



# Suspensions, Exclusions, Managed Moves and Adapted Timetable Policy

Policy Type:	Inclusion
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# 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 governors, 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 on a daily basis. We believe high standards of behaviour should exist in all of our 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.

## 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.”

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 from the Department for Education: [Exclusion from maintained schools, academies and pupil referral units \(PRUs\) in England](#)

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](#)

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](#)
- [The Equality Act 2010](#)
- [Children and Families Act 2014](#)

As a Trust this policy complies with our funding agreement and articles of association.

Definitions:

- *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* – when a governing board of a school requires a pupil to attend another education setting temporarily, to improve their behaviour.
- *Parent* – any person who has parental responsibility and any person who has care of the child.
- *Managed move* – In JMAT a managed move is considered to be between two schools where the child is dual registered with the expectation of the child returning to the sending school after a set period of time.

## 5. Roles and responsibilities

The Headteacher: **deciding whether to internally/externally suspend or exclude**

Only the headteacher, or acting headteacher, can internally/externally suspend or permanently exclude a child from school on disciplinary grounds. 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**.

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.

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 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.
- Consider whether the child has special educational needs (SEN).
- 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.

As a Trust, we will work with the school's headteacher to consider the views of the child, in light of their age and understanding, before deciding to suspend or exclude, unless it would not be appropriate to do so.

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

The headteacher will not reach their decision until they have heard from the child, and will inform the child of how their views were taken into account when making the decision.

## 6. Informing parents

If a child is at risk of suspension or exclusion the headteacher will inform the parents as early as possible, 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 to improve the behaviour.

If the headteacher decides to suspend or exclude a child, the parents will be informed of the period of the suspension or 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 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 governing board and how the child may be involved in this.
- How any representations should be made.
- Where there is a legal requirement for the governing 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.

(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 in order 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.

## 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 the 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/time tables 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.

## 7. Informing the governing board

The headteacher will, without delay, notify the governing board of:

- Any permanent exclusion, including when a suspension is followed by a decision to permanently exclude a child.
- Any suspension or permanent exclusion which would result in the child 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 child missing a National Curriculum test.

The headteacher will notify the 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.

## 8. 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.

## 9. 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 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 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 governing board 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. The social worker should also help ensure safeguarding needs and risks and the child's welfare are taken into account.

## 10. 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 governing board.

Where there is a cancellation:

- The parents, governing board and LA will be notified without delay.
- Where relevant, any social worker and VSH will 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 governing board once per term on the number of cancellations.
- The child will be allowed back in school.

## 11. 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. 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.

## 12. The governing board

All governing boards in JMAT understand that they have a duty to consider parents' representations about a suspension or permanent exclusion. They have a duty to consider the reinstatement of a suspended or permanently excluded child in certain circumstances. A summary of the governing boards 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 ([September 2023](#)).

[Section 146](#). Within 14 days of a request, a governing board must provide to the Secretary of State and the LA, certain information about any pupils suspended or permanently excluded within the last 12 months.

Section 89. For any suspension of more than 5 school days, the governing board must arrange suitable full-time education for any child of compulsory school age. This provision is commonly called alternative provision and must begin no later than the sixth school day of the suspension.

### **13. Monitoring and analysing suspensions and exclusions data**

Individual governing boards will challenge and evaluate the data on the school's use of suspension, exclusion, off-site direction to alternative provision and managed moves.

The governing board will consider:

- How effectively and consistently the school's behaviour policy is being implemented.
- The school register and absence codes.
- Instances where children receive repeat suspensions.
- Interventions in place to support children 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 children, and why this is taking place.
- Whether the placements of children directed off-site into alternative provision are reviewed at sufficient intervals to assure that the education is achieving its objectives and that children are benefiting from it.
- The cost implications of directing children off-site.

### **14. 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

Each of the school's governing body 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 governing board 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 governing board 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 governing board 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 governing body and/or sub-committee 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 governing board 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 governing board 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 governing board 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 governing board will consider:

- Whether the decision to suspend or permanently exclude was lawful, reasonable, and procedurally fair.
- Whether the headteacher followed their legal duties.
- The welfare and safeguarding of the child and their peers.
- Any evidence that was presented to the governing board.

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 governing board 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 governing board 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 governing board'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 (SEN) are considered to be relevant to the permanent exclusion.
- That, regardless of whether the excluded child has recognised SEN, parents have a right to require JMAT to appoint an SEN expert to advise the review panel.
- Details of the role of the SEN expert and that there would be no cost to parents for this appointment



- That parents must make clear if they wish for an SEN 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 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.

## 15. Independent review

If parents apply for an independent review within the legal timeframe, JMAT will arrange for an independent panel to review the decision of the governing board 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 governing body 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 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 volunteer.
- Current or former school 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 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 an employee of JMAT, or the governing board, 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, governing board, 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 SEN expert is present, the panel must seek and have regard to the SEN expert's view of how SEN may be relevant to the child's permanent exclusion.

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 governing board's decision.
- Recommend that the governing board reconsiders reinstatement.
- Quash the governing board'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 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 governing board 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 governing board 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 governing board 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 governing board does not subsequently decide to offer to reinstate the child within 10 school days.
- Any information that the panel has directed the governing board to place on the child's educational record.

## **16. 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 governing board'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 governing board 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.

## **17. 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 grounds for removal is met and no later than the removal of the child's name.

## **18. 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 concerns at an early stage
- Informing the child, parents and staff of 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.

## **19. 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 in the event that 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.

## **20. 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, governors and other stakeholders on their perceptions and experiences.

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

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 in order 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 by Cheryl Gaughan (JMAT SEND Strategic Lead) on an annual basis. At every review, the policy will be approved by the trustees of JMAT.

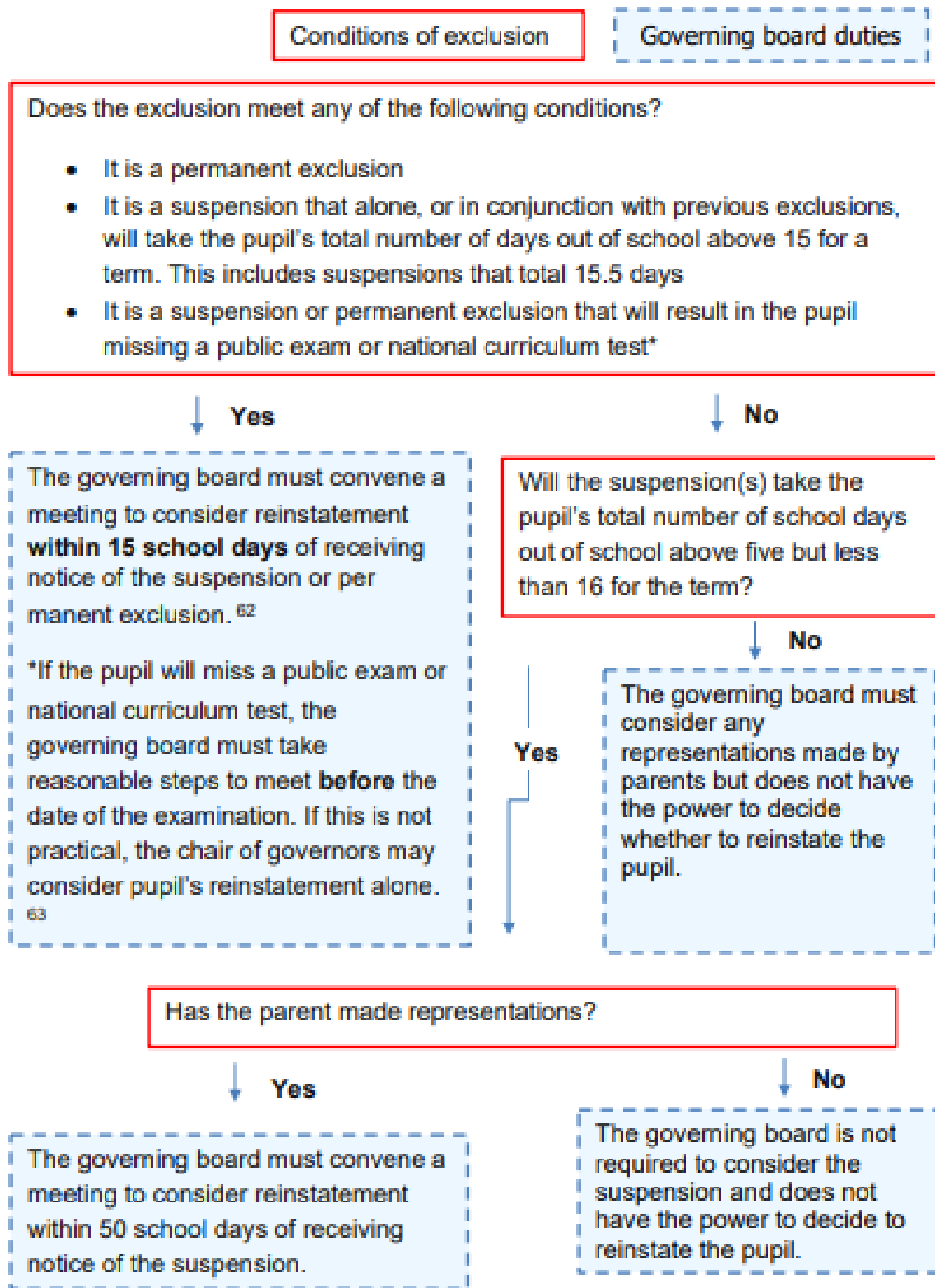
## **21. Links with other policies**

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
- Positive Handling and Individual Risk Assessments

## Appendix 1

### A summary of the governing board's duties to consider reinstatement <sup>61</sup>



<sup>61</sup> Parents on diagram refer to parent if the pupil is under 18 or the excluded pupil, aged 18 or over.

<sup>62</sup> The governing board may delegate its functions to consider a suspension or permanent exclusion to a designated committee.

<sup>63</sup> The ability for a chair to review in the case of public exams refers only to maintained schools.

## **Appendix 2:**

### **Independent review panel training**

JMAT must make sure that all members of an independent review panel and clerks have received training within the 2 years prior to the date of the review.

Training must have covered:

- The requirements of the primary legislation, regulations and statutory guidance governing suspensions and permanent exclusions on disciplinary grounds, which would include an understanding of how the principles applicable in an application for judicial review relate to the panel's decision making.
- The need for the panel to observe procedural fairness and the rules of natural justice
- The role of the chair and the clerk of a review panel.
- The duties of headteachers, governing boards and the panel under the Equality Act 2010
- The effect of section 6 of the Human Rights Act 1998 (acts of public authorities unlawful if not compatible with certain human rights) and the need to act in a manner compatible with human rights protected by that Act.

**Appendix 3: Suspension and Exclusion- Headteacher Checklist** This must be completed and sent to the SEND Strategic Lead (CG) for every suspension and / or exclusion.

Statement	Yes	No	Evidence, including dates	JMAT Central Team involvement ✓ or X
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 this a 'last resort' decision following a wide range of other strategies being implemented and deemed unsuccessful?				
Is suspension/exclusion the most appropriate response?				
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?				
Has there been involvement from School Support Staff- Inclusion support services, Fusion SEND Hub, Learning Support Service, and/or Autism Communication Team, other agencies/services or Educational Psychologists and a pastoral support programme implemented?				
Has advice from services been planned, implemented and reviewed?				
Have alternatives to suspension/exclusion been considered (e.g. restorative approaches, adapted/part time timetable, mediation, internal exclusion, alternative provision, managed move)?				

<p>Factors to consider:</p> <ul style="list-style-type: none"> <li>• Has the suspension/exclusion been considered 'in the heat of the moment'?</li> <li>• Has a thorough investigation been carried out?</li> <li>• Has the evidence been reviewed with full consideration being given towards policies and discrimination?</li> <li>• Has the child's version of events been encouraged/heard and recorded? If not, why?</li> <li>• Are there any mitigating circumstances or is any provocation evident (bullying, harassment etc)?</li> <li>• Is the child looked after by the LA?</li> <li>• Does the child have an EHC plan?</li> </ul>				
<b>Special considerations</b>				
Have issues of SEN or disability been considered and reasonable adjustments been made?				
Is the child a young carer?				
Is the child looked after?				
In the case of a child who is looked after, have you contacted the appropriate Designated Teacher (statutory role) in your school, the child's social work and the Virtual Head to discuss?				
Is the Virtual School Team involved in supporting the child?				
Has the governor for looked after children been informed/involved?				
Is the child subject to a Child in Need Plan or a Child Protection Plan?				
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 safe guarding impact of a suspension/exclusion on this child?				



## 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** (give a description of the incident, including **date and time of incident**, ensuring that the **specific reason for 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 previous incidents into account.**

**School will set work for [Pupil's Name] to be completed during the suspension period** (detail the **arrangements** for this). **You 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 you can request a packed lunch from school by contacting [Staff Name and contact]. Although the school is obliged to provide a meal it is your responsibility to request and collect it.**

(Delete paragraph as necessary - if 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** Rotherham Exclusion Team on

- 01709 808004 or email: [exclusions@rotherham.gov.uk](mailto:exclusions@rotherham.gov.uk)

Alternatively, you may wish to contact the [Coram Children's Legal Centre](#) Advice line on

- 0300 3305485, or at [www.childrenslegalcentre.com](http://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: <https://www.rotherhamsendiass.org.uk/contact-1> or by telephone on 01709 823627.**

### **Your rights to make representations to the Governing Board**

- A. If the total number of days suspension in any one term are below five** you have the right to make representations to the Governing Board who will consider these, but the Governing Board does **not** have the authority to overturn the suspension.
- B. If the total number of days suspension in any one term is above 5 but below 15** you have the right to request a Governing Board Hearing. This meeting will be held within 50 days of you receiving the suspension notice.
- C. If the total number of days suspension in any one term are above 15** the Governing Board **must** convene a statutory meeting to consider reinstatement. A representative of the local authority may attend.

**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 [\[Name and contact details of Clerk to Governors\]](#)

**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: 01325 289350

Fax: 0870 7394017

By Email: [send@justice.gov.uk](mailto: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 Governing Board.

**Other sources of support that can be accessed:**

- ACE education runs a limited advice line service on 0300 0115 142 on Monday to Tuesday from 10 am to 1 pm during term time. Information can be found on the website: <http://www.ace-ed.org.uk/>.
- 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>

**Yours Sincerely**

[Name]

**Head Teacher/Principal**

**Copies: Chair of the Governing Board**

**Clerk to the Governing Board**

**Local Authority Exclusion Team**

**[Insert as required: 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** (give a description of the incident, including **date and time of incident**, ensuring that the **specific reason for 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** (detail the **arrangements** for this). **You 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 you can request a packed lunch from school by contacting [Staff Name and contact]. Although the school is obliged to provide a meal it is your responsibility to request and collect it.**

(Delete paragraph if 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 6<sup>th</sup> 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/carers that they will be notified by a further letter).

[The next paragraph is for the head teacher to use to hold a reintegration meeting. There is no legal requirement to hold a reintegration meeting, however, all schools 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 Governing Board must meet to consider the suspension[s]. The latest date on which the Governing Board can meet is [date] (no later than 15 school days from the date the Governing Board is notified).**

**At the review meeting you may make representations to the Governing Board.**

**You will, whether you choose to make representations or not, be notified by the Clerk to the Governing Board 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 Rotherham Exclusion Team on**

- 01709 808004 or email: [exclusions@rotherham.gov.uk](mailto:exclusions@rotherham.gov.uk)

Alternatively, you may wish to contact the [Coram Children's Legal Centre](#) Advice line on

- 0300 3305485, or at [www.childrenslegalcentre.com](http://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 <https://www.rotherhamsendiass.org.uk/contact-1> or by telephone on 01709 823627.**

**Your rights to make representations to the Governing Board**

- A. If the total number of days suspension in any one term are below five** you have the right to make representations to the Governing Board who will consider these, but the Governing Board does **not** have the authority to overturn the suspension.
- B. If the total number of days suspension in any one term is above 5 but below 15** you have the right to request a Governing Board Hearing. This meeting will be held within 50 days of you receiving the suspension notice.
- C. If the total number of days suspension in any one term are above 15** the Governing Board **must** convene a statutory meeting to consider reinstatement. A representative of the local authority may attend.

**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 Governors](#)]

**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: 01325 289350

Fax: 0870 7394017

By Email: [send@justice.gov.uk](mailto: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 Governing Board**

**Other sources of support that can be accessed:**

- ACE education runs a limited advice line service on 0300 0115 142 on Monday to Tuesday from 10 am to 1 pm during term time. Information can be found on the website: <http://www.ace-ed.org.uk/>.
- 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>

**Yours Sincerely**

[Name]

**Head Teacher/Principal**

**Copies: Chair of the Governing Board  
Clerk to the Governing Board  
Local Authority Exclusion Team**

**[Insert as required: 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 Governing Board.

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.

Alternative arrangements for [Pupil's Name] education to continue will be made.

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 incidents of previous misbehaviour into account. (Provide brief details of any relevant previous warnings, suspensions, or other sanctions/strategies used in an attempt to avoid exclusion).

School will set work for [Pupil's Name] during the first [\*specify the number as appropriate] school days of this exclusion (detail the arrangements for this). 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 you can request a packed lunch from school by contacting [Staff Name and details]. Although the school is obliged to provide a meal it is your responsibility to request and collect it.

(Delete as necessary) From the 6<sup>th</sup> 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 6<sup>th</sup> school day 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.

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

As this is a permanent exclusion the Governing Board 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 Governing Board.

You will, whether you choose to make representations or not, be notified by the Clerk to the Governing Board 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.

The Governing Board 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 Rotherham Exclusion Team on

- 01709 808004 or email [exclusions@rotherham.gov.uk](mailto:exclusions@rotherham.gov.uk)

Alternatively, you may wish to contact the [Coram Children's Legal Centre](#) Advice line on

- 0300 3305485, or at [www.childrenslegalcentre.com](http://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: <https://www.rotherhamsendiass.org.uk/contact-1> or by telephone on 01709 823627.

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: 01325 289350

Fax: 0870 7394017

By Email: [send@justice.gov.uk](mailto: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 Governing Board

#### Other sources of support that can be accessed:

- ACE education runs a limited advice line service on 0300 0115 142 on Monday to Tuesday from 10 am to 1 pm during term time. Information can be found on the website: <http://www.ace-ed.org.uk/>.
- 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>



**Yours Sincerely**

[Name]

**Head Teacher/Principal**

**Copies: Chair of the Governing Board**

**Clerk to the Governing Board**

**Local Authority Exclusion Team**

**[Insert as required: 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]

Governing Board 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 Governing Board, the headteacher/other school staff, and a representative of the Local Authority may also attend the meeting.

Although the Governing Board 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 Governing Board**

**Copies to: Head Teacher**

**Chair of the Governing Board**

**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

<b>School:</b>	
<b>Name of child:</b>	
<b>Year group:</b>	
<b>Name of staff member:</b>	

<b>Identification of risk</b>	
<b>Describe the risk</b>	
<b>Is the risk potential or actual?</b>	
<b>Who is affected by the risk?</b>	

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

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

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

<b>Agreed by:</b>	
<b>Signatures:</b>	
<b>Designation:</b>	
<b>Date:</b>	

**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**

<b>School:</b>	
<b>Name of child:</b>	
<b>Child's date of birth:</b>	
<b>UPN:</b>	

<b>Ethnicity:</b>	
<b>Identified gender:</b>	

<b>Is the child looked after by Rotherham or any other LA?</b>	<b>Yes</b>	<b>No</b>
<b>If yes, please state which?</b>	<input type="checkbox"/>	<input type="checkbox"/>

<b>Does the child have an EHCP?</b>	<b>Yes</b>	<b>No</b>
	<input type="checkbox"/>	<input type="checkbox"/>

<b>Does the child have an Early Help assessment?</b>	<b>Yes</b>	<b>No</b>
	<input type="checkbox"/>	<input type="checkbox"/>

<b>Is the child subject to Child Protection or Child in Need?</b>	<b>Yes</b>	<b>No</b>
	<input type="checkbox"/>	<input type="checkbox"/>

<b>Has the child been on a part-time timetable before?</b>	<b>Yes</b>	<b>No</b>
	<input type="checkbox"/>	<input type="checkbox"/>

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

<b>Reason for part-time timetable:</b>	
<b>Date of meeting agreeing the part-time timetable:</b>	
<b>Start date of part-time timetable:</b>	
<b>Number of hours in education per week:</b>	
<b>1<sup>st</sup> review date:</b>	
<b>2<sup>nd</sup> review date*:</b>	
<b>End date of part-time timetable:</b>	

\*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.

<b>Parent signature:</b>	
<b>Date:</b>	

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.

<b>School signature:</b>	
<b>Date:</b>	
<b>Designation:</b>	

Other signatures (if required)

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

**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				
<b>Name:</b>		<b>Date of Birth:</b>		<b>Year Group:</b>
<b>Name of Parent/Carer:</b>			<b>Contact Details:</b>	
<b>Address:</b>				
<ul style="list-style-type: none"> <li>• Is the pupil a Looked after Child? YES/NO</li> <li>• Is the pupil subject to a Child Protection Plan? YES/NO</li> <li>• Has the pupil been referred to Early Help? YES/NO</li> <li>• Does the pupil have an EHC Plan? YES/NO</li> <li>• Has a request for an EHCP Assessment been submitted? YES/NO</li> <li>• If YES please give date submitted</li> <li>• Is the pupil identified as having Special Educational Needs and/or Disabilities YES/NO</li> <li>• If YES please give details:</li> </ul>				
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	



<b>Previous Strategies Used (Graduated Response)</b>			
<b>Wave 1</b>	<b>Wave 2</b>	<b>Wave 3</b>	
<b>Comments</b>	<b>Comments</b>	<b>Comments</b>	

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

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

**Readmission to school**

**Arrangements for pupil's arrival:**

**Preparing receiving staff:**

**Notes:**

<b>Pupil comments:</b>	<b>Parent/Carer comments:</b>	<b>School's comments:</b>
Signed:	Signed:	Signed:
Name:	Name:	Name: