name of pupil]'s [social worker][Virtual School Head] will be invited to attend]. Please let us know if you have a disability or special needs which would affect your ability to attend the meeting. Also, please inform [name] if it would be helpful for you to have an interpreter present at the meeting. If you think this exclusion relates to a disability your child has, and you think discrimination has occurred, you may raise the issue with the [governing board/discipline committee].

You may request a copy of [name of pupil]'s school record as a subject access request. Please send any request through in writing to [name] at [email]. [As [name of pupil] is over [13] years old please provide their written consent to enable me to send their information through to you].

You may wish to contact the exclusion officer at City of Doncaster Council for further advice and guidance in relation to the exclusion. The exclusion officer can be contacted by telephone on 01302 737239, or by email on Amanda.Bacon@doncaster.gov.uk.

There are sources of free and impartial advice available on exclusions:

- Statutory guidance on suspensions and exclusions: <https://www.gov.uk/government/publications/school-exclusion>
- Coram's Child Law Advice service can be accessed through their website <https://childlawadvice.org.uk/information-pages/school-exclusion/> or contacted on 0300 330 5485 from Monday to Friday, 8am – 6pm.
- ACE education run a limited service and can be reached on 0300 0115 142 on Monday to Wednesday from 10am to 1pm during term time. Information can be found on the website: <http://www.ace-ed.org.uk/>.
- Independent Provider of Special Education Advice (known as IPSEA – www.ipsea.org.uk) is a registered charity. It offers free and independent information, advice and support to help get the right education for children and young people with all kinds of special educational needs (SEN) and disabilities.
- SEN Information Advice & Support Services Network (formerly known as the local parent partnership).

Yours sincerely

[name]

[Principal]

[cc. local authority, where applicable, home local authority, the pupil's social worker and the VSH if the pupil is a LAC]

Appendix 4: Reintegration Strategy example

Date of reintegration meeting:		Academy:
Present at meeting: (e.g. Principal, SENDCO, parent, pupil)		
Pupil details		
Name:	Year group:	Needs: <i>e.g. Pupil Premium, LAC, CP, CiN, SEND, EHCP</i>
Support around the pupil: <i>e.g. SEND, EHCP</i>	Previous suspensions:	Current attendance:



Suspension details

Date of suspension:

Date of return to school:

Number of days suspended:

Reason for suspension *A brief summary of behaviour which led to the suspension and reference to the rule/policy. Include detail about the impact on others.*

What have we learnt from this and what can we change? *This needs to take account of what happened, what should have happened and the impact on others. It is an opportunity to identify triggers/hotspots so changes can be made to prevent similar behaviours reoccurring.*

Previous suspensions

Details of any previous suspensions:

Total number of days suspended this term:

If this is 16 days or more in a single term the LGB must be advised.

Provision during suspension: *(Include details of any work provided and marked over suspension period, alternative provision and/or interventions from counselling or behaviour services, SEND support or local safeguarding partners)*

Understanding needs and strengths

Ask the pupil what they want to get out of the reintegration process and agree on this together. Ask questions to establish whether there's an unmet need that your school can offer support for. For example: What makes you worry in school/at home? How do you feel about the support you're receiving? Who do you talk to when you're feeling upset or angry? What support did you find helpful when you were away from school? Pupil view can be collected outside of this meeting if more appropriate then incorporated into the plan.

What is going well at school?

What strengths and interests does the pupil have? What works – examples of success? What motivates – at home and at school?

What is not working well at school?

Consider if IBP or positive handling plan documentation needs to be completed.

Needs

What needs / factors are impacting behaviours at school?

Hopes for the future at school

Planning for success

Targets <i>Refer to previous targets if previous suspensions have occurred.</i>				
Area of concern	SMART target	Support and strategies to meet target	Review date	Evaluation of target
1)		<p>School will help me by...</p> <p>My family will help me by...</p> <p>I will help myself by...</p>		



2)		<p>School will help me by...</p> <p>My family will help me by...</p> <p>I will help myself by...</p>		
3)		<p>School will help me by...</p> <p>My family will help me by...</p> <p>I will help myself by...</p>		



Monitoring

How will behaviour and progress be monitored and celebrated?

Date(s) of next review meeting:

Is the pupil on a reduced timetable? Y / N *(add details)*

(If yes, reintegration plan should be completed)



Further actions

Have the family been signposted to support if necessary?

Y / N *(add details)*

Have any safeguarding concerns been raised that require follow up actions?

Y / N *(add details)*

Additional comments

Pupil:

Family

School:

Signed: _____

Signed: _____

Signed: _____

Appendix 5: LGB Panel Meeting Outline

The Local Governing Board Meeting to Consider Exclusions

This document is intended to provide the Chair, Governors and Clerk with guidance for running a Meeting of the Local Governing Board to consider exclusion.

It is important that the governors on the panel understand that they 'own' the meeting and not the Principal. How the meeting is arranged and conducted, is a vital part of working with the parents/carers of the pupil / student involved to support the young person's future. The meeting should be mutually convenient to all parties including the parents/carers, the date and time of the meeting should be agreed with the parents/carers in the first instance

Membership of the panel

This can be between 3 and 5 governors, but must not be less than 3. An odd number of governors are strongly recommended. Governors should, as far as possible, have no prior knowledge of the matter. To discuss the matter in advance will compromise the ability of governors to reach a fair decision, based on natural justice, and could make the process invalid, and flawed

Governors must not sit on the panel if any of the following apply:

- know the pupil and/or his/her family;
- witnessed the incident that led to the exclusion;
- have a child in the same class as the pupil /pupil involved, or have a child who was a witness to the incident and has told them about it;
- have a spouse/partner who was involved in the incident;
- for any other reason they may not be able to be impartial;
- is a member of the school staff;
- is the chair of governors and has discussed the pupil / student with the Principal;

Chairing the Meeting

A full member of the local governing board must chair the meeting or a representative of the MAT. The LGB Chair may act as chair, provided that he/she has not discussed the matter before with anyone, especially the Principal but it can be one of the other governors.

Clerking the Meeting

The meeting will be clerked with a record kept of the discussion in line with the agenda.

The Agenda, details of who will be present at the meeting should be sent to all parties at least 5 school days prior to the meeting (this includes parents/carers).

Order of the Meeting

Noting the attendance

- The Clerk should take minutes and a list of the names of everyone who is present at the meeting
- The clerk should also note if the parents/carers do not attend, stating when and how they were invited to attend, and how and whether or not they had indicated that they would be present.

- Governors also need to detail the pupil / student 's views and how they were obtained if they or their parent/carer does not attend. Parent/carers may be delayed for whatever reason and it is at the chair's discretion whether the start of the meeting will be briefly postponed, but being mindful of natural justice it would be appropriate to allow parents/carers sufficient time to attend.

Apologies

- The clerk should note any apologies offered.

Chair's welcome, introductions and opening remarks

The Chair of the panel should welcome everyone, and either perform introductions or ask people to introduce themselves. The Chair should state the purpose of the meeting and outline its format.

The purpose of the meeting:

- to establish whether, based on the facts known at the time, the Principal took the right action in excluding the pupil / student ;
- to consider whether the type of exclusion was appropriate;
- to ensure the exclusion was reasonable, fair and appropriate considering the Principal's legal duties;
- whilst the local governing board is legally required to consider an exclusion - on behalf of Trustees - they must consider the interests and circumstances of the excluded pupil / student , including circumstances in which the pupil / student was excluded, and have regard to the interests of other pupils/pupil s and people working in the academy;
- to establish that the Principal's decision warrants a permanent exclusion and is in response to serious or persistent breaches, of the Academy's behaviour policy; and where allowing the pupil / student to remain in the academy would seriously harm the education or welfare of the pupil or others in the academy

Based on the evidence presented to them the governors on the panel have two basic options:

- to reinstate the pupil / student , immediately or a future date; or
- to decline to reinstate

In order to help them reach their judgement the meeting should take the following pattern.

Verbal Statement from the Principal

- This will be in support of any written evidence previously circulated.
- The Principal must be able to make the case on the day – it is not sufficient to rely on information previously sent out.
- Staff members may be invited to attend to offer supporting evidence, being careful not to be over represented.
- Governors, parents/carers may make comments/ask questions after the Principal or staff member with delegated responsibility has presented the case.
- Written evidence should be circulated in advance it should be sent to all the parties involved at least 5 days prior to the meeting, this includes the parents/carers
- Witness statements should be signed and dated unless there is good reason not to.

There should also be the excluded pupil / student 's views considering their age and understanding.

In the case of a permanent exclusion, where the Principal may need to outline a series of events/poor behaviour, it is acceptable to provide a list of the pupil / student 's transgressions, a report from the Principal giving evidence why the exclusion is justified. This should include sufficient evidence to allow governors to have a full picture of the situation i.e. Pastoral Support Plan, Individual Education Plan, Risk Assessment, details of intervention strategies and outcomes, whether a Family Support Plan has been

offered or provided, and details of special education needs/disability and how these have been supported.

Questions to the Principal or delegated Staff Members

Panel members (governors) may ask questions to clarify points after the Principal has presented his/her case as well as parents/carers.

Verbal Statement by Parent / Carers or pupil (Depending on Age)

This should support any written evidence that they asked to be circulated in advance. The parent/carer/pupil may ask that their friend or representative speak on their behalf

Questions to Parent / Carers or pupil

Panel members (governors) may make ask questions as well as the Principal. If pupil is in attendance, they may also be questioned

Final Clarification

The Chair of the panel should ensure that all parties, especially the parents/carers/pupil , have had an opportunity to say what they wish to and that all points are clear. Governors should be confident that they have all the information they need to be able to reach a correct decision.

Reaching a Decision

At this point everyone, other than the governors and clerk, should withdraw from the meeting, to allow the governors to discuss the case/s under consideration and form a judgement.

Where parent /carers make it clear they do not wish their child reinstated, the local governing board must, in any event, consider whether the Principal's decision to exclude the child was justified based on the evidence.

In this case a note should be attached to the child's academy record, to clarify if the panel did not support the Principal's action.

Where the panel judged that exclusion was not the correct course of action, it may reinstate the pupil /pupil . In these cases, some of the following might apply:

- the Principal did not provide relevant or sufficient evidence to support the case for an exclusion, or;
- the panel judged that insufficient strategies had been put in place to support the pupil / student prior to the incident that resulted in the exclusion (i.e. it could have been avoided if the academy had given better support), or;
- the parent/carer has made an acceptable representation against the exclusion, e.g. provided evidence of mitigating circumstances, provided evidence to support their child's views with regard to their case;
- the pupil/ pupil had not been given a voice at the meeting and their views captured by the academy;
- strategies could include the use of a Pastoral Support Plan; a risk assessment of the potential hazard the pupil presents or faces; or in the case of Looked After Children, whether their Personal Education Plan has been reviewed;
- based on the balance of probabilities they felt the Principal's decision was not lawful, reasonable and procedurally fair.

Record Keeping

The clerk will take minutes of:

- the evidence and questions by all parties
- the main points of the discussion by panel members;
- the decision reached, and:
- the supporting reasons.
- how the pupil / student 's views were captured

The panel may include comments or make recommendations but cannot put conditions on exclusion or the outcome.

Communicating the Outcome

A formal letter detailing the decision, and setting out the reasons why governors have reached their conclusion, should be sent to the parents/ carers without delay, either hand delivered or posted by first class mail.

Further Actions

In the case of a permanent exclusion, the parents/carers must be informed in the letter from the panel of how they can make an application to an Independent Review Panel

Where parents make an application against a permanent exclusion to an Independent Review Panel after the local governing board meeting they can only uphold the decision; recommend that the local governing board reconsider their decision; or quash the decision and direct the local governing board to reconsider the exclusion again. The Independent Review Panel cannot direct reinstatement, only the Local Governing Board and the First Tier Tribunal can reinstate.

When sent back to governors and recommended to reconsider or the decision quashed and direction is given to the local governing board to reconsider: this has to take place 10 days from the date of receipt of the outcome of the Independent Review Panel. It is then the decision of the local governing board to review the decision not to reinstate and write to the parent and Principal of their decision without delay.

Minutes of the Meeting should be held on record in line with the Exceed Learning Partnership record retentions schedule.

One copy of all paperwork needs to be kept as a parent can go the First Tier Tribunal re disability discrimination before and after an Independent Review. Claims can be up to 6 months after the review.