# Exclusion Policy

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| Version | V3 |
| Approved by: | Board of Trustees |
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| Review Frequency: | Annually or as legislation requires |

**Inclusion** – Improving education for everyone.

**Integrity** – We are consistently open, honest, ethical, and genuine.

**Initiative** – We have the courage to always seek a better way to a better future.

**Involvement** –We encourage our community to take ownership and responsibility.

**Inspiration** – We use our drive and commitment to energise, engage and inspire.



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**Revision Table**

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| August 2025 | Added points 4.1.1 and 4.1.2<br>Added specificity to 7.2<br>Added clarity about when a managed move can be used at 9.3<br>Added point 10.3<br>Clarity about when an online panel meeting may be used provided at 12.1 |
| August 2026 | Para 1.3 revised to include relevant legislation<br>Para 7.2 updated, additional sentence added starting In line with….<br>Para 9.2 updated with a number of additional points<br>Para 9.3 updated |



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## 1. Introduction

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

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

1.3 St James Infant and Preschool will always have regard to the Statutory Guidance on Suspensions and Exclusions (July 2026) when making decisions on suspensions and exclusions and will follow the law, as set out in the relevant School Discipline (Pupil Exclusions and Reviews) (England) Regulation 2012 (as amended). The Trust and its schools will comply with all relevant legislation, including the *School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012* (as amended) and the *Education (Educational Provision for Improving Behaviour) (Application to Academies and Pupil Referral Units and Minor Amendments) Regulations 2026*.

1.4 This policy should be read in conjunction with the behaviour policy and the SEND policy for St James Infant and Preschool.

## 2. Application of policy

2 .1 This policy applies to all INMAT schools. Each school within the Trust will apply suspensions and exclusions in accordance with this policy and ensure that its contents are relayed to all staff, parents, and pupils.

## 3. Types of exclusion

Suspensions and permanent exclusions are different:

3.1 Suspensions (previously called fixed-term exclusions) are where a pupil is prevented from attending the school for a fixed period. At the end of the period, they are expected to return to school following a reintegration meeting. A pupil may receive a maximum 45 days of suspension in an academic year before being permanently excluded.

3.2 Permanent exclusions are where, subject to a decision of the trust board to reinstate the pupil to the school, the pupil is prevented from attending the school again. A decision to permanently exclude will only be taken in response to a serious breach or persistent breaches of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.

## 4. Roles and responsibilities

All INMAT schools are expected to follow this policy. Roles, responsibilities and expectations are set out in detail below.

The headteacher



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4.1 All decisions to suspend or permanently exclude a pupil will be taken by the headteacher after considering all the circumstances. Every decision made will be proportionate to the seriousness of the behaviour with reference to the school's behaviour policy.

4.1.1 Where a suspended or permanently excluded pupil has a social worker or is looked after, the headteacher must notify the social worker and/or Virtual School Head (VSH) without delay, alongside parental notification.

4.1.2 The headteacher must notify the local authority without delay of any suspension or permanent exclusion, regardless of the length or duration of the suspension.

The trustees

4.2 The trust board is responsible for forming committees to review exclusions and suspensions when it is required to do so, it is requested by parents, or it is, in its view, prudent to review an individual decision. In each case, the decision of the relevant committee formed by the trust board will be to decide whether to uphold the exclusion or suspension, or instead to reinstate the pupil to the school.

Parents

4.3 Parents will be informed without delay of any suspension or exclusion and there is an ability to make representations in regard to any suspension or exclusion decision. Details will be provided on the rights parents have with every letter that is sent from the headteacher.

Pupils

4.4 All pupils of INMAT schools are expected to follow the expectations regarding their behaviour to ensure that all pupils can learn and participate in school life effectively. Where those expectations are breached, the behaviour policy will apply.

## 5. Witness evidence and pupil views

5.1 Where witness evidence is relied upon, whether that be from a pupil or a staff member, the statement(s) will be provided at any trustees' review meeting. All statements will be signed and dated unless the headteacher has good reason to protect the anonymity of the relevant witness. Reasons may include threats of reprisals.

5.2 Before taking a decision to suspend or exclude and where appropriate, the headteacher will take the pupil's views into account, considering these in light of their age and understanding, and inform the pupil about how their views have been factored into any decision made. Where relevant, the pupil will be given support to express their view, including through advocates such as parents or, if the pupil has one, a social worker. The headteacher will also take account of any contributing factors identified after an incident of misbehaviour has occurred.

## 6. Reintegration strategy meetings following suspension or off-site direction

6.1 Where a pupil is suspended or is directed to be educated off-site, upon return to the school both the pupil and parents will be invited to a reintegration strategy meeting. The purpose of the meeting is to:

- offer the pupil a fresh start,



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- help them understand the impact of their behaviour on themselves and others,
- teach them to how meet the high expectations of behaviour in line with the school culture,
- foster a renewed sense of belonging within the school community; and build engagement with learning so that further suspensions are not needed.

- School staff will work with the pupil to understand what led to the behaviour and to establish if any changes can be made or further support implemented from a pastoral of practical perspective that might reduce the chance of repeat behaviours. Previous behaviour is not seen as an obstacle to future success.

6.2 The school used various measures to support a pupil's successful reintegration. This may include:

- daily contact with a designated adult within the school
- use of a report card with personalised targets leading to personalised rewards;
- ensuring the pupil receives academic support upon return to catch up on any lost progress;
- planned pastoral interventions;
- mentoring by a trusted adult
- regular reviews with the pupil and parents to praise progress being made and raise and address any concerns at an early stage; and informing the pupil, parents and staff of potential external support.

6.3 Whilst reintegration meetings are highly encouraged by the trust, pupils will not be prevented from being admitted to the school or being put in mainstream classes because a meeting has not taken place.

## 7. Cancelling a suspension or exclusion

7.1 A suspension or exclusion can be cancelled by the headteacher as long as the suspension or exclusion has not been considered by the trustees. In relation to an exclusion, it cannot be cancelled if the total time the pupil was excluded or suspended that academic year would be over 45 days at the point of the decision to cancel the exclusion.

7.2 Where a suspension or exclusion is cancelled, the headteacher must notify the parents, the governing board, and the local authority without delay, stating the reason for the cancellation. If the pupil has a social worker or is looked-after, the social worker and/or Virtual School Head (VSH) must also be notified without delay.
In line with paragraph 13 of the statutory guidance (*Suspension and Permanent Exclusion*, 2026), the governing board's duty to consider reinstatement ceases, and the pupil must be allowed back into the school without delay. Parents/carers must also be offered the


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opportunity to meet with the headteacher without delay to discuss the circumstances that led to the cancellation. Any days spent out of school prior to the cancellation will count towards the maximum limit of 45 school days in an academic year.

## 8. Suspensions before a permanent exclusion

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

## 9. Directing off-site and managed moves

9.1 Before taking any decision to permanently exclude a pupil, the headteacher will consider whether a direction to attend alternative provision and/or a managed move as part of a planned intervention would be a reasonable alternative that should be considered.

9.2 In the case of directing a pupil off-site to alternative provision, the aim of any direction is for it to be used as a short-term measure as part of the school's behaviour management strategy to improve a pupil's behaviour where in-school interventions and/or outreach have been unsuccessful or are deemed inappropriate. While parental consent is not needed, discussions would take place with parents to feed in their views about the options.

9.2 In the case of directing a pupil off-site to alternative provision or another mainstream school, the direction must only be used as a short-term measure to improve a pupil's behaviour where in-school interventions and/or outreach have been unsuccessful or deemed inappropriate. The Trust will comply with the statutory requirements set out in the *Education (Educational Provision for Improving Behaviour) (Application to Academies and Pupil Referral Units and Minor Amendments) Regulations 2026* and statutory guidance:

- **Written Notification:** While parental consent is not legally required, discussions will take place with parents. The school must ensure parents/carers and the local authority (if the pupil has an EHC plan) are provided with written notice as soon as practicable and **no later than two school days** before the placement begins. This notice must specify the address, the contact person to whom the pupil must report, the number of days imposed, the session times, and the reasons and objectives for the placement.
- **Monitoring and Reviews:** The placement and reintegration plan must be kept under regular review. Parents (and the LA if the pupil has an EHC plan) must be given written invitations **at least six days** before any review meeting to attend or submit written representations.
- **Review Outcomes:** Written notification of the governing board's decision regarding whether the placement should continue, for what period, and the reasons for the decision must be provided to parents **no later than six days** after each review meeting. Parents and the local authority (if the pupil has an EHC plan) may also request


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a review meeting in writing, which the school must convene as soon as reasonably practicable (unless a review has been held within the previous 10 weeks).

9.3 A managed move is a voluntary transfer used to initiate a permanent move of a pupil to another mainstream school. It must be offered as part of a planned intervention and requires full agreement and consent between the current school, the receiving school, and the parents. Managed moves must only occur when it is in the pupil's best interests and must never be used as an informal or illegal exclusion.

The law does not permit "trial admissions" or "trial managed moves". Where a temporary or trial placement at another mainstream school is required to support and improve a pupil's behaviour, this must be arranged as an **off-site direction** (as set out in Section 9.2) with agreed objectives, timelines, and regular reviews. Following a review of an off-site direction placement, a permanent managed move may be considered and agreed upon.

Prior to any managed move taking place, relevant information—including prior attainment, risk assessments, and ongoing support strategies—will be shared with the new school to ensure an effective integration strategy is in place. Where a pupil has an Education, Health and Care (EHC) plan, the local authority must be consulted prior to the move so statutory procedures for amending the plan can be followed.

## 10. Independent review panels (IRPs)

10.1 INMAT arranges its own IRPs, and requests for an IRP where a permanent exclusion has been upheld should be made to governance@INMAT.org.uk within 15 school days.

10.2 Further details on the role and powers of IRPs can be found in Part Ten of the Statutory Guidance on Exclusions.

10.3 Where a pupil has a social worker or VSH, they should be invited to attend governing board or IRP meetings. They may also contribute their views during the meeting and may attend remotely if needed.

## 11. Reconsideration by the trust board

11.1 Where an IRP either recommends reconsideration or quashes the initial decision of the trust board, the decision will be considered within 10 school days. This may involve a rehearing with oral evidence given by the school and parents or may be a reconsideration with only the trust board members and the clerk present.

## 12 Remote Meetings

12.1 While face-to-face meetings are encouraged as the default and most appropriate format, remote access (e.g., live video link) for governing board and IRP meetings may be permitted only if requested by the parent and the criteria for fairness and accessibility are met. Any trustee meeting and/or IRP meeting may be conducted remotely where the parents request for it to be conducted remotely and the meeting can be fairly held remotely, with all participants having access and are able to make representations. A meeting may also take place remotely where there is an extraordinary event or unforeseen circumstance that means it's not



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practicable to hold the meeting in person. Such events can include, but are not limited to, floods, fire and an outbreak of an infectious disease.

12.2 In addition, where a child's social worker or a virtual school head are due to attend a meeting, they may join an in-person meeting remotely as long as it can be fairly accessed, the technology is available, and everyone would be able to make representations.

## 13 Complaints

13.1 If parents have any concerns or complaints over the application or implementation of this policy or feels that they are being pressured into a managed move, they should raise their concerns with a staff member or the headteacher in accordance with the INMAT complaints policy. If the concern relates to an exclusion, the statutory procedure set out in the exclusions statutory guidance will be followed.

## 14 Equality impact

14.1 INMAT does all it can to ensure that its policies do not discriminate against pupils or others, either directly or indirectly, in line with any Equality Act 2010 protected characteristics. This includes race, religion, disability, sexual orientation, and sex

## 15 Monitoring arrangements

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

- the interventions put in place for pupils at risk of suspension and permanent exclusion
- the processes in place for determining and reviewing directions to alternative provision and that such placements are reviewed at sufficient intervals to assure that the education is achieving its objectives and that pupils are benefiting from it
- the full-time educational provision for pupils of compulsory school age from the sixth consecutive school day of a suspension, in particular checking the provision is suitable and quality-assured to ensure that:
  - any previous placements have been evaluated, including support for any applicable SEND;
  - there is a process in place to monitor the pupil's attendance and behaviour at the provision the correct attendance code is being used
  - the pupil's child protection file and any other information relevant to the pupil's safeguarding and welfare has been securely transferred to their new setting as early as possible
- whether there is any variation within the year on suspensions and permanent exclusions and the characteristics of pupils


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- the cost implications of directing children to be educated off-site in alternative provision and whether there are any patterns to the reasons or timing of moves
- whether the school register and absence codes have been recorded correctly
- how the behaviour policy is applied and specifically its consistency
- the circumstances in which pupils receive repeat suspensions
- whether Personal Education Plans for looked after children have been reviewed on a termly basis.


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