

Suspension and Permanent Exclusion Policy

Version 3

This policy applies to all Primary and Secondary Schools.



**DINNINGTON
HIGH SCHOOL**



Wingfield Academy



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1.0 Guiding Principles

- 1.1 We are fully committed to ensuring that all pupils access their full entitlement to a high-quality education, enabling them to thrive and succeed. To achieve this, all children have the right to learn in safe, orderly, and positive environments where their needs are met.
- 1.2 We will endeavour to provide a broad and balanced curriculum that meets the needs of all pupils, enables them to progress and be successful in their future.
- 1.3 Our inclusive approach ensures reasonable adjustments will be made in recognition that each child is unique. In all cases we make decisions in the best interests of the child and will work in partnership with other agencies to ensure that children are supported in the right way.
- 1.4 Our Headteacher/Principals have the right to suspend or permanently exclude a pupil where there has been a serious breach or breaches of the behaviour policy and where allowing the pupil to remain in the academy would seriously harm the education or welfare of the pupil or others such as staff or pupils in the academy.
- 1.5 Considerations will only be made following appropriate preventive measures have been taken and all reasonable adjustment have been exhausted
- 1.6 Decisions will be made with due regard to safeguarding duties, equality duties and SEND obligations.
- 1.7 For the purpose of this policy, statutory governing board functions are exercised through the Trust's Scheme of Delegation by the Advisory Group, Education and Standards Committee and Student Suspensions and Exclusions Committee
- 2.0 The Trust is committed to creating calm, safe and supportive environments where pupils and staff are respected and able to thrive. Suspension and permanent exclusion are important behaviour management tools which may be required to maintain safe school environments. Permanent exclusion will only be used as a last resort where all reasonable interventions have been exhausted and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others. Decisions will always be lawful, reasonable, fair and proportionate.

2.0 Purpose and intent

- 2.1 All decisions to suspend and/or permanently exclude will be lawful, reasonable and fair. The Academy / School pays due regard to the principle legislation, namely:

- the 2011 Education Act
- the School Discipline Regulations 2012
- the Education and Inspections Act 2006
- the Education Act 1996
- the Education (Provision of Full-Time Education for Excluded Pupils) Regulations 2007, as amended by the Regulations 201
- DfE Suspension and Permanent Exclusion Guidance July 2026
- Education (Educational Provision for Improving Behaviour) Regulations 2026
- **Behaviour in Schools** – Department for Education, **February 2024**
- **Keeping Children Safe in Education 2026** – Department for Education, **July 2026**
- **Working Together to Improve School Attendance** – Department for Education, **July 2026**
- **Mental Health and Behaviour in Schools** – Department for Education, **November 2018**
- The most up to date guidance released by the DfE

Exclusions will only be imposed on disciplinary grounds and will never be used for non-disciplinary reasons.

2.2 The following examples maybe reasons for a suspension (this list is not exhaustive):

- Failure to comply with a reasonable request from a senior member of staff.
- Behaviour that endangers or may endanger the student's own safety
- Behaviour that endangers or may endanger the safety of others
- Violent or threatening behaviour towards a student or member of staff
- Directed use of foul, derogatory /or abusive language towards a student or member of staff
- Possession and/or consumption of alcohol or drugs
- Persistent or repeat incidences of bullying
- Theft

2.3 When making a decision regarding a suspension we are mindful not to discriminate against children on the basis of protected characteristics such as disability. Children with identified special educational needs and disabilities (SEND) will need more support to meet expectations, although they must not present a health and safety risk to staff or students and must be within the control of the Academy / School. The Headteacher/Principal will pay due regard to the SEND Code of Practice when suspending a child with an identified need. Reasonable adjustments for identified children will be agreed under the direction of the school's SENDCO.

2.4 A student may be suspended for one or more fixed-term periods (up to a maximum of 45 school days in a single academic year) or permanently. Students can be suspended for full days or parts of a day or from the premises

at lunchtime if behaviour at this time is disruptive. Where the Headteacher/Principal believes an incident may warrant more than a five-day suspension, the Academy / School has the duty to arrange for education following the fifth day. Where students are suspended for incidents of similar circumstances the number of days suspension sanctioned will increase with severity.

2.5 The Academy / School has the power to sanction pupils for misbehaviour outside of the Academy / School premises to such an extent as is reasonable. Conduct outside the Academy / School premises, including online conduct, that we will sanction for:

- when on any Academy / School -organised or Academy / School -related activity
- travelling to and from the Academy / School
- when wearing Academy / School uniform
- when in some way identifiable as a pupil at the Academy / School
- where there will be repercussions for the orderly running of the Academy / School
- posing a threat to another pupil
- adversely affecting the reputation of the Academy / School

2.6 **A note on off-rolling**

‘Off-rolling’ is a form of gaming and occurs where a school decides, in the interests of the school and not the pupil, to:

Remove a pupil from the school admission register without a formal, permanent exclusion, or

Encourage a parent/carer to remove their child from the school, or

Encourage a sixth-form student not to continue with their course of study, or

Retain a pupil on the school admission register but not allow them to attend the school normally, without a formal permanent exclusion or suspension, or

Move a pupil to alternative provision (AP) where this is not in their best interests, or

Send a pupil home without formally recording a suspension regardless of whether it occurs with the agreement of parents/carers, or

Place a pupil on a part-time timetable for behavioural reasons

Remove a pupil from the school roll without following due process

Accordingly, we will not suspend or permanently exclude a pupil unlawfully by telling or forcing them to leave, encouraging their parent(s)/carer(s) to remove them from the school, or not allowing them to attend school without following the statutory procedure contained in the School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012, or formally recording the event.

Any suspension or exclusion will be made on disciplinary grounds, and will not be made:

Because a pupil has special educational needs and/or a disability (SEND) that the school feels unable to support, or

Due to a pupil's poor academic performance, or

Because the pupil hasn't met a specific condition, such as attending a reintegration meeting

If any pupil is suspended or permanently excluded on the above grounds, this will also be considered as 'off-rolling'.

The Trust will not use informal, unlawful or unofficial exclusions. Any removal from school for disciplinary reasons will be formally recorded and notified as a suspension or permanent exclusion in accordance with statutory guidance.

3.0 Definitions

- 3.1 Internal exclusion – where student remains in school, but works in a separate room for a set duration. Students in internal exclusion are supervised and have access to lesson work and wider learning for the duration of their sanction – as detailed in the Trust Behaviour Policy.
- 3.2 Managed move – when a student is transferred to another school permanently. All parties, including parents and the admission authority for the new school, should consent before a managed move occurs. Managed moves cannot be used on a trial basis. Managed moves must comply with the School Admissions Code (unless the pupil has an education, health and care (EHC) plan).
- 3.3 Off-site direction – when an Advisory Group of a maintained school requires a pupil to attend another education setting temporarily, to improve their behaviour.
- 3.4 Parent – any person who has parental responsibility and any person who has care of the child.
- 3.5 Permanent exclusion – when a student is removed from the school permanently and taken off the school roll. This is sometimes referred to as an 'exclusion'.
- 3.6 Suspension – when a student is removed from the school for a fixed period. This was previously referred to as a 'fixed-term exclusion'.
- 3.7 **Alternative Provision (AP) – Suitable full-time education arranged from the sixth school day of a suspension or permanent exclusion, or other provision arranged to meet students' needs outside of mainstream education**

4.0 Roles and Responsibilities of ALL parties

4.1 The Headteacher/Principal

4.1.1 Only the Headteacher/Principal has the power to suspend or exclude a student and this is only on disciplinary grounds. When establishing facts, the Headteacher/Principal must apply the civil standard of proof: 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt'. The Headteacher/Principal has the right to direct a child to off-site education. Parents will be informed initially by telephone. This will be followed up with a letter.

4.1.2 Before deciding whether to suspend or exclude a student, the Headteacher/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
- The Headteacher/Principal will consider the views of the student, in light of their age and understanding, before deciding to suspend or exclude, unless it would not be appropriate to do so
- Consider whether the student has special educational needs (SEND)
- Consider whether the student is especially vulnerable:
 - Safeguarding concerns;
 - Trauma-informed considerations;
 - Adverse childhood experiences;
 - Contextual safeguarding risks;
 - Mental health considerations;
 - Social worker involvement;
 - Looked-after or previously looked-after status
- Consider whether all alternative solutions have been explored, such as off-site direction or managed moves (which are permanent and not used as trial placements)

4.1.3 When considering off-site direction, the school complies with the Education (Educational Provision for Improving Behaviour) (Application to Academies and Pupil Referral Units and Minor Amendments) Regulations 2026, and has regard to the Arranging alternative provision: a guide for local authorities and schools.

4.1.4 Before directing a pupil off-site or agreeing a managed move, the school will:

Ensure the pupil's views are sought and considered

Be able to evidence that appropriate interventions have already been implemented

Share relevant information with the receiving setting and the local authority (LA), including attainment data, risk assessments and support strategies

4.1.5 Where a managed move is being considered for a pupil with a social worker, the school will inform, at the earliest opportunity:

The social worker

The DSL

Parents/carers (unless this would create a safeguarding risk)

For looked after children: the virtual school head (VSH)

4.1.6 Before making a decision to suspend or permanently exclude, the Headteacher will seek and consider the views of the pupil, taking account of their age, understanding and individual circumstances unless it is not appropriate to do so. Pupils will be informed how their views have been considered. Appropriate support will be provided to enable pupils to express their views, including support from advocates, parents, social workers or trusted adults.

4.1.7 If it is decided that a managed move is in the pupil's best interests, the original school and new school will work together to make sure that any personal education plan (PEP) that the pupil has is reviewed and amended to reflect the move.

4.1.8 Where there are concerns about the behaviour, or risk of suspension or permanent exclusion, of a pupil with SEN, a disability or an education, health and care (EHC) plan, the school will, in partnership with others (including where relevant, the LA), consider what additional support or alternative placement may be required. This will involve assessing the suitability of provision for the pupil's SEN or disability.

4.1.9 Where a pupil has an EHC plan, the school will contact the LA about any behavioural concerns at an early stage and consider requesting an early annual review prior to making the decision to suspend or permanently exclude the pupil.

4.1.10 Safeguarding Considerations Prior to Exclusion - Behaviour may be a manifestation of unmet need, trauma, abuse, neglect or safeguarding concerns. Before making a permanent exclusion decision, the Headteacher will consider whether additional safeguarding or multi-agency support may be more appropriate.

If there is an ongoing safeguarding investigation (whether that includes a criminal investigation or not) that may result in the permanent exclusion of a pupil, or if a pupil has been reinstated to the school, it is likely that complex and difficult decisions will need to be made. These decisions will be made alongside the school's safeguarding duties and its duty to provide an education.

Deciding whether to temporarily remove a pupil from the school site for safeguarding reasons

4.1.11 In exceptional circumstances, the headteacher may decide to temporarily prevent a pupil from attending the school site for safeguarding reasons. Any such decision will:

- Be recorded in writing;
- Identify review arrangements;
- Provide education;
- Involve parents;
- Involve relevant agencies;
- Support reintegration at the earliest opportunity.

This measure will only be used when:

- It is necessary to separate pupils to ensure safety, and
- There is no reasonable alternative that would allow all pupils to remain on site

Decisions will be made on a case-by-case basis, led by the designated safeguarding lead (DSL) and informed by multi-agency working where appropriate (e.g children's social care or the police). Where this measure is used, the school will:

- Inform parents/carers without delay, including the reasons for the decision
- Notify the governing board without delay
- Provide work for the pupil to complete at home, or work with the LA to ensure suitable education is arranged
- Support the pupil's reintegration, as soon as it is safe to do so

4.2 Advisory Group

4.2.1 The Advisory Group has a duty to consider parents' representations about a suspension or permanent exclusion. It has a duty to consider the reinstatement of a suspended or permanently excluded student (where applicable, as detailed below).

4.2.2 The Advisory Group has delegated this responsibility to a Student Suspensions and Exclusions Committee which will comprise of 3 individuals made up from Advisors from across the trust, Governance representatives from other local Trusts/Schools, non-executive Directors or Trust Members who can hear the case impartially. If an individual has a connection with the student, or knowledge of the incident that led to the exclusion, which could affect his or her ability to act impartially, he or she should step down

4.2.3 The Advisory Group's Student Suspensions and Exclusions Committee will consider and decide on the reinstatement of a suspended or permanently

excluded student 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 student's total number of days out of school to more than 15 in a term; or
- It would result in a student missing a public exam or National Curriculum test

4.2.4 Where the student has been suspended, and the suspension does not bring the student's total number of days of suspension to more than 5 in a term, the Advisory Group Chair must consider any representations made by parents. However, it is not required to arrange a meeting with parents and it cannot direct the Headteacher/Principal to reinstate the student.

4.2.5 Where the student has been suspended for more than 5 days, but less than 16 days, in a single term, and the parents make representations to the Advisory Group, the Student Suspensions and Exclusions Committee will consider and decide on the reinstatement of a suspended student within 50 school days of receiving notice of the suspension. If the parents do not make representations, the Committee is not required to meet and it cannot direct the Headteacher/Principal to reinstate the student.

4.2.6 Where a suspension or permanent exclusion would result in a student missing a public exam or National Curriculum test, Student Suspensions and Exclusions Committee will, as far as reasonably practicable, consider and decide on the reinstatement of the student before the date of the exam or test. If this is not practicable, the Student Suspensions and Exclusions Committee may consider the suspension or permanent exclusion and decide whether or not to reinstate the student.

4.2.7 Any further suspensions after the 15-day hearing will be considered by a member of the Advisory Group/Director within the 15-school day timeframe to ensure the decision was fair, reasonable and lawful.

4.2.8 The school's advisory group and Board's Education and Standards Committee will review, challenge and evaluate at least annually the data on the school's use of:

- suspensions;
- permanent exclusions;
- off-site direction;
- managed moves;
- safeguarding removals;
- reintegration outcomes;
- repeat suspensions.

Both committee's will:

- Closely scrutinise patterns of all pupil movement (identified above)
- Ensure these measures are only used as a last resort
- Review any use of separation from site for safeguarding purposes
- Challenge the leadership teams to identify and address emerging trends

4.2.9 The Board will receive at least annual assurance regarding the use of suspensions, permanent exclusions, off-site direction, managed moves and safeguarding-related removals from site, including analysis of disproportionate impact on groups of students, including:

- SEND;
- EHCP status;
- ethnicity;
- gender;
- disadvantaged pupils;
- looked-after children;
- previously looked-after children;
- pupils with social workers

4.2.10 Performance data and benchmarking:

Both Committees will hold leaders to account and make informed decisions. To enable them to do so, they'll make use of performance data in the following areas:

- Pupil numbers, attendance and exclusions
- Attainment and progress
- Curriculum planning and class sizes
- Financial management and governance
- Quality assurance
- Safeguarding and wellbeing
- The school community, including staff, pupils, parents/carers and the Advisory Group

4.3 The Parent/Carer or any person with parental responsibility

4.3.1 Parents/Carers have a duty to ensure their children are not in a public place at any time during the school day. Failure to comply with this could lead to a fixed penalty notice or prosecution.

5.0 Reintegration

5.1 Following suspension, period of off-site direction, separation for safeguarding purposes, or cancelled suspension or exclusion, the school will put in place a strategy to help the pupil reintegrate successfully into school life and full-time education. Reintegration will consider:

- Behavioural support;
- SEND;
- Attendance;
- Safeguarding;
- Wellbeing;
- Pastoral support;
- Reasonable adjustments.

The purpose of reintegration is to reduce the likelihood of further suspensions and support successful engagement in education.

Where necessary, the school will work with third-party organisations to identify whether the pupil has any unmet special educational and/or health needs. This meeting will be chaired by a member of the behaviour team and/or senior leadership team. At the meeting, the strategy for reintegration and managing the student's behaviour will be discussed.

The meeting can proceed without the parents/carers in the event that they cannot or do not attend.

6.0 The decision

6.1 A decision to exclude a student permanently should only be taken:

- In response to serious or persistent breaches of the Academy's / School's Behaviour for Learning Policy.
- Where allowing the student to remain in the Academy / School would seriously harm the education or welfare of the students or others in the Academy / School.

6.2 The Headteacher/Principal will make the judgement, in exceptional circumstances, where it is appropriate to permanently exclude a child for a first or 'one-off' offence. These offences might include:

- Serious actual physical assault against another student or a member of staff;
- Bringing onto Academy / School site illegal substances with or without an intent to supply;
- Carrying an offensive weapon; (See Appendix 1 for guidance)
- Potentially placing members of the public in significant danger or at risk of significant harm.

- These instances are not exhaustive, but indicate the severity of such offences and the fact that such behaviour can affect the discipline and well-being of the Academy / School community.

7.0 Behaviour expectations and Pupils with Special Educational Needs and/or Disability (SEND)

- 7.1 The Academy's / School's culture will consistently promote high standards of behaviour and provide the necessary support to ensure all pupils can achieve and thrive both in and out of the classroom. Our whole-school approach aims to meet the needs of all pupils in the school, including pupils with SEND, so that everyone can feel they belong in the school community and high expectations are maintained for all pupils. Our behaviour culture will create a calm environment which will benefit pupils with SEND, enabling them to learn.
- 7.2 Some behaviours are more likely be associated with particular types of SEND, such as a pupil with speech, language and communication needs who may not understand a verbal instruction. Behaviour will always be considered in relation to a pupil's SEND, although it does not follow that every incident of misbehaviour will be connected to their SEND.
- 7.3 We will manage pupil behaviour effectively, whether or not the pupil has underlying needs. When a pupil is identified as having SEND, the graduated approach will be used to assess, plan, deliver and then review the impact of the support being provided.
- 7.4 The law also requires the Academy / School to balance a number of duties, ensuring that they have a bearing on the behaviour policy and practice, particularly where a pupil has SEND that at times affects their behaviour. In particular:
- schools have duties under the Equality Act 2010 to take such steps as is reasonable to avoid any substantial disadvantage to a disabled pupil caused by the school's policies or practices;
 - under the Children and Families Act 2014, relevant settings have a duty to use their 'best endeavours' to meet the needs of those with SEND;
 - if a pupil has an Education, Health and Care plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies.
- 7.4.1 Before permanently excluding a student with SEND, the school will review:
- Reasonable adjustments;
 - Implementation of the graduated approach;
 - Progress made through Assess, Plan, Do, Review;
 - Suitability of current provision;
 - Need for an emergency annual review where an EHCP exists.

7.5 Reasonable Adjustments

7.5.1 Under the Code of Practice (2014) schools have a duty to ensure that for students with SEND, reasonable adjustments are offered. Reasonable adjustments ensure that the barrier to a student need is reduced/ removed.

7.5.2 As part of meeting any of these duties, we will, as far as possible, anticipate likely triggers of misbehaviour and put in place support to prevent these. Examples of preventative measures include (but are not limited to):

- short, planned movement breaks for a pupil whose SEND means that they find it difficult to sit still for long;
- adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher;
- adjusting uniform requirements for a pupil with medically/clinically evidenced sensory issues or who has severe eczema;
- the use of a brain break
- key worker access to a safe space, ensuring that they have a champion and advocate within the Academy / School
- interventions to support Social Emotional Mental Health where the Academy / School feels it is appropriate.
- The Academy / School also works closely with Rotherham With Me in Mind (part of CAMHS early prevention offer) and would signpost and support students in accessing mental health support
- training for staff in understanding conditions such as autism.

7.6 Any preventative measure should take into account the specific circumstances and requirements of the pupil concerned.

8.0 Communication

8.1 We will communicate any decision to exclude to parents/carers as soon as reasonably possible after the decision is made. Communication is normally verbal in the first instance with staff aiming to speak to parents/carers and explain the situation and the decision reached. For all forms of suspensions and exclusions, this will be followed up with a formal letter.

8.2 The school will notify the Local Authority without delay of all suspensions and permanent exclusions regardless of length. The school will notify the 'home authority where a student lives outside of the LA in which the school is located.

8.3 The Headteacher will notify relevant social workers and Virtual School Heads without delay following any suspension or permanent exclusion. Where a looked-after child is at risk of suspension or permanent exclusion, the school will consider:

- How effectively the current personal education plan (PEP) is being implemented, and
- Whether an interim review of the PEP needs to take place
- How the school is using Pupil Premium Plus

8.4 The Headteacher/Principal will, without delay, notify the Advisory Group Chair (via the Governance Manager) of:

- Any permanent exclusion, including when a suspension is followed by a decision to permanently exclude a pupil
- Any suspension or permanent exclusion which would result in the pupil being suspended or permanently excluded for a total of more than 15 school days in a term
- Any suspension or permanent exclusion which would result in the pupil missing a National Curriculum test or public exam

8.5 If alternative provision is being arranged to improve behaviour, the written notification will include:

- The start date for any provision of full-time education that has been arranged
- The address at which the provision will take place
- The name of the person the pupil should report to on arrival
- The duration of the placement
- The reasons for, and objectives of, the placement
- The start and finish times of any such provision
- Where 2 sessions per day are provided:
 - What time the morning sessions starts
 - What time the afternoon session ends
 - What time the break between them starts and ends
- Where a single session per day is provided:
 - What time the session starts and ends

8.6 If the headteacher does not have 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.

8.7 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'/carers' consent.

8.8 If the headteacher cancels the suspension or permanent exclusion, they will notify the parents/carers/student without delay, and provide a reason for the cancellation.

9.0 Challenging the decision to exclude

9.1 There is a statutory process in place for parents/carers to follow should they wish to challenge an exclusion (fixed term or permanent).

9.2 A Student Suspensions and Exclusions Committee will be convened to consider the challenge. The following parties will be invited to a panel meeting:

- The Headteacher/Principal and/or his/her representative
- The parents/carers of the excluded student (who may be accompanied by friends or representatives). (The panel would need to consider what would be a reasonable limit on numbers attending the meeting)
- The excluded student where this is appropriate given their age and level of understanding (whose attendance is optional and subject to parental consent)
- Pupils should be enabled and encouraged to participate in the review processes where appropriate.
- Where applicable the student's social worker / Virtual School Head (VSH). This is so they can provide advice on how the student'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 student's welfare are taken into account.

9.3 The panel are not required to agree to a request from parents/carers for a representative from the LA to attend a suspension or exclusion review meeting and any representative from the LA who do attend, can only make representations if the panel gives consent

9.4 It is expected that any documentation that either the school or parents/carers wish the panel to consider will be circulated to all parties 5 school days in advance of the meeting.

9.5 Student Suspensions and Exclusions Committee can either:

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

10.0 Cancelling suspensions and permanent exclusions

- 10.1 The Headteacher/Principal 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 hearing panel. Where there is a cancellation:
- 10.2 The parents, Advisory Group Chair (via the Governance Manager) and LA will be notified without delay
- 10.3 Where relevant, any social worker and VSH will notified without delay
- 10.4 Parents will be offered the opportunity to meet with the Headteacher/Principal to discuss the cancellation without delay
- 10.5 The Headteacher/Principal will report to the Advisory Group and Board once per term on the number of cancellations
- 10.6 The student will be allowed back in school without delay
- 10.7 Any days spent out of school as a result of any exclusion, prior to the cancellation will count towards the maximum of 45 school days permitted in any school year
- 10.8 A permanent exclusion cannot be cancelled if the pupil has already been excluded for more than 45 school days in a school year or if they will have been so by the time the cancellation takes effect

11.0 Independent review

- 11.1 If parents apply for an independent review within the legal timeframe, the Trust will arrange for an independent panel to review the decision of the Student Suspensions and Exclusions Committee not to reinstate a permanently excluded student.
- 11.2 Applications for an independent review must be made within 15 school days of notice being given to the parents by Student Suspensions and Exclusions Committee of its decision to not reinstate the student **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.
- 11.3 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 school governor category and 2 members will come from the Headteacher/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 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 Headteacher/Principals during this time
- Headteacher/Principals or individuals who have been a Headteacher/Principal within the last 5 years
- A person may not serve as a member of a review panel if they:
 - Are a Trustee/Governor (Advisor) of the Trust of the excluding school
 - Are the Headteacher/Principal of the excluding school, or have held this position in the last 5 years
 - Are an employee of the Trust, or of the excluding school (unless they are employed as a Headteacher/Principal at another school)
 - Have, or at any time have had, any connection with the Trust, school, Advisory Group, parents or student, 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)

11.4 The Independent Review Panel (IRP) must consider:

- the interests and circumstances of the pupil;
- the circumstances leading to the permanent exclusion;
- any representations from parents;
- any representations from the pupil where appropriate;
- any representations from the social worker;
- any representations from the Virtual School Head;
- the interests of other pupils and staff at the school.

The panel must have regard to the statutory guidance and determine whether the governing board's decision was lawful, reasonable and procedurally fair.

11.5 The student should be enabled and encouraged to participate in the Independent Review process wherever appropriate, taking account of age, maturity and understanding. Suitable support should be provided to facilitate participation

11.6 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 student's permanent exclusion.

11.7 Where a social worker is present, the panel must have regard to any representation made by the student's social worker (where applicable) of how

the student's experiences, needs, safeguarding risks and/or welfare may be relevant to the student's permanent exclusion.

- 11.8 Where a Virtual School Head is present, the panel must have regard to any representation made by the Virtual School Head concerning the child's educational progress, safeguarding needs, care experience and the extent to which these factors were taken into account in the exclusion decision.

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

- Uphold the Suspensions and Exclusions Committee's decision
- Recommend that the Suspensions and Exclusions Committee reconsiders reinstatement
- Quash the Suspensions and Exclusions Committee's decision and direct that they reconsider reinstatement (only if it judges that the decision was flawed)

- 11.8a The Independent Review Panel should ensure that the exclusion process has properly considered:

- safeguarding duties;
- Equality Act 2010 duties;
- SEND duties and reasonable adjustments;
- pupil views;
- social worker and Virtual School Head involvement where applicable.

The panel should consider whether exclusion was a proportionate response in all the circumstances

- 11.9 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.

- 11.10 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 Suspensions and Exclusions Committee at the time of making its decision. This includes any evidence that the panel considers would, or should, have been available to the Suspensions and Exclusions Committee and that it ought to have considered if it had been acting reasonably.

- 11.11 If evidence is presented that the panel considers it is unreasonable to expect the Suspensions and Exclusions Committee 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 Suspensions and Exclusions Committee reconsider reinstatement.

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

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

11.14 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 Suspensions and Exclusions Committee does not subsequently decide to offer to reinstate the student within 10 school days
- Any information that the panel has directed the school to place on the student's educational record

12.0 Remote hearings

12.1 Parents can request a meeting to be held via the use of remote access but this should not be a default option. The Suspensions and Exclusions Committee must hold the meeting via the use of remote access, if the request has been made correctly as set out in the Headteacher/Principal's written notification or the Suspensions and Exclusions Committee's written notification to the parents that they can request an IRP.

12.2 Holding meetings via remote access must only be done if the panel/Governance Manager are satisfied that the meeting is capable of being held fairly and transparently. Remote meeting requests by parents/carers can be refused if there are safeguarding concerns following a risk assessment which mean that a remote meeting won't allow full participation or can't be held fairly and transparently

12.3 Remote access meeting duties

If a Suspensions and Exclusions Committee meets to consider and decide on reinstatement of a suspended or permanently excluded pupil either via the use of remote access, this must happen within 15 school days of receiving notice of a suspension or permanent exclusion from the Headteacher/Principal.

If an IRP meeting is to be held face to face or via the use of remote access, the Trust must take reasonable steps to identify a date for the review that all parties, and any SEND expert appointed to give advice, are able to attend or join. The review must begin within 15 school days of the day on which the parent's application for a review was made (panels have the power to adjourn a hearing if required).

Where a parent does not request a remote meeting or does not state a wish either way, Suspensions and Exclusions Committee must hold the meeting in

person, unless it is not reasonably practicable to do so in person for a reason related to extraordinary events or unforeseen circumstances such as an unforeseen school closure due to floods, fire or outbreak of infectious illness/disease.

If there are technological or internet network issues, during a meeting held via the use of remote access which compromises the ability for participants to be seen or heard or prevents the meeting from being held fairly and transparently and it is not reasonably practicable to resolve, a face to face meeting must be arranged by the Trust, despite the parent's request. This should be done without delay.

Social workers and VSHs must be allowed to join a meeting via the use of remote access, regardless of the format chosen, as long as the Suspensions and Exclusions Committee or IRP are satisfied that they will be able to participate effectively, they can hear and be heard (and see and be seen if participating by video) throughout the meeting, and their remote participation will not prevent the meeting being fair and transparent.

Suspensions and Exclusions Committee and IRP's must:

- comply with relevant equalities legislation
- enable access to support which the parent is entitled to, including the presence of a friend
- Suspensions and Exclusions Committee and IRP's should ensure the following conditions are met for a meeting via remote access:
- confirm with all the participants that they have access to the technology which will allow them to hear and speak throughout the meeting, and to see and be seen, such as via a live video link
- ensure all the participants will be able to put across their point of view or fulfil their function
- ensure the remote meeting can be held fairly and transparently

12.4 Fairness and transparency during a meeting held via the use of remote access

The Suspensions and Exclusions Committee must assess whether a meeting can be held fairly and transparently via remote access with reference to the facts of each case.

If a Suspensions and Exclusions Committee is not satisfied that a meeting can be held fairly and transparently via remote access, they should consult with the parent to discuss how a face to face meeting can be arranged that will be convenient for them.

12.5 Guidance for Social Workers and VSHs

Should Social Workers or VSHs be joining a meeting that, as a whole, is taking place in person, they must be allowed to join via the use of remote access should they wish to do so.

12.6 Use of remote access during an extraordinary event or unforeseen circumstance

If there is a reason related to extraordinary events or unforeseen circumstances, which means that it is not reasonably practicable for a Suspensions and Exclusions Committee hearing or IRP to be held in person; then this meeting may be held using remote access even if the parent has not asked for the meeting to be remote.

The meeting may be held via the use of remote access, provided the Suspensions and Exclusions Committee are satisfied that all participants will be able to fully make representations and carry out their functions, each participant has access to the electronic means to allow them to hear and be heard and (where using a live video link) see and be seen, throughout the meeting; and the meeting is capable of being held fairly and transparently.

13.0 Data collection

13.1 All school use a variety of data information management systems (Bromcom/ Sims/Arbor). Here we record positive and negative behaviour points (each setting records these differently). The recording of points is not in itself a reward or consequence. The system is in place to ensure the appropriate and consistent application of rewards and consequences. This allows the Academy to have an accurate overview of the impact of this policy and associated strategies in promoting positive behaviours. The data collection should include:

- suspension rates;
- permanent exclusion rates;
- managed moves;
- off-site direction;
- safeguarding removals;
- repeat suspensions;
- disproportionality by vulnerable groups

Appendix 1: Guidance on Offensive Weapons

The Academy / School has determined that, in addition to legislative guidance, any knife, irrespective of length, constitutes an offensive weapon and should not be brought into the Academy / School. In addition to knives; axes, BB guns, air guns, GATT guns, catapults, slings, etc., will also be deemed to be offensive weapons. Other types of offensive weapons will include lengths of pipe, bats, other blunt instruments, or items judged by the Headteacher or the Academy / School to be carried with the intention to inflict injury on another individual – this would include blades removed from pencil sharpeners, etc.

Screening, Searching and Confiscation

The Trust will comply with the most current Department for Education guidance relating to searching, screening and confiscation, including:

- **Searching, Screening and Confiscation in Schools** (DfE, last updated July 2023);
- **Behaviour in Schools: Advice for Headteachers and School Staff** (DfE, February 2024);
- **Keeping Children Safe in Education 2026** (DfE, September 2026); and
- any subsequent updates issued by the Department for Education.

The Trust recognises that the appropriate use of screening, searching and confiscation powers is an important part of maintaining calm, safe and supportive school environments and safeguarding pupils and staff. Searching should always be carried out lawfully, proportionately, safeguarding-led and in accordance with statutory guidance.

Please refer to the DfE guidance ‘Screening, Searching and Confiscation. Advice for Headteachers, staff and Governing Bodies’.

Where there are serious concerns that a student may have on their possession a contraband item, the Headteacher, or other designated member of staff may search a student, following the guidance below from the DfE:

“School staff can search a pupil for any item banned under the school rules, if the pupil agrees. Head teachers and staff authorised by them have a statutory power to search pupils or their possessions, without consent, where they suspect the pupil has certain prohibited items. The items that can be searched for under this power are knives or weapons, alcohol, illegal drugs and stolen items. School staff can seize any banned or prohibited item found as a result of a search or which they consider harmful or detrimental to school discipline.”

Screening

The school may require pupils to undergo screening using a walk-through or hand-held metal detector (arch or wand), even where there is no suspicion that the pupil is carrying a weapon and without obtaining the consent of the pupil. Screening arrangements will be conducted sensitively and proportionately and will be used to support the safety and welfare of the wider school community.

Searching with Consent

School staff may search a pupil or their possessions for any item where the pupil agrees to the search.

The member of staff should consider:

- the pupil's age and understanding;
- any SEND, communication difficulties or vulnerabilities;
- whether the pupil understands what is being requested; and
- whether additional support is required before the search takes place.

Searching Without Consent

Only the Headteacher or a member of staff authorised by the Headteacher may conduct a search without consent where they have reasonable grounds for suspecting that the pupil may possess a prohibited item or an item banned under the school's Behaviour Policy.

Staff may search for:

- knives and offensive weapons;
- alcohol;
- illegal drugs;
- stolen items;
- tobacco, cigarette papers and vaping products;
- fireworks;
- pornographic images;
- any article that has been used, or is likely to be used, to commit an offence;
- any article likely to cause injury or property damage; and
- any item specifically prohibited under the school's Behaviour Policy where legislation permits such a search.

In addition to the practice identified in the DfE guidance, any item brought into the Academy / School with the intention of the item being sold or passed on to other students which, in the Headteacher's opinion will cause disruption to the Academy / School or be detrimental to Academy / School practice will be confiscated.

- Academy / School staff can confiscate any prohibited item found as a result of a search. They can also confiscate any item, however found, which they consider harmful or detrimental to Academy / School discipline.
- Staff should hand the confiscated item to reception as soon as possible and complete the necessary information to identify the item, the date it was confiscated, the name of the student and the member of staff's name. Staff must not give the confiscated item to another student to hand in and must not leave the item in an unsecure area at any time.
- Any item which staff consider to be dangerous or criminal i.e. drugs must be brought to the attention of a senior member of staff immediately.
- Where the Academy / School finds controlled drugs, these must be delivered to the police as soon as possible but may be disposed of if the Head Teacher thinks there is a good reason to do so.
- Where the Academy / School finds other substances which are not believed to be controlled drugs these can be confiscated where a teacher believes them to be harmful or detrimental to good order and discipline. This would include, for example, so called 'legal highs'. Where staff suspect a substance may be controlled they should treat them as controlled drugs as outlined above.
- Where they find stolen items, these must be delivered to the police as soon as reasonably practicable – but may be returned to the owner (or may be retained or disposed of if returning them to their owner is not practicable) if the Headteacher thinks that there is a good reason to do so.
- Where alcohol has been confiscated the Academy / School will retain or dispose of it. This means that the Academy / School can dispose of alcohol as they think appropriate (or return it to a parent/carer but this should not include returning it to the student).
- Where a member of staff finds tobacco, cigarette papers, lighters, matches they will be disposed of. These will not be returned to the student.
- Staff will also confiscate other prohibited as per the school's behaviour for learning policy.

Use of Searches and Safeguarding

The Designated Safeguarding Lead (DSL), or a deputy DSL, should be informed of any search where:

- there were reasonable grounds to suspect the pupil possessed a prohibited item;
- a prohibited item is discovered;
- concerns arise regarding exploitation, criminality or wider safeguarding risks; or
- the circumstances suggest that the pupil may be at risk of harm.

Where a search identifies a safeguarding concern, the school will follow safeguarding procedures and may consult or refer to children's social care, the police or other relevant agencies as appropriate.

The school will consider the wider context of the incident, including whether the behaviour may be linked to:

- trauma;

- exploitation;
- county lines activity;
- mental health needs;
- SEND;
- safeguarding concerns; or
- other vulnerabilities.

Confiscation

School staff may seize any prohibited item discovered during a search and may also confiscate any item found which they reasonably consider to be harmful, unsafe or detrimental to school discipline.

Confiscated items will be managed in accordance with statutory guidance and may be:

- handed to the police;
- retained for investigation purposes;
- securely destroyed;
- disposed of safely; or
- returned to parents/carers where appropriate.

Illegal drugs, offensive weapons and items presenting a safeguarding risk will normally be handed to the police unless statutory guidance permits an alternative course of action.

Record Keeping

Appropriate records will be maintained for searches involving prohibited items, safeguarding concerns or serious breaches of the Behaviour Policy.

Records may include:

- the reason for the search;
- who conducted the search;
- who was present;
- items found;
- actions taken;
- safeguarding considerations; and
- parental communication.

The school will ensure that all searches are conducted and recorded in a manner that is lawful, proportionate and respectful of pupils' rights whilst prioritising the safety and welfare of the school community.

Appendix 2: References

This policy has been developed with regard to the following statutory guidance, legislation and associated Department for Education publications.

Statutory Guidance

- **Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units in England, including Pupil Movement** (Department for Education, July 2026) – statutory guidance effective from 26 July 2026.
- **Keeping Children Safe in Education 2026** (Department for Education, July 2026; effective from 1 September 2026).
- **Working Together to Improve School Attendance** (Department for Education, July 2026).

Department for Education Guidance

- **Behaviour in Schools: Advice for Headteachers and School Staff** (Department for Education, February 2024).
- **Searching, Screening and Confiscation in Schools** (Department for Education, July 2023).7
- **Mental Health and Behaviour in Schools** (Department for Education, November 2018).
- **Special Educational Needs and Disability Code of Practice: 0 to 25 Years** (Department for Education and Department of Health and Social Care, January 2015).

Legislation

This policy is based upon the following legislation which governs suspensions, permanent exclusions, pupil discipline and safeguarding duties:

- Section 51A of the **Education Act 2002**, as amended by the **Education Act 2011**.
- **The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012**.
- Part 7, Chapter 2 of the **Education and Inspections Act 2006**.
- Section 579 of the **Education Act 1996**, which defines a 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 Education (Educational Provision for Improving Behaviour) (Application to Academies and Pupil Referral Units and Minor Amendments) Regulations 2026.**
- **Equality Act 2010.**
- **Children and Families Act 2014.**

Local Authority Resources

- **Rotherham Metropolitan Borough Council – Access to Education Services**
- **School Suspension Notifications:** <https://www.rotherham.gov.uk/schools-schooling/school-suspension-notifications>
- **Permanent Exclusions:** <https://www.rotherham.gov.uk/education-learning/permanent-exclusions>
- **Trade Rotherham:** <https://traderotherham.co.uk/>

Related School Policies

This policy should be read alongside:

- Behaviour Policy
- Child Protection and Safeguarding Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Attendance Policy
- Equality and Diversity Policy
- Anti-Bullying Policy
- Searching, Screening and Confiscation Procedures
- Mental Health and Wellbeing Policy

Appendix 3: What the law allows

Teachers can sanction pupils whose conduct falls below the standard which could reasonably be expected of them. This means that if a pupil misbehaves, breaks a rule or fails to follow a reasonable instruction, the teacher can apply a sanction on that pupil.

Staff can issue sanctions any time pupils are in school or elsewhere under the charge of a member of staff, including on school visits. This also applies in certain circumstances when a pupil's misbehaviour occurs outside of school including online conduct, other examples are:

- when taking part in any school-organised or school-related activity;
- when travelling to or from school;
- when wearing school uniform;
- when in some other way identifiable as a pupil at the school;
- that could have repercussions for the orderly running of the school;
- that poses a threat to another pupil; or
- that could adversely affect the reputation of the school

A sanction will be lawful if it satisfies the following three conditions:

- a) The decision to sanction a pupil is made by a paid member of school staff (but not one who the headteacher has decided should not do so) or an unpaid member of staff authorised by the headteacher;
- b) The decision to sanction the pupil and the sanction itself are made on the school premises or while the pupil is under the lawful charge of the member of staff; and
- c) It does not breach any other legislation (for example in respect of equality, special educational needs and human rights) and it is reasonable in all the circumstances.

In considering whether a sanction is reasonable in all circumstances, one must consider whether it is proportionate in the circumstances of the case and consider any special circumstances relevant to its imposition including the pupil's age, any special educational needs or disability they may have, and any religious requirements affecting them.

The Headteacher/Principal may limit the power to apply particular sanctions, or to sanction particular pupils or types of pupils, to certain staff and/or extend the power to discipline to adult volunteers, for example to parents who have volunteered to help on a school trip

Appendix 4: Headteacher/Principal's checklist for suspensions (> 5 days in a term) and exclusions

Exclusion Guidance – Head Teacher's Checklist	Y e s	N o
On the balance of probabilities, has the pupil committed the alleged offence?		
Has there been a serious breach (one-off) or breaches of the school behaviour policy?		
Does allowing the pupil to remain in school seriously harm their education or health, safety and welfare, or that of others such as staff or other pupils in the school?		
Is this a 'last resort' decision following a wide range of strategies implemented from DfE's 'Behaviour in Schools' guidance that have been deemed unsuccessful?		
Has an internal head teacher audit been completed? (see toolkit 2a)		
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 this suspension for the shortest possible time?		
Has there been involvement from external services, Educational Psychologist, school support staff, and other agencies/services with a relevant, personalised support programme developed and implemented using assess, plan, do, review?		
Have alternatives to suspension/exclusion been considered? (e.g. restorative approaches, mediation, internal exclusion, alternative provision, off-site direction or managed move)		
Factors to consider: • Has the suspension/exclusion been considered 'in the heat of the moment'? • Has a thorough investigation been carried out? • Has the evidence been reviewed with full consideration being given towards policies and discrimination? • Has the pupil's version of events been heard - encouraged / considered / recorded?		

• Are there any mitigating circumstances or is any provocation evident (bullying, harassment etc)? • Is the pupil a Child in Care? • Does the pupil have an EHC plan? • Does the pupil have a social worker? Have they been communicated to and involved in planning? • Has pupil voice been obtained and recorded? • Have safeguarding concerns been considered? • Has the social worker been consulted where applicable? • Have trauma and vulnerability factors been assessed? • Has an emergency annual review been considered where applicable?		
Special Considerations		
Have issues of SEN or disability been considered and reasonable adjustments made? (see Equality Act 2010)		
Does the pupil have an EHC plan? Has the EHC team been informed/involved?		
Does the pupil have caring responsibilities? (young carer status)		
Is this pupil a Child in Care? Or previously been a Child in Care?		
In the case of a Child in Care, have you contacted the appropriate Designated Teacher (statutory role) in your school, the pupil's social worker and the Virtual School Head to discuss?		
Is the Virtual School Team involved in supporting this pupil?		
Has the governor for Children in Care been informed/involved?		
Is this pupil subject to a Child in Need Plan or a Child Protection Plan?		
Where pupil has a social worker, have they been notified and invited to be involved in decisions made?		
Is there an Early Help Assessment and Support Plan in place?		
Have regular Team around the Family (TAF) meetings taken place to review the plan?		
Has a risk assessment been in place, reviewed and amended as necessary?		

If necessary, have you referred to Social Care? (MASH)		
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Appendix 5: Audit for pupils at risk of permanent exclusion

This form is for a pupil who is at imminent risk of permanent exclusion.

Name of Pupil:		Total number of suspensions with reasons:	
Year group:		Total number of internal suspensions with reasons:	
LAC Yes/No	SEND K EHCP N/A	Details: (primary need and/or disability/medical need)	Free school meals Yes/No Pupil Premium Yes/No
Date Information is requested:			
Section 1 to be completed by Inclusion Lead and returned to Head teacher by:			

Current DfE exclusion guidance states that any decision to exclude, '*must be **lawful** (with respect to the legislation relating directly to exclusions and a school's wider legal duties, including the European Convention of Human Rights); **rational; reasonable; fair; and proportionate***'.

A decision to exclude a pupil permanently should be an acknowledgement by the school that it has exhausted all available management strategies for the pupil and should only usually be used as a last resort.

As a school we will have to demonstrate that we are already using a range of strategies to support pupils.

Your account below will help me decide what needs to happen next. In the event of a permanent exclusion, this form will be included in the evidence presented to members of the Governing Board, parents/carers, Local Authority and other relevant parties. In addition, it may be used to provide information for the LA Inclusion Panels to support future placement planning.

Section 1 – please provide as much detail as possible with evidence attached.
NB: Not all sections may be relevant to all pupils but a rationale should be provided where felt to be not applicable.

INTERVENTIONS TO DATE	DETAILS	IMPACT – LEVEL OF SUCCESS
Attendance information	Support/intervention if relevant	
Achievement points to date Behaviour points to date		
Reintegration Planning (Reintegration meetings and strategies developed) <i>Documentation evident:</i>	Meeting dates:	

<i>SMART targets set: What school will do to support and how?</i> <i>Have restorative conversations taken place and where applicable a programme of support implemented?</i> <i>Pupil and parent voice evident:</i> <i>Reviews of targets evident:</i> <i>Agreements signed and dated:</i>		
Risk Assessment (if applicable)	Date started: Review dates:	
Early Help Assessment	Date started: Date completed: Outcome of assessment:	
Part-time Timetable All parties agreed Parental agreement signed Work set for when not in school Risk assessment completed for when not in school Free school meals provision Plan evident with SMART targets Reviews	Date started: Review Dates:	
SEND Support Plan, Evidence that the school has carried out a holistic assessment of the pupil's needs, set targeted outcomes, implemented appropriate strategies/provisions and reviewed progress	Date started: Number of review cycles completed to date: Review dates:	
Alternative Provision	Dates: Outcome:	
EHC plan- Early/Emergency Review	Date held:	

	Change provision/placement requested?	
	Date sent to LA:	
Previous Statutory Governing Board Meeting/s for Suspensions over 15 days in a term Other Governor/ Behaviour panel meetings	Date held: Outcome and plan? Date held: Outcome and plan?	
Other External Support E.g., referral to SEMH outreach team Locality Partnership Panel (LLP) Off-site direction, Managed Move, referral to Primary Inclusion Panel	Dates:	
Have parents been clearly informed and involved in planning?	In what context?	
Have parents been signposted to relevant sources of support? SENDIASS, Parent Carer Forum, Exclusion Team etc.		
Completed by: Name: _____ Role: _____		

Section 2 - Graduated Response to be completed in detail, with evidence attached

Graduated response Social Emotional Mental Health (SEMH) phased thresholds		
Classroom strategies: Has the graduated response – universal been implemented?	Refer to graduated response.	
In school strategies: Has the graduated response – targeted support been implemented?	Refer to graduated response.	

Outside Agency Support Has the graduated response – Specialist been implemented?	Refer to graduated response.	
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Section 3 - Pupil voice to be completed by pupil with adult support

Pupil's views for Headteacher's consideration
Using a strengths and difficulties questionnaire, or similar, work through each question WITH the pupil. Capture as much detail as possible taking into account the pupil's age and understanding. Support should be provided by parents, trusted adult in school/external or social worker. An example is provided at sdqinfo.org/py/sdqinfo/b3.py?language=Englishqz(UK)
Name:
Date of birth:
Name of adult supporting pupil to complete their views:
Document any difficulties shared: (Include <u>all</u> points raised by the pupil as this is their perception)

Appendix 6: Panel's Checklist

Exclusions Checklist for the Panel

Prior to Panel Hearing		
1.	You must check the attendees list and disclose immediately to the Clerk if the student, parents or the incident is known to you – you will be ineligible for the panel if you know the student or have knowledge of the incident	
2.	All attendees must receive all meeting documentation from the Clerk at least five school days prior to the hearing . Please consider all the information fully in advance of the meeting	
3.	Ask for guidance from the Clerk for anything relating to the legal process and remember to keep all details confidential. Do not discuss the details of the case with anybody else (including school staff). Any advice or further details required should be sought from the Clerk	
Key Considerations		
1.	Was the decision to exclude lawful, rational, reasonable, fair and proportionate?	
2.	Has there been a serious breach or persistent breaches of the behaviour policy AND do you believe that allowing the student to remain in school would seriously harm the education or welfare of the pupil or others?	
3.	Has the school considered alternatives to exclusion, such as a managed move?	
4.	Has a thorough investigation taken place?	
5.	Have witness statements been taken, including from the excluded student? If not, why not?	
6.	Have all witness statements been signed and dated?	
7.	Have the student and his/her family been properly notified of the exclusion and the hearing and had an adequate opportunity to represent themselves?	

8.	Has school considered all mitigating evidence before deciding to exclude? i.e. provocation, bullying, self-defense, bereavement, family history / circumstances, learning difficulties, social/emotional difficulties. Have governors received sufficient evidence of this?	
9.	Does the student have an Education, Health & Care Plan (EHCP) or have special educational needs without an EHCP? If so, can the school demonstrate they have followed their graduated response?	
10.	Are panel members satisfied that the exclusion was not based on any element of discrimination?	
11.	What has been done to tackle behavior and support the student's needs? i.e. staff reports, behaviour plans, pastoral support, personalised timetable, other agency involvement etc.	
12.	Have panel members been given sufficient information and opportunity to make the right decision? Both written submissions and oral testimony made at the hearing constitute evidence and may be taken into consideration	
13.	Has the school provided work for the first five days of the exclusion and had it marked?	
14.	Were pupil views considered?	
15.	Were safeguarding concerns appropriately assessed?	
16.	Were Equality Act duties met?	
17.	Were SEND duties met?	
18.	Were alternative interventions fully explored?	
19.	Was exclusion a proportionate response?	

Appendix 7: Letter templates to parents/carers (provided by Rotherham LA for use in 2025/26)

Resources can be found on the **Trade Rotherham** page in **Resources under Access to Education** under **Exclusions Toolkit 2025-26**

<https://traderotherham.co.uk/>

Appendix 8: EX1 – for submitting to the Local Authority

Information on all suspensions should be reported to the Local Authority in order that data can be collected by the Department for Education.

Suspensions Online Form Link:

[School Suspension Notifications – Rotherham Metropolitan Borough Council](#)

This link can also be found on the **Trade Rotherham** page in **Resources** under **Access to Education** under **Online Forms**.

Permanent Exclusions Online Form Link:

[Permanent exclusions – Rotherham Metropolitan Borough Council](#)