

Philpots Manor School



Suspension & Permanent Exclusion Policy

Approved by: SMT

Reviewed by:
GW

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1. Aims

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

Our school aims to:

- Ensure that the exclusions process is applied fairly and consistently
- Help leaders, staff, parents and learners understand the exclusions process
- Ensure that learners in school are safe and happy
- Prevent learners from becoming NEET (not in education, employment or training)
- Make sure all suspensions and permanent exclusions are carried out lawfully

A note on off-rolling

- 'Off-rolling' is a form of gaming and occurs where a school makes the decision, in the interests of the school and not the learner, to:
 - Remove a learner from the school roll without a formal, permanent exclusion, or
 - Encourage a parent to remove their child from the school roll, or
 - Encourage a sixth-form student not to continue with their course of study, or
 - Retain a learner on the school roll but does not allow them to attend the school normally, without a formal permanent exclusion or suspension

Accordingly, we will not suspend or exclude a learner unlawfully by telling or forcing them to leave, or not allowing them to attend school without following the statutory procedure contained in the School Discipline (Learner 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 learner has special educational needs and/or a disability (SEND) that the school feels unable to support, or
- Due to a learner's poor academic performance, or
- Because the learner hasn't met a specific condition, such as attending a reintegration meeting

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

2. Legislation and statutory guidance

This policy is based on statutory guidance from the Department for Education: [Suspension and permanent exclusion from maintained schools, academies and learner referral units in England, including learner movement](#)

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

- Section 51a of the Education Act 2002, as amended by the Education Act 2011
- The School Discipline (Learner 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 learners
- Section 579 of the [Education Act 1996](#), which defines 'school day'
- The [Education \(Provision of Full-Time Education for Excluded Learners\) \(England\) Regulations 2007](#), as amended by [The Education \(Provision of Full-Time Education for Excluded Learners\) \(England\) \(Amendment\) Regulations 2014](#)
- [The Equality Act 2010](#)
- [Children and Families Act 2014](#)
- The [School Inspection Handbook](#), which defines 'off-rolling'

3. Definitions

Suspension – when a learner is removed from the school for a fixed period. This was previously referred to as a 'fixed-term exclusion'.

Permanent exclusion – when a learner 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 maintained school requires a learner to attend another education setting temporarily, to improve their behaviour.

Parent/carer – any person who has parental responsibility and any person who has care of the child.

Managed move – when a learner 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.

4. Roles and responsibilities

4.1 The head teacher

Deciding whether to suspend or exclude

Only the head teacher, or acting head teacher, can suspend or permanently exclude a learner from school on disciplinary grounds. The decision can be made in respect of behaviour inside or outside of school. The head teacher will only use permanent exclusion as a last resort.

A decision to **suspend** a learner will be taken only:

- In accordance with the school's relationships and behaviour policy
- To provide a clear signal of what is unacceptable behaviour
- To show a learner that their current behaviour is putting them at risk of permanent exclusion

Where suspensions have become a regular occurrence, the head teacher will consider whether suspensions alone are an effective sanction and whether additional strategies need to be put in place to address behaviour issues.

A decision to **exclude** a learner will be taken only:

- In response to serious or persistent breaches of the school's relationships and behaviour policy, **and**
- If allowing the learner to remain in school would seriously harm the education or welfare of others

Before deciding whether to suspend or exclude a learner, the head teacher will:

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

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

Learners 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 head teacher will not reach their decision until they have heard from the learner, and will inform them of how their views were taken into account when making the decision.

Informing parents (or the learner where they are 18 or older)

If a learner is at risk of suspension or exclusion the headteacher will inform the parents/learner as early as possible, in order to work together to consider what factors may be affecting the learner's behaviour, and what further support can be put in place to improve the behaviour.

If the head teacher decides to suspend or exclude a learner, the parents/learner will be informed, in person or by telephone, of the period of the suspension or exclusion and the reason(s) for it, without delay.

The parents/learner will also be provided with the following information in writing, without delay:

- The reason(s) for the suspension or permanent exclusion
- The length of the suspension or, for a permanent exclusion, the fact that it is permanent
- Information about the parents'/learner's right to make representations about the suspension or permanent exclusion to the governing board and, where the learner is attending alongside parents, how they 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 learner, and that parents/the learner have a right to attend the meeting, be represented at the meeting (at their own expense) and bring a friend
- That parents/the learner have the right to request that the meetings be held remotely, and how and to whom they should make this request

If the learner is of compulsory school age, the head teacher 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 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 learner needs in order to identify the person they should report to on the first day

If the head teacher 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.

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.

If the head teacher cancels the suspension or permanent exclusion, they will notify the parents/learner without delay and provide a reason for the cancellation.

Informing the proprietor

The head teacher will, without delay, notify the proprietor of:

- Any permanent exclusion, including when a suspension is followed by a decision to permanently exclude a learner
- Any suspension or permanent exclusion which would result in the learner 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 learner missing a National Curriculum test or public exam
- Any suspension or permanent exclusion that has been cancelled, including the reason for the cancellation

Informing the local authority (LA)

The head teacher 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 learner lives outside the LA in which the school is located, the head teacher will also, without delay, inform the learner's 'home authority' of the exclusion and the reason(s) for it.

The head teacher must notify the LA without delay of any cancelled exclusions, including the reason the exclusion was cancelled.

Informing the learner's social worker and/or virtual school head (VSH)

If a:

- **Learner with a social worker** is at risk of suspension or permanent exclusion, the head teacher will inform **the social worker** as early as possible
- **Learner who is a looked-after child (LAC)** is at risk of suspension or exclusion, the head teacher will inform **the VSH** as early as possible

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

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

- They have decided to suspend or permanently exclude the learner
- 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 learner's ability to sit a National Curriculum test or public exam (where relevant)
- They have decided to cancel a suspension or permanent exclusion, and why (where relevant)

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 learner's background and/or the circumstances that may have influenced the circumstances of their suspension or permanent exclusion. The social worker should also help ensure safeguarding needs and risks and the learner's welfare are taken into account.

Cancelling suspensions and permanent exclusions

The head teacher may cancel a suspension or permanent exclusion that has already begun, or one that has not yet begun, but only where it has not yet been reviewed by the governing board. Where there is a cancellation:

- The parents (or the learner if they are 18 or older), governing board and LA will be notified without delay
- Where relevant, any social worker and VSH will be notified without delay
- The notification must provide the reason for the cancellation
- The governing board's duty to hold a meeting and consider reinstatement ceases
- Parents (or the learner if they are 18 or older) will be offered the opportunity to meet with the head teacher to discuss the cancellation, which will be arranged without delay
- The learner will be allowed back in school without delay

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.

A permanent exclusion cannot be cancelled if the learner 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.

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

During the first 5 days of a suspension, if the learner is not attending alternative (AP) provision, the head teacher will take steps to ensure that achievable and accessible work is set and marked for the learner. Online pathways such as Google Classroom may be used for this. If the learner has a special educational need or disability, the head teacher will make sure that reasonable adjustments are made to the provision where necessary.

If the learner 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 learner, including the use of online pathways.

4.2 The Proprietor

Considering suspensions and permanent exclusions

The proprietor has a duty to consider parents'/the learner's (if they are 18 or older) representations about a suspension or permanent exclusion. It has a duty to consider the reinstatement of a suspended or permanently excluded learner (see sections 5 and 6) in certain circumstances.

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

For any suspension of more than 5 school days, the proprietor will arrange suitable full-time education for the learner. This provision will begin no later than the sixth day of the suspension.

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

Monitoring and analysing suspensions and exclusions data

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

The proprietor will consider:

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

4.3 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 learners who are looked after 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.

5. Considering the reinstatement of a learner

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

Where the learner has been suspended, and the suspension does not bring the learner's total number of days of suspension to more than 5 in a term, the proprietor must consider any representations made by parents/the learner (if they are 18 or older). However, it is not required to arrange a meeting with parents/the learner and it cannot direct the headteacher to reinstate the learner.

Where the learner has been suspended for more than 5, but not more than 15 school days, in a single term, and the parents/learner make representations to the board, the proprietor will consider and decide on the reinstatement of a suspended learner within 50 school days of receiving notice of the suspension. If the parents/learner do not make representations, the board is not required to meet and it cannot direct the headteacher to reinstate the learner.

The following parties will be invited to a meeting of the board and allowed to make representations or share information:

- Parents, or the learner if they are 18 or older (and, where requested, a representative or friend)
- The learner, if they are aged 17 or younger and it would be appropriate to their age and understanding (and, where requested, a representative or friend)
- The head teacher
- The learner's social worker, if they have one
- The VSH, if the learner is looked after

Proprietor's review meetings can be held remotely at the request of parents, or learners if they are 18 or older. See section 9 for more details on remote access to meetings.

The proprietor 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 proprietor can either:

- Decline to reinstate the learner, or
- Direct the reinstatement of the learner immediately, or on a particular date (except in cases where the board cannot do this – see earlier in this section)
- In reaching a decision, the proprietor will consider:
- Whether the decision to suspend or permanently exclude was lawful, reasonable, and procedurally fair
- Whether the head teacher followed their legal duties
- The welfare and safeguarding of the learner 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.

The administration assistant will be present when the decision is made.

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 learner's educational record, and copies of relevant papers will be kept with this record.

The proprietor will notify, in writing, the following stakeholders of its decision, along with reasons for its decision, without delay:

- The parents, or the learner if they are 18 or older
- The head teacher
- The learner's social worker, if they have one
- The VSH, if the learner is looked after
- The local authority
- The learner's home authority, if it differs from the school's

Where an exclusion is permanent and the proprietor has decided not to reinstate the learner, the notification of decision will also include the following:

- The fact that it is a permanent exclusion
- Notice of parents'/the learner's (if they are 18 or older) right to ask for the decision to be reviewed by an independent review panel
- The date by which an application for an independent review must be made (15 school days from the date on which notice in writing of the 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 learner's special educational needs (SEN) are considered to be relevant to the permanent exclusion
- That, regardless of whether the excluded learner has recognised SEN, parents have a right to require the LA 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

6. School registers

A learner's name will be removed from the school admission register when the parents/learner (if they are 18 or older) are notified of the proprietor's decision to not reinstate the learner

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

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

Making a return to the LA

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

7. Returning from a suspension

7.1 Reintegration strategy

Following suspension, or cancelled or overturned suspension or exclusion, the school will put in place a strategy to help the learner reintegrate successfully into school life and full-time education.

There are no set rules about how long this reintegration period should last or what it should look like. Instead, our reintegration strategy will reflect our school's context and the individual learner's age, needs and behaviour.

The reintegration process will be considered during the suspension period, even though reintegration doesn't formally start until the learner returns, it should be a continuation of the communication and support that we provide while they are away.

Elements of this support should flow naturally into our reintegration strategy. For example:

Steps to take during suspension:	Steps to continue after suspension:
Make sure the learner and parents understand the reasons for suspension	Make sure the learner and parents understand what behaviour the learner is expected to improve when they return
Provide the learner with school work over the suspension period and make sure that they follow an equivalent curriculum. Review	Provide the learner with academic support to help them catch up when they are back in school.

progress regularly and give feedback and praise	
Maintain regular contact over the suspension period including daily pastoral contact and mentoring with a trusted adult where appropriate	Continue to check in regularly with the learner and parents during reintegration
Explore further support including other agencies and other professionals	Discuss and implement plans to ensure that all available support is received

Part-time timetables will not be used as a tool to manage behaviour and, if used, will be put in place for the minimum time necessary.

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

Support for other learners and staff

Behaviour or incidents that have led to a learner's suspension are often distressing for other learners and staff. This is especially true when the behaviour was aggressive or involved bullying. We will check in with affected learners and staff over the suspension period, and put procedures in place to continue that support when the suspended learner returns. We will let them know when a suspended learner will be returning to school so it won't be a surprise.

Organise the reintegration meeting

On the first full day of suspension (or as soon as reasonably possible) the re-integration meeting will be planned in order to give parents plenty of warning. The learner, parents/carers, a member of senior staff, and any other relevant staff will be invited to attend the meeting.

The reintegration meeting will be scheduled for the learner's first day back to school.

The meeting can proceed without the parents/carers in the event that they cannot or do not attend, however the school expects all returning learners and their parents/carers to attend their reintegration meeting. Learners who do not attend will not be prevented from returning to the classroom.

Work with external partners

Where necessary, the school will work with third-party organisations to identify whether the learner has any unmet special educational and/or health needs. The school will seek appropriate external support at all stages of the suspension and reintegration process by:

- Communicating with alternative provision providers, behavioural professionals and other relevant professionals that the learner is working with over the suspension to stay updated on their progress
- Inviting external partners to share information at the reintegration meeting
- Keeping up with external support providers following reintegration to keep in-school and out-of-school support consistent and share any ongoing concerns
- Work with safeguarding partners to promote the learners' welfare

It's our statutory duty to involve as necessary, and share appropriate information with, the following parties in the reintegration process:

- The school's local authority (LA), and the learner's home LA
- The local clinical commissioning group
- The learner's virtual school head (VSH) and/or social worker
- Any counselling, behaviour support or special educational needs and disabilities (SEND) support that the learner receives outside of school

- The police

Safeguarding and the wellbeing of all learners involved is especially important following incidents of child-on-child abuse. When reintegrating a learner following an alleged incident, the DSL will take a leading role and seek support from other agencies.

Creating a reintegration strategy

The strategy should offer the learner a fresh start and support them to:

- Understand the impact of their behaviour on themselves and others
- Meet the high expectations of behaviour in line with your school's relationships and behaviour policy
- Foster a renewed sense of belonging within the school community
- Build engagement with learning

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

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

7.2 Reintegration meetings

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

8. Remote access to meetings

Parents, or learners if they are 18 or older, can request that a proprietor meeting can be held remotely. If the parents/learner don't express a preference, the meeting will be held in person.

In case of extraordinary or unforeseen circumstances, which mean it is not reasonably practicable for the meeting to be held in person, the meeting will be held remotely.

Remotely accessed meetings are subject to the same procedural requirements as in-person meetings.

The proprietor should make sure that the following conditions are met before agreeing to let a meeting proceed remotely:

- All the participants have access to the technology which will allow them to hear, speak, see and be seen
- All the participants will be able participate fully
- The remote meeting can be held fairly and transparently

Social workers and the VSH always have the option of joining remotely, whether the meeting is being held in person or not, as long as they can meet the conditions for remote access listed above.

The meeting will be rearranged to an in-person meeting without delay if technical issues arise that can't be reasonably resolved and:

- Compromise the ability of participants to contribute effectively, or
- Prevent the meeting from running fairly and transparently

9. Monitoring arrangements

The school will collect data on the following:

- Attendance, permanent exclusions and suspensions
- Use of learner referral units, off-site directions and managed moves
- Anonymous surveys of staff, learners, and other stakeholders on their perceptions and experiences

The data will be analysed every term by Sue Cheshire, the Head of Quality and Systems and report back to the head teacher and the Senior Management Team.

- 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 learners are identified by this analysis, the school will review its policies in order to tackle it.

This policy will be reviewed by the head teacher, Gina Wagland every year. At every review, the policy will be approved by the management team.

10. Other policies

This policy is linked to our:

- Relationships and Behaviour policy
- SEND policy
- SEN information report

Reintegration strategy: Template

Use this form to plan for and record reintegration meetings with learners and parents/carers after a suspension, a period of off-site direction, a significant period of internal exclusion/isolation, a cancelled suspension, or an overturned exclusion

Give the learner and parents/carers their own, simplified copy of the reintegration strategy in Annex 1 and Annex 2. These are simplified versions, but make sure that the information is consistent for everyone

If the learner isn't returning to school on a reduced timetable, record 'no' in the appropriate box and delete the 'details of reduced timetable' section

Learner details

Date of reintegration meeting:

People present:

LEARNER DETAILS

Learner's name:

Address:

Date of birth:

Year group/tutor:

Name of parent/guardian:

Contact details:

Is the learner subject to a child protection plan?

If yes to any question, give details

Is the learner a looked-after or previously looked-after child?

Is the learner identified as having special educational needs (SEN) and/or a disability?

Does the learner have an education, health and care (EHC) plan?

DETAILS OF SUSPENSION

Date of suspension:

Date of return to school:

Number of days suspended:

Reason for suspension:

Details of any previous suspensions:

Total number of days suspended this term:

DETAILS OF SUSPENSION

Provision during suspension:

Include details of any:

Work provided and marked over suspension period

Alternative provision

Interventions from counselling or behaviour services, SEND support or local safeguarding partners

REVIEW OF CURRENT ATTENDANCE

Attendance this term

Number of days absent:

Attendance (%):

Attendance this year

Number of days absent:

Attendance (%):

REVIEW OF ACADEMIC PROGRESS

Subject:	Target grade:	Current grade:	Teacher comments:
	If the learner isn't graded in any/all subjects, ask teachers to briefly rate their progress – for example, out of 10 or with a RAG rating		

PARENTS/CARERS AND PROFESSIONALS INVOLVED WITH THE CHILD

Name:	Role and organisation:	Attended reintegration meeting? (Y/N)	Contact details:	Have they been informed of the reduced timetable?
				If the learner isn't on a reduced timetable, delete the row or record N/A If they haven't been informed, record the reason why

Targets and provision

TARGETS FOR BEHAVIOUR AND LEARNING

Area for development	Current score (out of 10) (Alternatively, use a RAG rating)	Target score (out of 10)	How will we achieve this?	Timescale/review date
e.g., Come prepared to work	<ul style="list-style-type: none"> 3 	<ul style="list-style-type: none"> 5 	Arrive on time Bring pen and other equipment	3 weeks from meeting

AGREED SUPPORT

Type of support	Support lead	Frequency
e.g., Academic catch-up support for maths. Give as many details as possible	Name of staff member responsible If someone outside the school is providing the support (e.g., a mentoring charity that you are facilitating), name the member of school staff who is responsible for its oversight	<ul style="list-style-type: none"> 1 hour a week
e.g., Check in on reintegration targets	<ul style="list-style-type: none"> 	<ul style="list-style-type: none">
<ul style="list-style-type: none"> Is the learner on a reduced timetable? (Y/N) 		

Details of reduced timetable arrangements

Delete this section if it doesn't apply

WHY ARE WE USING A REDUCED TIMETABLE?

WHAT RISKS ARE THERE OF THE REDUCED TIMETABLE ON THE LEARNER'S NEEDS?

If you have included an assessment of the reduced timetable in a broader risk assessment about the learner's return to school, attach the document to the end of your reintegration plan.

WHAT STEPS ARE WE TAKING TO MITIGATE THESE RISKS?

-

Week beginning:	Mon		Tues		Wed		Thurs		Fri		Total hours in lessons:
	am	Pm	am	pm	am	pm	am	pm	am	pm	
	•	•	•	•	•	•	•	•	•	•	•
	•	•	•	•	•	•	•	•	•	•	•

Start date:

Planned end date:

Review meeting details:

Date, time and who will attend

Review the reduced timetable arrangements frequently to decide if they're working and still necessary. You should use them for as short a time as possible.

Additional comments

LEARNER'S COMMENTS

PARENTS'/CARERS' COMMENTS

LEARNER'S COMMENTS

SCHOOL'S COMMENTS

Include comments from different staff members as appropriate

-

Signed (learner) _____

Signed _____
(parent/guardian)

Signed _____
(school)

Annex 1: Learner copy of reintegration plan

Adapt the wording depending on the learner's age/context and give it to them to keep. Try to keep it to a single page and use age-appropriate language

My name:	My class/form:
Date of suspension:	Date of return to school: Number of days suspended:
<ul style="list-style-type: none"> Why was I suspended? 	

My targets	My current score (out of 10)	My target score (out of 10)	How will I achieve this?	When will we check on this?
e.g., Come prepared to work	• 3	• 5	Arrive on time and bring all my equipment	3 weeks from meeting

How will the school help me?	Who will help me?	How often will we do this?
e.g., Academic catch-up support for maths. Give as many details as possible	Name of staff member responsible	• 1 hour a week

My comments	My parents'/carers' comments	The school's comments

• Signed

Annex 2: Parents'/carers' copy of reintegration plan

Try to keep to a single page

My name:	My child's name:	
Date of suspension:	Date of return to school:	Number of days suspended:
Why was my child suspended?		

[Name's] targets	Current score (out of 10)	Target score (out of 10)	How will they achieve this?	When will we check on this?
e.g., Come prepared to work	• 3	• 5	Arrive on time and bring all my equipment	3 weeks from meeting

What support will the school provide?	Staff member responsible	Frequency
e.g., Academic catch-up support for maths. Give as many details as possible	Name of staff member responsible	1 hour a week

My child's comments	My comments	The school's comments
	•	•

Signed: