Suspension & Permanent Exclusion Policy

Document date: September 2026



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Version	Date	Author	Changes
V1	December 2022	A Bills	Initial Issue – replaces Exclusions policy
V1.1	July 2023	A Bills	Amended regulations about a headteacher's ability to cancel an exclusion Governing board reinstatement meetings and IRPs can now be held via the use of remote access (for example, live video link) for suspension and permanent exclusions if requested by the parents, provided certain criteria are satisfied. Meetings held via the use of remote access should not be a default option and face to face meetings should always be encouraged. 'Home' LA details added to model letters.
V1.2	March 2026	L Baddeley	Review in line with guidance and new letter templates added
V1.3	July 2026	L Baddeley	Review in line with update guidance on temporary safeguarding separation, remote meeting requests, clarity around off-site direction procedures DFE Guidance July 2026

Review frequency	2 years
Review date	July 2027
Ratified by	Trust Leadership Team
Date of ratification	28th September 2026
Lead/owner	Chief Education Improvement Officer
Target audience	Staff and Parents
Document reference	POL-BH04

The electronic version is the definitive version of this document.

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1. INTRODUCTION

This policy must be read alongside the following documents:

- DfE Behaviour in Schools guidance
- DfE School Suspensions and Permanent Exclusions guidance
- Behaviour, rewards and sanctions policy or equivalent
- Safeguarding Policy
- E-Safety Policy
- Anti-Bullying Policy
- SEND Policy
- Attendance Policy

This policy has been updated in line with the DfE 'Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement' which reflects the government's ambition to create high standards of behaviour in schools so that children and young people are protected from disruption and can learn and thrive in a calm, safe, and supportive environment. This guidance provides schools and other bodies involved in this process with information so that they can continue to use suspensions and permanent exclusions appropriately. In addition, specific changes to the legislation governing the disciplinary school suspension and permanent exclusion process have been made and so changes have been made to the guidance to reflect this. Permanent exclusions will sometimes be necessary as a last resort to maintain this environment.

The following is a list of updates to the DfE guidance:

- Headteachers may cancel an exclusion that has not been reviewed by the governing board (the Academy Governance Committee). This practice is sometimes known as withdrawing/rescinding a suspension or permanent exclusion. If this occurs, parents, the Academy Governance Committee and the local authority should be notified, and if relevant, the social worker and Virtual School Head (VSH). Further information of other actions that should take place after an exclusion is cancelled is set out in paragraph 13 of the guidance
- When Headteachers suspend or permanently exclude a pupil they must, without delay, notify parents. Legislative changes mean that if a pupil has a social worker, or if a pupil is looked-after, the Headteacher must now, also without delay after their decision, notify the social worker and/or VSH, as applicable
- When Headteachers suspend or permanently exclude a pupil, they must also notify the local authority, without delay. Legislative changes mean that this must be done regardless of the length of a suspension
- Guidance on the role of a social worker and VSH, during governing board (Academy Governance Committee) meetings and IRP meetings
- Guidance on managed moves, what they are and how they should be used
- Clarified guidance on the use of off-site direction as a short-term measure that can be used as part of a school's behaviour management strategy
- Further guidance on the practice of involving pupils so that any excluded pupil is enabled and encouraged to participate at all stages of the suspension or permanent exclusion process, considering their age and ability to understand
- Guidance for governing boards (Academy Governance Committee's) to ensure that they review data to consider the level of pupil moves and the characteristics of pupils who have been permanently excluded to ensure the sanction is only used when necessary, as a last resort.

The Trust's vision, based on John 10:10, is for every adult, every child and every academy in the Trust to come together in order that we may pursue life in all its fullness. The Trust has a vision of building a better future for all within it's academies, who in turn will positively impact their

communities. The policy is also rooted in the Church of England Education Office's 'Theological Reflection on Exclusions':

- **Wisdom** in leadership holds in tension the varied needs of vulnerable pupils with the safety of the wider school environment
- Christian **hope** has every reason to look expectantly into the future, in the confidence of God's final redemption of all things – the new heaven and the new earth. There is an impetus therefore to keep going with challenging pupils, spurred on by the love of Christ, whilst handling the reality which presents itself
- The school **community**, and its desire to be hospitable and welcoming to all needs to be held together with protecting the well-being of the whole from the impact of disruptive behaviour
- School leaders show their commitment to the **dignity** of each child by looking with curiosity beyond the presenting behaviour to see the underlying needs.

Heads of school/Headteachers/Executive Headteachers are trusted to use their professional judgement based on the individual circumstances of the case when considering whether to exclude a pupil.

Good discipline in schools is essential to ensure that all pupils can benefit from the opportunities provided by education. The government supports Headteachers in using suspension and permanent exclusion as a sanction when warranted as part of creating a calm, safe, and supportive environment in which pupils can learn and thrive. To achieve this, suspension and permanent exclusion are sometimes a necessary part of a functioning system, where it is accepted that not all pupil behaviour can be amended or remedied by pastoral processes, or consequences within the school. Suspensions and permanent exclusion should only be used as a last resort, 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 in school.

We believe that in order for our pupils and adults to achieve their maximum potential and flourish, and to enable effective teaching and learning to take place, the highest standard of behaviour in all aspects of academy life is essential. Each member of staff has responsibility for upholding standards of behaviour in our academies, both within their classroom, around our academy sites and whilst supervising pupils outside of our academies, as well as implementing the academy's individual behaviour, rewards and sanctions policy and procedure both fairly and consistently.

This policy, along with the aforementioned DfE guidance, is to be a companion piece to the DfE Behaviour in Schools guidance, which provides advice to headteachers, trust leaders and school staff on implementing a behaviour policy which creates a school culture with high expectations of behaviour. Therefore, this policy should only be necessary when strategies, practices and interventions set out within the Behaviour in Schools guidance have not been successful in improving a pupil's behaviour or the use of more significant interventions or sanctions are required.

Our expected standards of behaviour are clearly communicated to pupils, staff and parents in the relevant sections of individual academies' behaviour policies and home-school agreements or equivalent.

We always consider whether the behaviour under review gives cause to suspect that a pupil is suffering from, or is likely to suffer, significant harm. Where this may be the case, staff follow our safeguarding policy.

We take a graduated response to pupils whose behaviour may be the result of educational, mental health or other needs or vulnerabilities. This response is individualised to meet the needs of the pupil and includes:

- an assessment to establish a clear analysis of the pupil's needs
- a plan setting out how the pupil will be supported
- the required action to provide the support
- regular reviews to assess the effectiveness of the provision and identify any necessary changes

We consider a pupil's special educational needs when responding to behaviour and the need for multi-agency assessments will be considered where necessary.

AI may be used to assist with:

- Drafting correspondence.
- Organising information.
- Summarising documents.
- Producing meeting notes.
- Identifying themes within documentation.

However:

- All decisions relating to suspension or permanent exclusion will be made by the Headteacher or other authorised decision-maker.
- AI will not determine whether a suspension or permanent exclusion is appropriate.
- AI will not be relied upon as the sole basis for any decision.
- Decision-makers must personally review all relevant evidence and consider the individual circumstances of the pupil.
- Particular consideration will continue to be given to safeguarding matters, SEND, disability, equality duties and any other relevant factors required by statutory guidance.
- Any governing board, committee or review panel considering a suspension or permanent exclusion must reach its own conclusions based on the evidence presented and not on AI-generated recommendations.
- Personal data will only be processed using AI systems that have been approved by the Trust and in accordance with data protection requirements.

2. OFF-ROLLING AND UNLAWFUL EXCLUSIONS

We are aware that off-rolling is unlawful. Ofsted defines off-rolling as "the practice of removing a pupil from the school roll without a formal, permanent exclusion or by encouraging a parent to remove their child from the school roll, when the removal is primarily in the interests of the school rather than in the best interests of the pupil."

Further guidance and exemplification is detailed in sections 18-22 of the DfE suspensions and exclusions guidance and must be adhered to.

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

3. USE OF SUSPENSIONS AND/OR PERMANENT EXCLUSIONS

The decision to suspend or exclude a pupil is a serious one and will only be taken in response to serious or persistent breaches of the academy's behaviour policy, **and** if allowing the pupil to remain in the academy would seriously harm the education or welfare of the pupil or others in the academy.

Before deciding whether to suspend or permanently exclude a pupil, either permanently or for a fixed period, the Head of School / Headteacher/Executive headteacher will:

- consider all the relevant facts and evidence, including whether the incident(s) leading to the suspension or exclusion were provoked
- allow the pupil to give their version of events
- consider if the pupil has special educational needs (SEN).

Only the Head of School/Headteacher/Executive headteacher can suspend or permanently exclude a pupil on disciplinary grounds. In the Trust's academies, 'Headteacher' includes Acting Headteacher/Head of School/Executive headteacher by virtue of regulation 21 of the School as l Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012.

A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently excluded. A pupil's behaviour outside school can be considered grounds for a suspension or permanent exclusion. Any decision of a Headteacher, including suspension or permanent exclusion, must be made in line with the principles of administrative law, i.e., that it is: lawful (with respect to the legislation relating directly to suspensions and permanent exclusions and a school's wider legal duties); reasonable; fair; and proportionate.

The Head of School / Headteacher/ Executive headteacher may cancel any exclusion that has already begun, but this should only be done where it has not yet been reviewed by the Academy Governance Committee (AGC). (DFE guidance paragraph 13 and 14
Where exclusions are cancelled, then:

- Parents, the AGC, and the LA should be notified without delay and, if relevant, the social worker and VSH
- Written notification of the cancellation and reason for the cancellation can be provided by delivering it directly to the recipient, leaving it at their usual or last known home address, or posting it to that address. A notification to a parent can only be given electronically (e.g. by text message or e-mail) if it is sent to a number or address that the parent has agreed can be used for notifications of this kind
- Parents should be offered the opportunity to meet with the headteacher to discuss the circumstances that led to the exclusion being cancelled
- Schools should report to the AGC once per term on the number of exclusions which have been cancelled. This should include the circumstances and reasons for the cancellation enabling AGC to have appropriate oversight and
- The pupil should be allowed back into the school from which they were excluded 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 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.

When establishing the facts in relation to a suspension or permanent exclusion decision the Headteacher must apply the civil standard of proof, i.e., '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.' This means that the Headteacher should accept that something happened if it is more likely that it happened than that it did not happen. The Headteacher must take account of their legal duty of care when sending a pupil home following an exclusion.

Headteachers should also take the pupil's views into account, considering these in light of their age and understanding, before deciding to exclude, unless it would not be appropriate to do so. They should inform the pupil about how their views have been factored into any decision made. Where relevant, the pupil should be given support to express their view, including through advocates such as parents or, if the pupil has one, a social worker. Whilst an exclusion may still

be an appropriate sanction, Headteacher should also take account of any contributing factors identified after an incident of misbehaviour has occurred and consider page 16 of the DFE Behaviour in Schools guidance.

3.1 Suspension

A suspension, where a pupil is temporarily removed from the school, is an essential behaviour management tool that should be set out within a school's behaviour policy.

A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year). A suspension does not have to be for a continuous period.

A suspension may be used to provide a clear signal of what is unacceptable behaviour as part of the school's behaviour policy and show a pupil that their current behaviour is putting them at risk of permanent exclusion. Where suspensions are becoming a regular occurrence for a pupil, Headteachers and schools should consider whether suspension alone is an effective sanction for the pupil and whether additional strategies need to be put in place to address behaviour.

It is important that during a suspension, pupils still receive their education. Headteachers should take steps to ensure that work is set and marked for pupils during the first five school days of a suspension. This can include utilising any online pathways such as Microsoft for Education, Google Classroom or Oak National Academy.

The school's legal duties to pupils with disabilities or special educational needs remain in force, for example, to make reasonable adjustments in how they support disabled pupils/students during this period. Any time a pupil is sent home due to disciplinary reasons and asked to log on or utilise online pathways should always be recorded as a suspension.

A suspension can also be for parts of the school day. For example, if a pupil's behaviour at lunchtime is disruptive, they may be suspended from the school premises for the duration of the lunchtime period. The legal requirements relating to the suspension, such as the Headteacher's duty to notify parents, apply in all cases. Lunchtime suspensions are counted as half a school day in determining whether an Academy Governance Committee (AGC) meeting is triggered.

The law does not allow for extending a suspension or 'converting' a suspension into a permanent exclusion. In exceptional cases, usually where further evidence has come to light, a further suspension may be issued to begin immediately after the first period ends; or a permanent exclusion may be issued to begin immediately after the end of the suspension.

For a suspension of more than five school days, the AGC are responsible for ensuring that the academy arrange education. This provision is commonly called alternative provision and must begin no later than the sixth school day of the suspension.

Where a child receives consecutive suspensions, these are regarded as a cumulative period of suspension for the purposes of this duty. This means that if a child has more than five consecutive school days of suspension, then education must be arranged for the sixth school day of suspension, regardless of whether this is because of one decision to suspend the pupil for the full period or multiple decisions to suspend the pupil for several periods in a row.

It is important for schools to help minimise the disruption that suspension or permanent exclusion can cause to a pupil's education. Whilst the statutory duty on schools is to arrange full-time education from the sixth day of a suspension or permanent exclusion, there is an obvious benefit to the pupil in starting this provision as soon as possible. In the case of a looked-after child or child with a social worker, the school and the local authority should work together to arrange alternative provision from the first day following the suspension or permanent exclusion.

3.2 Permanent Exclusion

A permanent exclusion is when a pupil is no longer allowed to attend a school (unless the pupil is reinstated). The decision to exclude a pupil permanently should 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.

For any permanent exclusion, Headteachers should take **reasonable steps** to ensure that work is set and marked for pupils during the first five school days where the pupil will not be attending alternative provision. Any appropriate referrals to support services or notifying key workers (such as a pupil's social worker) should also be considered.

The local authority must arrange suitable full-time education for the pupil to begin from the sixth school day after the first day the permanent exclusion took place. This will be the pupil's 'home authority' in cases where the school is in a different local authority area. The school should collaborate with the local authority when the pupil might be eligible for free home to school travel, arranged by the local authority, to the place where they will be receiving education.

Where a looked-after child is excluded, the school should document the provision of immediate suitable education in the child's PEP.

With regards to persistent breaches of this policy, any decision to exclude permanently will be the final step in a process where a wide range of other strategies have been tried, without success. It is an acknowledgement that the school has exhausted all available strategies and is a last resort.

A pupil may be permanently excluded for committing a single serious breach of the academy's behaviour policy, even if they have never been in trouble before. The reasons below are examples of the types of circumstances that may warrant a suspension or permanent exclusion:

- Physical assault against a pupil
- Physical assault against an adult
- Verbal abuse or threatening behaviour against a pupil
- Verbal abuse or threatening behaviour against an adult
- Use, or threat of use, of an offensive weapon or prohibited item that has been prohibited by a school's behaviour policy
- Bullying
- Racist abuse
- Abuse against sexual orientation or gender reassignment
- Abuse relating to disability

This list is non-exhaustive and is intended to offer examples rather than be complete or definitive.

Where a pupil is involved in breaking the law the Police will be informed.

We are aware that off-rolling is unlawful. Ofsted defines off-rolling as "the practice of removing a pupil from the school roll without a formal, permanent exclusion or by encouraging a parent to remove their child from the school roll, when the removal is primarily in the interests of the school rather than in the best interests of the pupil."

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

4. PREVENTATIVE MEASURES TO SCHOOL EXCLUSION

In addition to the strategies set out in initial intervention (see page 15 of the DfE Behaviour in Schools Guidance), Heads of School/Headteachers/Executive headteachers should also consider the following:

a. an off -site direction (temporary measure that maintained schools and academies for similar purposes can use); or
b. managed moves (permanent measure) as preventative measures to exclusion.

Any use of alternative provision (AP) should be based on an understanding of the support a child or young person needs in order to improve their behaviour, as well as any SEND or health needs. Off-site direction may only be used as a way to improve future behaviour and not as a sanction or punishment for past misconduct.

Off-site direction should only be used where in-school interventions and/or outreach have been unsuccessful or are deemed inappropriate.

The nature of the intervention, its objectives, and the timeline to achieve these objectives should be clearly defined and agreed with the provider upfront. The plan should then be frequently monitored and reviewed. Pupils must continue to receive a broad and balanced education, and this will support reintegration into mainstream schooling. All records of meetings including timetables and corresponding communication and letters should be added to the child's CPOMS file.

Heads of School/Headteachers/Executive headteachers must have due regard to the DfE Alternative Provision guidance:

4.1 Off Site Direction

Off-site direction is a temporary measure where interventions or targeted support have not been successful in improving a pupil's behaviour and may be used to prevent further suspensions or a permanent exclusion. In these cases, where the academy requires a pupil to attend another education setting with the aim of improving their behaviour, a Headteacher may organise this via an 'off-site direction'. This should only be done where other interventions and targeted support have not been successful in improving a pupil's conduct. Placements will be time-limited and must be at an AP or another mainstream school/academy. An offsite direction can either be full time or a combination of part-time support in an alternate provision alongside continued mainstream education.

Parents will be notified in writing about the off-site direction as soon as practicable after the direction has been made and no later than two school days before the relevant day.

The notification will include:

- the address at which the educational provision is to be provided for the pupil
- the person to whom the pupil should report to on first attending that address for the purposes of receiving the educational provision
- the number of days for which the requirement is to be imposed
- the reasons for, and objectives of, imposing the requirement; and in relation to the educational provision:

a. where two sessions per day are provided, the times at which the morning session commences, the afternoon session ends and the break between them commences and ends, or
b. where a single session per day is provided, the times at which the session commences and ends.

Whilst the Headteacher will try to discuss any potential direction off-site with parents/carers and the pupil and seek their views in an attempt to agree the decision and co-produce the resulting plan, the academy does have the power to direct a pupil off site without parental consent and will use this if necessary.
The academy will record the off site direction in accordance with the attendance codes and will also record that this is in place on CPOMS. Communication regarding attendance and safeguarding of any other nature will take place between the school and the AP/ off site direction provider (other mainstream school)

4.2 Information Sharing with Receiving Schools or Alternative Provisions

We will provide receiving schools or alternative provision settings with the information they need to support a safe and effective transition. This will include:

- the pupil's prior and current attainment, and academic potential
- a current safety plan or risk assessment
- advice on effective ongoing risk management and
- details of any pupil support strategies already in place.

The academy recognises the importance of working effectively with external services and agencies. To support continuity of care and provision, relevant contact details and information about known agencies or professionals involved with the child or family will be shared with the receiving school or alternative provision setting, where appropriate.

4.3 Managed Moves

A managed move is used to initiate a process which leads to the transfer of a pupil to another mainstream school/academy permanently. We understand that managed moves should be voluntary and agreed with all parties involved, including the parents and the admission authority of the new school/academy. If a temporary move needs to occur to improve a pupil's behaviour, then off-site direction is a strategy that would be considered. Managed moves will only occur when it is in the pupil's best interests, and we will work closely with parents/carers to ensure their views are heard and they feel fully informed prior to making decisions; our aim is not to place any unnecessary pressure on parents/carers.

Where a pupil has an EHC plan, we will work to ensure the relevant statutory duties are transferred effectively to the new school and local authority. If one of our academies is contemplating a managed move, they will contact the local authority prior to the managed move. If the local authority, both the academy and the proposed school/academy and parents agree that there should be a managed move, the local authority will follow the statutory procedures for amending an EHC plan.
Managed moves will be offered as part of a planned intervention. Academies will be able to evidence that appropriate initial intervention has been carried out, including, where relevant, multiagency support, or any statutory assessments were done or explored prior to a managed move. The managed move will be preceded by information sharing between the academy and the new school/academy, including data on prior and current attainment, academic potential, a pupil's safety plan/risk assessment and advice on effective risk management strategies. It is also important for the new school/academy to ensure that the pupil is provided with an effective integration strategy

See pages 20-23 in the DfE Suspensions and Exclusions guidance for further detail on off-site direction and managed moves.

4.4 Separation of Pupils for Safeguarding Purposes

In certain circumstances, a school can temporarily forbid a pupil from attending its premises, for example, due to an allegation of harm by one pupil against another which might require physically

separating a pupil from one or other pupils. In this scenario, the local authority must arrange education for the pupil if the school itself or the pupil's parent does not do so. This is not an exclusion on disciplinary grounds.
The school should inform parents of the reason why the pupil has been temporarily forbidden from attending its premises and in conjunction with the designated safeguarding lead (or a deputy). The Academy Governance Committee should also be notified without delay and ensure this is used for rare circumstances and only when separating pupils is essential and cannot practicably be done in a way that lets one or more pupils remain on school premises.

It is important to note that in physically separating a pupil from one or more other pupils' schools must specifically consider their duties under the Human Rights Act 1998 and the Equality Act 2010 and the Keeping children safe in education guidance. The public law principles of acting reasonably, rationally and in a procedurally fair manner must also be followed. Schools have a pivotal role to play in multi-agency safeguarding arrangements.'' (DfE Suspensions and Exclusions guidance)

Separation of pupils for safeguarding purposes distinguishes a safeguarding-based temporary removal from the school site from a disciplinary action. In these cases, the academy can temporarily forbid a pupil from attending its premises. This power should only be used in rare circumstances and only when separation cannot practicably be achieved while keeping one or more pupils on the school premises.

The academy will record the use of separation for safeguarding purposes and its impact to the trust board through the local academy council and the trust Education and Ethos Committee. A reintegration meeting will take place after separation of pupils for safeguarding purposes will before a pupil returns to the academy.

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 following a governing board review, it is likely that there will be complex and difficult decisions that need to be made. It is important that these decisions are made alongside a school's duty to safeguard and support children and their duty to provide an education.

5. PUPILS WITH DISABILITIES AND SPECIAL EDUCATIONAL NEEDS (SEN) INCLUDING THOSE WITH EDUCATION, HEALTH AND CARE PLANS (EHC PLANS)

The Equality Act 2010 requires schools to make reasonable adjustments for disabled pupils. This duty can, in principle, apply both to the suspensions and permanent exclusions process and to the disciplinary sanctions imposed. Under the Children and Families Act 2014, governing boards (Academy Governance Committees) of relevant settings must use their 'best endeavours' to ensure the appropriate special educational provision is made for pupils with SEN, which will include any support in relation to behaviour management that they need because of their SEN. Schools should engage proactively with parents in supporting the behaviour of pupils with additional needs.

Where a school has concerns about the behaviour, or risk of suspension and permanent exclusion, of a pupil with SEN, a disability or an EHC plan it should, in partnership with others (including where relevant, the local authority), consider what additional support or alternative placement may be required. This should involve assessing the suitability of provision for a pupil's SEN or disability.

Where a pupil has an EHC plan, schools should contact the local authority 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.

For those with SEN but without an EHC plan, the school should review, with external specialists as appropriate, whether the current support arrangements are appropriate and what changes

may be required. This may provide a point for schools to request an EHC assessment or a review of the pupil/'s current package of support.

6. PUPILS WHO HAVE A SOCIAL WORKER, INCLUDING LOOKED-AFTER CHILDREN, AND PREVIOUSLY LOOKED-AFTER CHILDREN

For the majority of children who have a social worker, this is due to known safeguarding risks at home or in the community: over half are in need due to abuse or neglect. For children with a social worker, education is an important protective factor, providing a safe space for children to access support, be visible to professionals and realise their potential. When children are not in school, they miss the protection and opportunities it can provide, and become more vulnerable to harm. However, headteachers should balance this important reality with the need to ensure calm and safe environments for all pupils and staff, so should devise strategies that take both of these aspects into account.

Where a pupil has a social worker, e.g., because they are the subject of a Child in Need Plan or a Child Protection Plan, and they are at risk of suspension or permanent exclusion, the Headteacher should inform their social worker, the Designated Safeguarding Lead (DSL) and the pupil's parents to involve them all as early as possible in relevant conversations.

Where a looked-after child (LAC) is likely to be subject to a suspension or permanent exclusion, the Designated Teacher (DT) should contact the local authority's VSH as soon as possible. The VSH, working with the DT and others, should consider what additional assessment and support need to be put in place to help the school address the factors affecting the child's behaviour and reduce the need for suspension or permanent exclusion. Where relevant, the school should also engage with a child's social worker, foster carers, or children's home workers.

All looked-after children should have a Personal Education Plan (PEP) which is part of the child's care plan or detention placement plan. This should be reviewed every term and any concerns about the pupil's behaviour should be recorded, as well as how the pupil is being supported to improve their behaviour and reduce the likelihood of exclusion. Monitoring of PEPs can be an effective way for VSHs to check on this.

Where previously looked-after children face the risk of being suspended or permanently excluded, the school should engage with the child's parents and the school's DT. The school may also seek the advice of the VSH on strategies to support the pupil.

7. COMMUNICATING A DECISION TO EXCLUDE

Whenever a Headteacher suspends or permanently excludes a pupil they must, without delay, notify parents of the period of the suspension or permanent exclusion and the reason(s) for it. Notification should be in person or by telephone in the first instance as this would give the parents an opportunity to ask any initial questions or raise concerns directly with the Headteacher.

Model letters have been provided in this document and must be used; they incorporate all the information Headteacher is required to provide to the parents and a list of people to send a copy of the letter to, to ensure that all relevant parties have been advised of the exclusion.

When notifying parents about an exclusion, the Headteacher should set out what arrangements have been made to enable the pupil to continue their education prior to the start of any alternative provision or the pupil's return to school.

Effective methods for providing the information may include email or text message, giving the notice directly to the parents, and with the pupil, Headteacher must send a duplicate copy by an alternative method or confirming that the information has been received.

The Headteacher should ensure that information provided to parents is clear and easily understood, including for parents who may have particular communication needs relating to a disability or English as an additional language (EAL).

Headteachers must record the decision on Bromcom and also notify the Trust Leadership Team (TLT) without delay via the 'Record of Suspensions and Permanent Exclusions' tracker: Information Hub/Education/Record of Suspensions and Permanent Exclusions (Record of Suspensions and Permanent Exclusions)

AGC must also be notified via the termly Headteacher's Report.

7.1 Informing Social Workers and Virtual School Heads About an Exclusion

Whenever a Headteacher suspends or permanently excludes a pupil they must, without delay, after their decision, also notify the social worker, if a pupil has one, and the VSH, if the pupil is a LAC, of the period of the suspension or permanent exclusion and the reason(s) for it. The information listed above and included in the model letters must be provided in writing to the local authority.

Both the social worker and/or VSH, must be informed when an Academy Governance Committee (AGC) meeting is taking place, in order to share information. The social worker and/or the VSH can attend the meeting, should they wish to do so. Further guidance to social workers and VSHs on attending an AGC meeting can be found in paragraphs 128 to 130 of the DfE Suspensions and Exclusions Guidance.

7.2 Informing the AGC About an Exclusion

The Headteacher must, without delay, notify the AGC of:

- any permanent exclusion (including where a suspension is followed by a decision to permanently exclude the pupil);
- any suspension or permanent exclusion which would result in the pupil being suspended or permanently excluded for a total of more than five school days (or more than ten lunchtimes) in a term; and
- any suspension or permanent exclusion which would result in the pupil missing a public examination or national curriculum test.

When removing a pupil from the school roll, the AGC must ensure this is done under the circumstances prescribed by the Education (Pupil Registration) (England) Regulations 2006, as amended. If applicable, the pupil's name should be removed from the school roll at the appropriate time.

7.3 Informing the Local Authority About an Exclusion

The local authority must be informed without delay of all school exclusions regardless of the length of the exclusion.

For a permanent exclusion, if the pupil lives outside the local authority area in which the school is located, the Headteacher must also notify the pupil's 'home authority' of the permanent exclusion and the reason(s) for it without delay. The Headteacher must also inform the Academy Governance Committee once per term of any other suspensions of which they have not previously been notified.

Notifications must include the reason(s) for the suspension or permanent exclusion and the duration of any suspension or, in the case of a permanent exclusion the fact that it is permanent.

8. REPRESENTATION FROM PARENTS

Parents may make a representation to the Academy Governance Committee about a suspension (of more than 5 days in a term) or a permanent exclusion. Details of how to make a representation are included in the model letters.

Parents may choose to use AI tools when preparing representations. The Trust will consider representations fairly regardless of how they are prepared. However, parents are encouraged to provide concise summaries of the issues they wish decision-makers to consider. Where representations are excessively long, unclear or contain inaccurate references to legislation or guidance, the Trust may ask parents to clarify the specific points they wish to raise.

Governing board reinstatement meetings and IRPs can now be held via the use of remote access (for example, live video link) for suspension and permanent exclusions if requested by the parents, provided certain criteria are satisfied. Meetings held via the use of remote access should not be a default option and face to face meetings should always be encouraged. Further information is set out in Part Eleven of the full guidance.

If parents have any disability, then adjustments must be made to assist their engagement in the process. Relevant and reasonable adjustments can be made in the whole process to assist both parents and pupils who have a disability either physical or learning.

The Academy Governance Committee must consider and decide on the reinstatement of a suspended or permanently excluded pupil within 15 school days of receiving notice of a suspension or permanent exclusion from the Headteacher if:

- it is a permanent exclusion
- it is a suspension which would bring the pupil's total number of school days out of school to more than 15 in a term or
- it would result in the pupil missing a public examination or national curriculum test.

For all other suspensions, a panel is only convened if the suspension will take the pupil's total days of suspension above 15 for a term or the suspension will take the pupil's total days of suspensions above five for the term AND the pupil's parents have requested a meeting with the Academy Governance Committee. In this instance the Academy Governance Committee must convene a meeting to consider reinstatement within 50 days of receiving notice of the exclusion. For representations on suspensions of fewer than 5 days, the Academy Governance Committee must consider the representation but it cannot direct reinstatement and is not required to arrange a meeting with parents.

Where requested/required the Clerk to the Academy Governance Committee (AGC) will convene a panel of AGC Members (minimum of 3) to **consider** the reinstatement of a suspended or permanently excluded pupil. The panel may consist of any three AGC members with the exception of the Head of School / Headteacher; however, it is best practice for the panel to exclude staff AGC members and parent AGC members, where they have a child in the same year as the pupil that has been excluded. Any AGC members with a conflict of interest must not be included on the panel (e.g. if they have had any involvement in the suspension or will benefit from the pupil being suspended). The Clerk should notify the parents in writing 5 days in advance of the meeting (see Model Letter 5).

8.1 Academy Governance Committee Panel

The Academy Governance Committee must make reasonable endeavours 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.

Academy Governance Committee attendees will be as follows:

- Panel of AGC members (minimum of 3)
- Clerk to Academy Governance Committee (where the Clerk is a member of staff, providing there is no conflict of interests and they have undertaken appropriate training, they may clerk the meeting)

The following parties must be invited to the meeting and allowed to make representations or share information:

- parents (and, where requested, a representative or friend)
- the pupil if they are 18 years or over; the headteacher
- a representative of the local authority (in the case of a maintained school or PRU);
- the child's social worker if the pupil has one and
- the VSH if the child is LAC.

A model agenda has been included in the appendices.

The outcome of the panel meeting is either to decline to reinstate the pupil; or direct reinstatement of the pupil immediately or on a particular date. The Clerk will advise the parents in writing of the outcome:
In the case of suspension….
In the case pf permanent exclusion….

A flow chart and sequences of steps for the above can be found on pages 38-41 of the DfE Suspensions and Exclusions Guidance.

The outcome of the panel meeting is either to
- decline to reinstate the pupil; or
- direct reinstatement of the pupil immediately or on a particular date.

Permanently excluded pupils, Decline or direct reinstatement.

Where legally required to consider reinstating a suspended or directing the reinstatement of a permanently excluded pupil, the AGC must notify parents or the pupil if they are 18 years or over, the Head of School/Headteacher, and where relevant, the local authority, the pupil's social worker and/or the VSH of its decision, and the reasons for it, in writing and without delay. Where the pupil resides in a different local authority area from the one in which the school is located, the AGC must also inform the pupil's 'home authority'.

9. INDEPENDENT REVIEW PANEL (IRP)

Parents have the right to ask that an IRP be arranged to review the decision taken by the Academy Governance Committee not to reinstate their child, following their permanent exclusion.

The request must be made in writing within 15 academy days from the date on which notice in writing of the Academy Governance Committee's decision was given. Details of how to make a representation are included in the letter sent following the Academy Governance Committee meeting.

The role of the IRP is to review the Academy Governance Committee's decision not to reinstate the excluded pupil balancing the interests of the pupil against the interests of other pupils and people working within the academy.

The clerk, with the support of the Head of Operations and Compliance will convene an independent Appeals Panel in accordance with statutory guidance and will ensure that parents are notified of the date, time and venue in writing 5 days in advance of the meeting.

Governing board reinstatement meetings and IRPs can now be held via the use of remote access (for example, live video link) for suspension and permanent exclusions if requested by the parents, provided certain criteria are satisfied. Meetings held via the use of remote access should not be a default option and face to face meetings should always be encouraged. Further information is set out in Part Eleven of the full guidance.

The panel must consist of either three or five members, representing each of the three categories below:

- 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 AGC Members (of a maintained school, members of a PRU management committees and directors of academy trusts) who have served as a governor for at least 12 consecutive months in the last five years, provided they have not been teachers or headteachers during that time
- Headteachers or individuals who have been a headteacher within the last five years.

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

- are a Director of the Diocese of Coventry Multi Academy Trust
- are the Headteacher of the school who has permanently excluded the pupil or anyone who has held this position in the last five years
- are an employee of the local authority/academy trust, or a member of the AGC, of the school who has permanently excluded the pupil (unless they are employed as a Headteacher at another school)
- have, or at any time have had, any connection with the local authority/academy trust, school, AGC, parents or pupil, or the incident leading to the permanent exclusion, which might reasonably be taken to raise doubts about their impartiality (though an individual must not be taken to have such a connection simply because they are employed by the local authority/academy trust as a Headteacher at another school); or
  have not had the required training within the last two years.

The meeting will be clerked by an independent Clerk.

Parents have a right to request the attendance of an SEN expert at a review, regardless of whether the academy recognises that their child has SEN. If requested, the Trust must appoint an SEN expert to attend the panel and must cover the associated costs of this appointment. Individuals may not serve as a SEN expert if they have, or at any time have had, any connection with the local authority, academy trust, school, parents or pupil, or the incident leading to the permanent exclusion, which might reasonably be taken to raise doubts about their ability to act impartially. However, an individual should not be assumed to have such a connection simply because they are an employee of the local authority/academy trust.

The meeting may be attended by:

- Head of School / Headteacher of the academy which excluded the pupil
- Chair of the Academy Governance Committee (this may be delegated to another member of the AGC)
- Excluded pupil (they may choose not to attend)
- Parents/carers (they may choose not to attend)
- SEN Expert (where required)
- Interpreter (where required)
- Companion to parents/carers and pupils (where requested – each parent/carer and pupil in attendance may be accompanied by a friend or representative).

Parents may request the attendance of a Local Authority or Home Local Authority representative at the meeting. Their representations are at the discretion of the Appeals panel.

The possible outcomes of the Independent Appeals Panel meeting are:

i. to uphold the Academy Governance Committee's decision
ii. to recommend that the Academy Governance Committee reconsiders reinstatement; or
iii. to quash the decision and direct that the Academy Governance Committee considers reinstatement.

The panel's decision does not have to be unanimous and can be decided by a majority vote. In the case of a tied vote, the chair has the casting vote.

The Clerk to the IRP will advise the parents, the academy and the Local Authority in writing of the outcome.

9.1 Reconsidering the Exclusion

Where the IRP directs or recommends that the Academy Governance Committee reconsider whether a pupil should be reinstated, the Academy Governance Committee must reconvene to do so within 10 academy days of being given notice of the panel's decision. Reconsidering reinstatement provides an opportunity for the same Academy Governance Committee panel to look at its decision afresh, in light of the independent Appeals panel's findings. There is no requirement to seek further representations for either the Academy or the parents or to invite them to the reconsideration meeting. The AGC is not prevented from considering other matters that it considers relevant. It should, however, take care to ensure that any additional information does not make the decision unlawful. This could be the case, for example, where new evidence is presented, or information is considered that is irrelevant to the decision at hand.

The Academy Governance Committee should ensure that clear minutes are taken of the meeting as a record of the evidence that was considered by them. These minutes should be made available to all parties on request.

The Academy Governance Committee's decision should demonstrate how they have addressed the concerns raised by the Independent Review Panel and this should be communicated, in writing, to parents/carers, the Head of School / Headteacher and the local authority by letter without delay.

In the case of either a recommended or directed reconsideration, the AGC must notify the following people of their reconsidered decision, and the reasons for it, in writing and without delay:

- the parents
- the Headteacher
- the local authority; and, where relevant, the 'home authority'.

10. REINTEGRATION AFTER A SUSPENSION, OFF SITE DIRECTION OR SEPARATION FOR SAFEGUARDING PURPOSES

Schools can consider a range of measures to enable the pupil's successful reintegration, not least maintaining regular contact during the suspension, off site direction or separation for safeguarding purposes and welcoming the pupil back to school.

Schools should support pupils to reintegrate successfully into school life and full-time education following a suspension or period of off-site direction (see paragraphs 27-31 of the suspensions and exclusions guidance).

There should be a reintegration strategy that offers the pupil a fresh start; helps them understand the impact of their behaviour on themselves and others; teaches them to how meet the high

expectations of behaviour in line with the school culture; fosters a renewed sense of belonging within the school community; and builds engagement with learning.

A part-time timetable should not be used to manage a pupil's behaviour and must only be in place for the shortest time necessary. Any pastoral support programme or other agreement should have a time limit by which point the pupil is expected to attend full-time, either at school or alternative provision. There should also be formal arrangements in place for regularly reviewing it with the pupil and their parents. In agreeing to a part-time timetable, a school has agreed to a pupil being absent from school for part of the week or day and therefore must treat absence as authorised. The reintegration strategy should be clearly communicated at a reintegration meeting before or at the beginning of the pupil's return to school. During a reintegration meeting, the school should communicate to the pupil that they are valued, and their previous behaviour should not be seen as an obstacle to future success. A model agenda is included in the appendices and can be found on the Trust Information Hub - Model Reintegration Meeting Agenda.docx.

Where possible this meeting should include the pupil's parents. However, it is important to note that a pupil should not be prevented from returning to a mainstream classroom if parents are unable or unwilling to attend a reintegration meeting.

To ensure ongoing progress, the strategy should be regularly reviewed and adapted where necessary throughout the reintegration process in collaboration with the pupil, parents, and other relevant parties.

11. MODEL DOCUMENTS

All letters are to be inserted onto academy headed paper, dated and highlighted sections completed – **they must be used and apart from the insertion of factual information at the highlighted points, must not be modified.**

Letter templates are available to download from the Diocese of Coventry Information Hub / Governance / AGC Resources / Suspension & Exclusions Resources and then Letters are grouped by sender eg. Headteacher / Clerk.

11.1 Model Letter 01

From Head of School/Headteacher notifying parent of an offsite direction

By Email to *[email address]*

[Date]

[School Name]

[School Address]

Private and Confidential

Dear [Parent/Carer's Name]

Dear XXX

Off-Site Direction Notification for NAME - YEAR/FORM

Following our recent discussions regarding NAME's behaviour and support requirements, I am writing to formally notify you that XXX Academy has arranged an off-site direction placement at PLACEMENT.

This will be for NUMBER school-days commencing DATE. NAME's session times will be XX to XX with break(s) at TIME.

The reasons for the need to utilise off-site provision for NAME are:

- A (e.g. opportunity to break cycles of poor behaviour)
- B (e.g. an opportunity to reset in a new environment)
- C (e.g. placement offers extended interventions that will support NAME with social difficulties)

The objectives/success criteria for the placement are: *please try to make these as SMART as possible.*

- D (e.g. NAME will have received fewer than X negative points)
- E (e.g. NAME will report feeling calmer/able to regulate)
- F (e.g NAME will engage with social difficulty interventions and obtain skills to support in XXX Academy)

We view this as a proactive step toward NAME's long-term success. While they are attending PLACEMENT, they remain a valued member of our school community, and we will stay in close contact with both you and the placement staff to monitor their attendance and progress. They should attend the off-site direction in XXX Academy uniform. Lunch will be available/we recommend providing a packed lunch.

(if placement exceeds six-weeks) As this placement exceeds six-weeks, a meeting has been scheduled with STAFF MEMBER for DATE, at TIME in PLACE to review NAME's progress in this setting against the objectives/success criteria outlined above. You and NAME are invited to join this meeting and will have the opportunity to provide your views on the progress being made.

(if placement is less than six-weeks) An appointment has been reserved for you and NAME to meet with STAFF MEMBER at XXX Academy on DATE for the reintegration meeting. The purpose of this meeting is to discuss how we can successfully manage NAME's return to the academy and reflect on their time at PLACEMENT.

Following off-site direction, reintegration back into XXX Academy is a critical step in the process. As such, I have outlined below the robust process this follows:

Academy to insert their reintegration process

We are committed to working together to ensure this transition is a positive experience. If you have any immediate concerns, please feel free to contact me at XXX.

Yours sincerely

[Headteacher's Name]
Headteacher

11.2 Model Letter 02

From Head of School/Headteacher notifying parent of a suspension of 5 school days or fewer in one term, and where a public examination is not missed

By Email to *[email address]*

[Date]
[School Name]
[School Address]

Private and Confidential

Dear [Parent/Carer's Name]

Notification of Suspension – [Child's Full Name]

I am writing to inform you that I have decided to suspend [Child's Name] from school for a fixed period of [number of days] bringing the total number of days of suspension this term to [number of days]. This means that [Child's Name] will not be allowed to attend school from [start date] to [end date], returning on [return date].

This decision has not been taken lightly. The suspension has been issued because of the following reason(s):
[Insert clear and specific explanation of the incident(s) and behaviour leading to the suspension]

Your Responsibilities During the Suspension

Under Section 103 of the Education and Inspections Act 2006, you have a legal duty to ensure that [Child's Name] is not present in any public place during school hours on the suspension dates, unless there is a reasonable justification. Failure to comply may result in a penalty notice or prosecution by the local authority.

Education During Suspension

We will provide work for [Child's Name] to complete during the suspension period. This will be sent via [method – e.g. email, online platform, printed pack] and should be returned to school for marking. Please support your child in completing this work to help minimise disruption to their learning.

Your Right to Make Representations

You have the right to make representations to the governing board about this decision. If you wish to do so, please contact [Name of contact person] at [contact details – phone/email/postal address] as soon as possible. While the governing board cannot overturn the suspension, they must consider any representations and may place a record of their findings on your child's school file.

If you believe this suspension relates to a disability and may involve discrimination, you have the right to make a claim to the First-tier Tribunal (Special Educational Needs and Disability). More information is available at:
https://www.justice.gov.uk/tribunals/send/appeals

Notification to Relevant Parties

In line with statutory guidance, I have informed [Name of Local Authority Officer] at [Local Authority Name] of this suspension.

If [Child's Name] has a social worker or is looked after by the local authority, I have also notified [Name of Social Worker or Virtual School Head].

Reintegration Interview

You and [Child's Name] are invited to attend a reintegration meeting on [date] at [time] at [location]. This meeting will help us plan for a successful return to school. If this time is not convenient, please contact us to arrange an alternative.

Support and Advice

You may find the following services helpful:

- Warwickshire County Council Admissions Service
  Tel: 01926 738353 | Email: exclusions@warwickshire.gov.uk
  www.warwickshire.gov.uk/exclusions
- Coventry City Council Education Engagement Team – 02476 975434 Option 2
- Coventry City Council Education Children Absent from Education Team – 02476 975434 Option 1
- Special Educational Needs and Disabilities Information, Advice, and Support Service (SENDIAS) Warwickshire, provided by Barnardo's
  Tel: 01788 593159 | Email: warwickshiresendiass@barnardos.org.uk
  www.warwickshiresendiass.org.uk
- Coram Child Law Advice
  Tel: 0300 330 5485 | https://childlawadvice.org.uk/information-pages/school-exclusion/
- IPSEA (Independent Provider of Special Education Advice)
  www.ipsea.org.uk
- The Advisory Service for Education (ACE): 03000 115 142 (Monday-Wednesday, 10am-1pm during term-time).
- Department for Education Guidance
  www.gov.uk/government/publications/school-exclusion

We expect [Child's Name] to return to school on [return date] at [time].

Yours sincerely

[Headteacher's Name]
Headteacher

11.3 Model Letter 03

From Headteacher notifying parent(s) of a pupil of that pupil's suspension of more than 5 school days (up to and including 15 school days) in a term

By Email to *[email address]*
[Date]
[School Name]
[School Address]

Private and Confidential

Dear [Parent/Carer's Name]

Notification of Suspension – [Child's Full Name]

I am writing to inform you that I have decided to suspend [Child's Name] from school for a fixed period of [number of school days] bringing the total number of days of suspension this term to [number of days]. This means that [Child's Name] will not be allowed to attend school from [start date] to [end date], returning on [return date].

This decision has not been taken lightly. The suspension has been issued because of the following reason(s):
[Insert clear and specific explanation of the incident(s) and behaviour leading to the suspension]

Your Responsibilities During the Suspension

Under Section 103 of the Education and Inspections Act 2006, you have a legal duty to ensure that [Child's Name] is not present in any public place during school hours for the first five school days of the suspension ([insert relevant dates]), unless there is a reasonable justification. Failure to comply may result in a penalty notice or prosecution by the local authority.

Education During Suspension

We will provide work for [Child's Name] to complete during the first five school days of the suspension. This will be delivered via [method – e.g. email, online platform, printed pack]. Please ensure the work is completed and returned for marking.

From the sixth school day of the suspension ([insert date]) until the end of the suspension period, [Child's Name] will be provided with suitable full-time education.
[Insert details of the alternative provision, including name, address, start time, staff contact, and transport arrangements if known. If not known, state that these details will be provided in a follow-up letter.]

Your Right to Request a Meeting

You have the right to request a meeting with the school's governing board to make representations about this decision. Because the suspension is for more than five school days in a term, the governing board must meet if you request it. The latest date this meeting can be held is [insert date – no later than the 50th school day after notification].

If you wish to request a meeting or make representations, please contact [Name of contact] at [contact details – phone/email/postal address]. You may be accompanied by a friend or representative and have the right to request the meeting be held remotely via video link. Please let us know if you would like a remote meeting and if you have any access needs or require an interpreter.

We also encourage [Child's Name] to attend the meeting and speak on their own behalf, where appropriate. If [Child's Name] wishes to attend or be represented, please let us know and advise if they would like to bring a friend.

Disability Discrimination

If you believe this suspension relates to a disability and may involve discrimination, you have the right to make a claim to the First-tier Tribunal (Special Educational Needs and Disability). This does not affect your right to make representations to the governing board.
More information is available at:
https://www.justice.gov.uk/tribunals/send/appeals

Notification to Relevant Parties

In line with statutory guidance, I have informed [Name of Local Authority Officer] at [Local Authority Name] of this suspension.
If [Child's Name] has a social worker or is looked after by the local authority, I have also notified [Name of Social Worker or Virtual School Head].

Reintegration Interview

You and [Child's Name] are invited to attend a reintegration meeting on [date] at [time] at [location]. This meeting will help us plan for a successful return to school. If this time is not convenient, please contact us to arrange an alternative.

Support and Advice

You may find the following services helpful:

- Warwickshire County Council Admissions Service
  Tel: 01926 738353 | Email: exclusions@warwickshire.gov.uk
  www.warwickshire.gov.uk/exclusions
- Coventry City Council Education Engagement Team – 02476 975434 Option 2
- Coventry City Council Education Children Absent from Education Team – 02476 975434 Option 1
- Special Educational Needs and Disabilities Information, Advice, and Support Service (SENDIAS) Warwickshire, provided by Barnardo's
  Tel: 01788 593159 | Email: warwickshiresendiass@barnardos.org.uk
  www.warwickshiresendiass.org.uk
- Coram Child Law Advice
  Tel: 0300 330 5485 | https://childlawadvice.org.uk/information-pages/school-exclusion/
- IPSEA (Independent Provider of Special Education Advice)
  www.ipsea.org.uk
- The Advisory Service for Education (ACE): 03000 115 142 (Monday-Wednesday, 10am-1pm during term-time).
- Department for Education Guidance
  www.gov.uk/government/publications/school-exclusion

We expect [Child's Name] to return to school on [return date] at [time].

Yours sincerely

[Headteacher's Name]
Headteacher

11.4 Model Letter 04

From Headteacher notifying parent of a suspension of more than 15 school days in total in one term or taking the total to more than 15 school days in one term

By Email to *[email address]*

[Date]

[School Name]

[School Address]

Private and Confidential

Dear [Parent/Carer's Name]

Notification of Suspension – [Child's Full Name]

I am writing to inform you that I have decided to suspend [Child's Name] from school for a fixed period of [number of school days]. This means that [Child's Name] will not be allowed to attend school from [start date] to [end date], returning on [return date].

This decision has not been taken lightly. The suspension has been issued because of the following reason(s):
[Insert clear and specific explanation of the incident(s) and behaviour leading to the suspension]

Your Responsibilities During the Suspension

Under Section 103 of the Education and Inspections Act 2006, you have a legal duty to ensure that [Child's Name] is not present in any public place during school hours for the first five school days of the suspension ([insert relevant dates]), unless there is a reasonable justification. Failure to comply may result in a penalty notice or prosecution by the local authority.

Education During Suspension

We will provide work for [Child's Name] to complete during the first five school days of the suspension. This will be delivered via [method – e.g. email, online platform, printed pack]. Please ensure the work is completed and returned for marking.

From the sixth school day of the suspension ([insert date]) until the end of the suspension period, [Child's Name] will be provided with suitable full-time education.
[Insert details of the alternative provision, including name, address, start time, staff contact, and transport arrangements if known. If not known, state that these details will be provided in a follow-up letter.]

Governing Board Review Meeting

Because this suspension exceeds 15 school days in one term (or takes the total number of suspended days to more than 15), the governing board must meet to review the suspension. You have the right to attend this meeting either in person or remotely via video link and make representations. The latest date this meeting can be held is [insert date – no later than 15 school days from notification].

You will be notified of the time, date, and location of the meeting by the Clerk to the governing board. If you wish to attend or make representations , please contact [Name of contact] at [contact details – phone/email/postal address] confirming if you will attend in person or

remotely. You may be accompanied by a friend or representative. Please let us know if you have any access needs or require an interpreter.

We also encourage [Child's Name] to attend the meeting and speak on their own behalf, where appropriate. If [Child's Name] wishes to attend or be represented, please let us know and advise if they would like to bring a friend.

Disability Discrimination

If you believe this suspension relates to a disability and may involve discrimination, you have the right to make a claim to the First-tier Tribunal (Special Educational Needs and Disability). This does not affect your right to make representations to the governing board.
More information is available at:
https://www.gov.uk/courts-tribunals/first-tier-tribunal-special-educational-needs-and-disability

Notification to Relevant Parties

In line with statutory guidance, I have informed [Name of Local Authority Officer] at [Local Authority Name] of this suspension.
If [Child's Name] has a social worker or is looked after by the local authority, I have also notified [Name of Social Worker or Virtual School Head].

Reintegration Interview

You and [Child's Name] are invited to attend a reintegration meeting on [date] at [time] at [location]. This meeting will help us plan for a successful return to school. If this time is not convenient, please contact us to arrange an alternative.

Support and Advice

You may find the following services helpful:

- Warwickshire County Council Admissions Service
  Tel: 01926 738353 | Email: exclusions@warwickshire.gov.uk
  www.warwickshire.gov.uk/exclusions
- Coventry City Council Education Engagement Team – 02476 975434 Option 2
- Coventry City Council Education Children Absent from Education Team – 02476 975434 Option 1
- Special Educational Needs and Disabilities Information, Advice, and Support Service (SENDIAS) Warwickshire, provided by Barnardo's
  Tel: 01788 593159 | Email: warwickshiresendiass@barnardos.org.uk
  www.warwickshiresendiass.org.uk
- Coram Child Law Advice
  Tel: 0300 330 5485 | https://childlawadvice.org.uk/information-pages/school-exclusion/
- IPSEA (Independent Provider of Special Education Advice)
  www.ipsea.org.uk
- The Advisory Service for Education (ACE): 03000 115 142 (Monday-Wednesday, 10am-1pm during term-time).
- Department for Education Guidance
  www.gov.uk/government/publications/school-exclusion

We expect [Child's Name] to return to school on [return date] at [time].

Yours sincerely

[Headteacher's Name]
Headteacher

11.5 Model Letter 05

From the Headteacher notifying the parent(s) of that pupil's permanent exclusion

By Email to *[email address]*

[Date]

[School Name]

[School Address]

Private and Confidential

Dear [Parent/Carer's Name]

Notification of Permanent Exclusion – [Child's Full Name]

I regret to inform you that I have made the decision to permanently exclude [Child's Name] from school, effective from [date]. This means that [Child's Name] will not be allowed to return to school unless reinstated by the governing board.

This decision has not been taken lightly. [Child's Name] has been permanently excluded because:

[Insert clear and specific explanation of the incident(s), behaviour, and any relevant previous history leading to the exclusion]

Your Responsibilities During the First Five School Days

If your child is of compulsory school age, you have a legal duty to ensure that [Child's Name] is not present in any public place during school hours for the first five school days of the exclusion ([insert relevant dates]), unless there is a reasonable justification. Failure to comply may result in a penalty notice or prosecution by the local authority.

Education Provision

During the first five school days, we will provide work for [Child's Name] to complete at home. Please ensure this work is completed and returned for marking.

From the sixth school day of the exclusion ([insert date]), the local authority will arrange suitable full-time education for [Child's Name].
[Insert details of the arrangements if known. If not known, state that the local authority will contact you shortly with further information.]

As [Child's Name] lives in a different local authority area than the school, I have informed [Name of Officer] at [Local Authority Name], who will contact you about education arrangements from the sixth school day. You can reach them at [contact details].

If [Child's Name] has a social worker or is looked after by the local authority, I have also informed [Name of Social Worker or Virtual School Head].

Governing Board Review Meeting

The governing board must meet to review this decision. You have the right to attend this meeting and make representations. The latest date this meeting can be held is [insert date – no later than the 15th school day after notification].

You will be notified of the time, date, and location of the meeting by the Clerk to the governing board. If you wish to attend, to make representations or to request that the meeting be held remotely, please contact [Name of contact] at [contact details – phone/email/postal address].

You may be accompanied by a friend or representative. Please let us know if you have any access needs or require an interpreter.

We also encourage [Child's Name] to attend the meeting and speak on their own behalf, where appropriate.

If the governing board decides not to reinstate your child, you have the right to request a review of the decision by an Independent Review Panel.

Disability Discrimination

If you believe this exclusion relates to a disability and may involve discrimination, you have the right to make a claim to the First-tier Tribunal (Special Educational Needs and Disability). This does not affect your right to make representations to the governing board.

More information is available at:
https://www.justice.gov.uk/tribunals/send/appeals

Support and Advice

You may find the following services helpful:

- Warwickshire County Council Admissions Service
  Tel: 01926 738353 | Email: exclusions@warwickshire.gov.uk
  www.warwickshire.gov.uk/exclusions
- Coventry City Council Education Engagement Team – 02476 975434 Option 2
- Coventry City Council Education Children Absent from Education Team – 02476 975434 Option 1
- Special Educational Needs and Disabilities Information, Advice, and Support Service (SENDIAS) Warwickshire, provided by Barnardo's
  Tel: 01788 593159 | Email: warwickshiresendiass@barnardos.org.uk
  www.warwickshiresendiass.org.uk
- Coram Child Law Advice
  Tel: 0300 330 5485 | https://childlawadvice.org.uk/information-pages/school-exclusion/
- IPSEA (Independent Provider of Special Education Advice)
  www.ipsea.org.uk
- The Advisory Service for Education (ACE): 03000 115 142 (Monday-Wednesday, 10am-1pm during term-time).
- Department for Education Guidance
  www.gov.uk/government/publications/school-exclusion

Yours sincerely

[Headteacher's Name]
Headteacher

11.6 Model Letter 06

From the Clerk to the Academy Governance Committee to parents informing them of the meeting of the Suspension Panel for suspensions of 5 days and over

By Email to *[email address]*

[Date]

[School Name]

[School Address]

Private and Confidential

Dear [Parent/Carer's Name]

The meeting of the Academy Governance Committee (AGC) Panel at [Name of academy] will take place at [time] on [date] [at the academy/ via video call] to consider the representations you have made in relation to the suspension of your [son/daughter], [Child's Name]. A separate email will be sent providing log in details to join the meeting remotely.

The panel will consist of three AGC Members [insert Names]. The Head of School / Headteacher, [insert anyone else present], and [insert Name of person clerking the meeting] (the Clerk) will also be present.

[For suspensions bringing cumulative total of days to 5 days or less in one term– AGC Members meet within 50 days of notice IF parents make representations. Parents do not attend – no formal panel needed]

You may make representations to the Academy Governance Committee Exclusion Panel if you wish but they do not have the power to direct reinstate your child into the academy.

[For suspensions bringing cumulative total of days to 6-15 days in one term – panel to be held within 50 days of notice IF parents make representations. Parents to be invited to panel hearing]

You may make representations to the Academy Governance Committee Exclusion Panel if you wish and ask them to reinstate your child into the academy. The Academy Governance Committee Exclusion Panel have the power to reinstate your child immediately or from a specified date. If the suspension has already been served and the panel have directed reinstatement of your child into the academy, a formal notice of the panel's decision will be placed in their file and the suspension will **not** count towards the maximum number of days that a pupil can be suspended, within a school term.

[For suspensions bringing cumulative total of days to 15.5 - 45 days in one term – panel to be held within 15 days of notice regardless of parents making representations. Parents to be invited to panel hearing]

You may make representations to the Academy Governance Committee Exclusion Panel if you wish and ask them to reinstate your child into the academy. The Academy Governance Committee Exclusion Panel have the power to reinstate your child immediately or from a specified date. If the suspension has already been served and the panel have directed reinstatement of your child into the academy, a formal notice of the panel's decision will be

placed in their file and the suspension will **not** count towards the maximum number of days that a pupil can be suspended, within a school term.

A written statement of your representations and any supporting evidence should be returned to the Clerk as soon as possible, but ideally 5 working days ahead of the panel to ensure all parties have opportunity to review this information. **Please note that supporting evidence should be clear in nature, not duplicated and presented in an ordered fashion. The discretion to allow inclusion of supporting evidence lies with the Chair of the panel.**

Information will be circulated to all parties for review ahead of the panel meeting and each party will be given opportunity to respond during the meeting. It will not be possible to answer questions about the information contained in the packs ahead of the meeting.

Please let me know if you have a disability or special needs which would affect your ability to attend the meeting. Also, please inform me if it would be helpful for you to have an interpreter present at the meeting.

Please let me know on [contact details] if you will not be attending the meeting.

Yours sincerely

[Name]

Governance Professional (Clerk to AGC)

[Academy]

[Contact email and/or telephone number]

Cc [Name] Panel Member (1)

[Name] Panel Member (2)

[Name] Panel Member (3)

[Name] Governance Manager

[If the LA are attending the meeting then they should be included in the cc list, otherwise please just advise them of the date of the meeting.]

11.7 Model Letter 07

From the Clerk to the Academy Governance committee to parents informing them of the Findings of the -5 days Suspension Review

By Email to *[email address]*

[Date]

[School Name]

[School Address]

Private and Confidential

Dear [Parent/Carer's Name]

The meeting of the Academy Governance Committee (AGC) Panel at [Name of academy] will take place at [time] on [date] [at the academy / via video link] to consider the representations you have made in relation to the suspension of your [son/daughter], [Child's Name]. A separate email will be sent providing log in details to join the meeting remotely.

The panel will consist of three AGC Members [insert Names]. The Head of School / Headteacher, [insert anyone else present], and [insert Name of person clerking the meeting] (the Clerk) will also be present.

[For suspensions bringing cumulative total of days to 5 days or less in one term– AGC Members meet within 50 days of notice IF parents make representations. Parents do not attend – no formal panel needed]

You may make representations to the Academy Governance Committee Exclusion Panel if you wish but they do not have the power to direct reinstate your child into the academy.

[For suspensions bringing cumulative total of days to 6-15 days in one term – panel to be held within 50 days of notice IF parents make representations. Parents to be invited to panel hearing]

You may make representations to the Academy Governance Committee Exclusion Panel if you wish and ask them to reinstate your child into the academy. The Academy Governance Committee Exclusion Panel have the power to reinstate your child immediately or from a specified date. If the suspension has already been served and the panel have directed reinstatement of your child into the academy, a formal notice of the panel's decision will be placed in their file and the suspension will **not** count towards the maximum number of days that a pupil can be suspended, within a school term.

[For suspensions bringing cumulative total of days to 15.5 - 45 days in one term – panel to be held within 15 days of notice regardless of parents making representations. Parents to be invited to panel hearing]

You may make representations to the Academy Governance Committee Exclusion Panel if you wish and ask them to reinstate your child into the academy. The Academy Governance Committee Exclusion Panel have the power to reinstate your child immediately or from a specified date. If the suspension has already been served and the panel have directed reinstatement of your child into the academy, a formal notice of the panel's decision will be placed in their file and the suspension will **not** count towards the maximum number of days that a pupil can be suspended, within a school term.

A written statement of your representations and any supporting evidence should be returned to the Clerk as soon as possible, but ideally 5 working days ahead of the panel to ensure all parties have opportunity to review this information. **Please note that supporting evidence should be clear in nature, not duplicated and presented in an ordered fashion. The discretion to allow inclusion of supporting evidence lies with the Chair of the panel.**

Information will be circulated to all parties for review ahead of the panel meeting and each party will be given opportunity to respond during the meeting. It will not be possible to answer questions about the information contained in the packs ahead of the meeting.

Please let me know if you have a disability or special needs which would affect your ability to attend the meeting. Also, please inform me if it would be helpful for you to have an interpreter present at the meeting.

Please let me know on [contact details] if you will not be attending the meeting.

Yours sincerely

[Name]

Governance Professional (Clerk to AGC)

[Academy]

[Contact email and/or telephone number]

Cc [Name] Panel Member (1)

[Name] Panel Member (2)

[Name] Panel Member (3)

[Name] Governance Manager

[If the LA are attending the meeting then they should be included in the cc list, otherwise please just advise them of the date of the meeting.]

11.8 Model Letter 08

From the Clerk to the Academy Governance committee to parents informing them of the findings of the 5 or more days Suspension Review

By Email to *[email address]*

[Date]

[School Name]

[School Address]

Private and Confidential

Dear [Parent's Name]

Outcome of Governing Body Meeting – Suspension of [Child's Full Name]

The governing body met [at **School Name / Via video link]** on **[Date]** to consider the decision made by **[Headteacher's Name]** to suspend your child, **[Child's Name]**.

After reviewing all available evidence and considering the representations made, the governing body has decided to [**overturn / uphold] the suspension**. This means that **[Child's Name]** will be:

A Reinstated and **[is entitled to return to school / a statement regarding the decision will be placed on their school record.]** In addition, this suspension will **not** count towards the total number of days of suspension for this term.

B Expected back in school as usual. The letter regarding the issued suspension will remain on their school record. The decision to suspend still stands and the number of days of suspension will count towards the total number of days of suspension for this term.

Reasons for the Decision

The governing body reached this decision for the following reasons:
[Insert clear and detailed explanation of the reasons for overturning or upholding the suspension, including reference to evidence and rationale.]

Next Steps

We understand that this process may have been difficult for you and your family. To support a successful return to school, the headteacher (or a designated senior member of staff) [will / has already arranged] a **reintegration meeting** with you and [**Child's Name**]. This meeting [will take/ took place on] **[insert date]** at **[insert time]** at **[insert location]**. [If this time is not convenient, please contact the school to arrange an alternative.]

[The purpose of the meeting is to discuss how best to support **[Child's Name]**'s reintegration, including any pastoral or academic support that may be needed. / If you would like to discuss how best to support **[Child's Name]**'s reintegration, including any pastoral or academic support that may be needed, please do contact the academy.]

Support and Advice

You may find the following services helpful:

- **Warwickshire County Council Admissions Service**
  Tel: 01926 738353 | Email: exclusions@warwickshire.gov.uk
  www.warwickshire.gov.uk/exclusions
- **Coventry City Council Education Engagement Team** – 02476 975434 Option 2
- **Coventry City Council Education Children Absent from Education Team –** 02476 975434 Option 1
- **Special Educational Needs and Disabilities Information, Advice, and Support Service (SENDIAS) Warwickshire, provided by Barnardo's**
  Tel: 01788 593159 | Email: warwickshiresendiass@barnardos.org.uk
  www.warwickshiresendiass.org.uk
- **Coram Child Law Advice**
  Tel: 0300 330 5485 | https://childlawadvice.org.uk/information-pages/school-exclusion/
- **IPSEA (Independent Provider of Special Education Advice)**
  www.ipsea.org.uk
- **The Advisory Service for Education (ACE)**: 03000 115 142 (Monday-Wednesday, 10am-1pm during term-time).
- **Department for Education Guidance**
  www.gov.uk/government/publications/school-exclusion
-

If you have any questions about the decision or the reintegration process, please contact the school directly.

Yours sincerely

[Name]

Governance Professional (Clerk to the Governing Body)

11.9 Model Letter 09

From the Clerk to the Academy Governance Committee to parents informing them of the meeting of the Exclusion Panel

By Email to *[email address]*

[Date]

[School Name]

[School Address]

Private and Confidential

Dear [Parent's Name]

The meeting of the Academy Governance Committee (AGC) Exclusion Panel at [Name of academy] will take place at [time] on [date] [at the academy / remotely via video link] to consider the permanent exclusion of your [son/daughter], [Child's Name].

The panel will consist of three AGC Members [insert Names]. The Head of School / Headteacher, [insert anyone else present], and [insert Name of person clerking the meeting] (the Clerk) will also be present.

You may make representations to the Academy Governance Committee Exclusion Panel if you wish and ask them to reinstate your child into the academy. The Academy Governance Committee Exclusion Panel have the power to reinstate your child immediately or from a specified date, or, alternatively, they have the power to uphold the exclusion, in which case you may request a review of the decision by an Independent Review Panel.

A written statement of your representations and any supporting evidence should be returned to the Clerk as soon as possible, but ideally 5 working days ahead of the panel to ensure all parties have opportunity to review this information. Please note that supporting evidence should be clear in nature, not duplicated and presented in an ordered fashion. The discretion to allow inclusion of supporting evidence lies with the Chair of the panel.

Please let me know if you have a disability or special needs which would affect your ability to attend the meeting. Also, please inform me if it would be helpful for you to have an interpreter present at the meeting.

A meeting agenda along with written evidence and information will follow, [along with details of how to log into the remote meeting].

Please let me know on [contact details] if you will not be attending the meeting.

Yours sincerely

[Name]

Clerk to AGC
[Academy]

Cc [Name] Panel Member (1)
[Name] Panel Member (2)
[Name] Panel Member (3)
[Name] Governance Manager
If the LA are attending the meeting then they should be included in the cc list, otherwise please just advise them of the date of the meeting.

11.10 Model Letter 10

From the Clerk to the Academy Governance Committee advising parents of the decision to uphold the PEX of the pupil

By Email To: [email address]
[Date]
[School Name]
[School Address]

Private and Confidential

Dear [Parent/Carer's Name]

Outcome of Governing Body Meeting – Permanent Exclusion of [Child's Full Name]

The governing body met at **[School Name / remotely via video link]** on **[Date]** to consider the decision made by **[Headteacher's Name]** to permanently exclude your child, **[Child's Name]**.

After reviewing all available evidence and considering the representations made, the governing body has decided to **uphold the permanent exclusion**.

Reasons for the Decision

The AGC Members' role is set out in the Department of Education exclusions statutory guidance (August 2024). The AGC Members had to look at the circumstances of the exclusion, **[name]'**s interests and those of the school community and determine whether the headteacher's decision was lawful, reasonable and procedurally fair. The AGC Members decided to approach the matter using the headings suggested in paragraph 124.

The AGC Members' reasons for the decision are as follows:

Was the decision to exclude the pupil lawful?

[Give full reasons for the decision. Under lawfulness we would expect the following to be covered:

- *Did the headteacher take the decision?*
- *Were there persistent breaches or a serious breach of the school's behaviour policy?*
- *Is there sufficient evidence on the balance of probabilities that the behaviour occurred?*
- *Would serious harm result to the pupil themself or to others if the pupil were to be reinstated?*
- *If the behaviour occurred outside of school time, was it reasonable for the school to sanction for this?*
- *Were relevant school policies followed?*
- *Have SEN been identified – if so, did the school follow the SEND Code of Practice and use its best endeavours to provide support? Has the school's SEN policy been followed? What support was provided to the pupil?*
- *Does the pupil have a disability? If so, have reasonable adjustments been made? Was it a proportionate decision?*
- *If the permanent exclusion was issued immediately after a suspension, were there exceptional circumstances to justify a new decision to exclude being made (e.g. further evidence or some other reason)?*

Was the exclusion reasonable?

[Give reasons as to why it was a reasonable decision. Under reasonableness we would expect the following to be covered:

- *Was this a decision that was within the reasonable range of responses for a headteacher to take?*
- *Was the behaviour policy followed, particularly in respect of support and interventions?*
- *Were all relevant considerations taken into account by the headteacher before they made their decision? If not and they had been considered, might it have resulted in a different decision?*
- *Were irrelevant elements considered by the headteacher (e.g. behaviour of parents, inability to meet child's needs)?*
- *Was it a proportionate decision? (Was it a decision of last resort? Were alternatives considered?)*

Were there any procedural flaws?

[We would expect the following to be covered under procedural fairness:

- *Were the relevant letters sent without delay?*
- *Was the statutory guidance followed? If not, why not and what impact did this have?*
- *Was a proper investigation undertaken?*

Make sure that the reasons cover the specific points, if any, that have been made by the parent(s). It may be that the parental representations focus on specific points that the AGC Members will need to pay particular attention to].

Your Right to Request an Independent Review

You have the right to request a review of this decision by an **Independent Review Panel**. If you wish to do so, please write to:

The Clerk to the AGC – info@covmat.org

Your request must be submitted **no later than [insert date – 15 school days from receipt of this letter]**. Requests received after this date will not be accepted. Please include the grounds for your review and indicate if you require an interpreter or have any access needs.

Special Educational Needs (SEN)

If you believe your child's **Special Educational Needs (SEN)** are relevant to the exclusion, you may request the attendance of an **SEN Expert** at the review. This expert provides impartial advice to the panel and does not assess your child's needs. There is no cost for this service, but you must clearly state your request for an SEN Expert when submitting your review.

You may also appoint someone (at your own expense) to represent you in writing or in person, or bring a friend to the review.

Independent Review Panel Process

The panel will consist of:

- One serving or recently retired headteacher (within the last five years)
- One serving or recently served school governor (with at least 12 months' experience)
- One lay member (who will act as Chair)

The panel will consider whether the governing body's decision was lawful and proportionate. You may present new evidence at the review. The panel must meet within **15 school days** of receiving your request, although this may be extended in exceptional circumstances.

Following the review, the panel may:

- Uphold the exclusion
- Recommend that the governing body reconsider their decision
- Quash the decision and direct the governing body to reconsider

Disability Discrimination

If you believe the exclusion relates to a disability and constitutes discrimination, you may make a claim to the **First-tier Tribunal (Special Educational Needs and Disability)** or the **County Court**. Claims must be made within **six months** of the date of exclusion.

More information is available at:
https://www.justice.gov.uk/tribunals/send/appeals

Support and Advice

You may find the following services helpful:

- **Warwickshire County Council Admissions Service**
  Tel: 01926 738353 | Email: exclusions@warwickshire.gov.uk
  www.warwickshire.gov.uk/exclusions
- **Coventry City Council Education Engagement Team** – 02476 975434 Option 2
- **Coventry City Council Education Children Absent from Education Team –** 02476 975434 Option 1
- **Special Educational Needs and Disabilities Information, Advice, and Support Service (SENDIAS) Warwickshire, provided by Barnardo's**
  Tel: 01788 593159 | Email: warwickshiresendiass@barnardos.org.uk
  www.warwickshiresendiass.org.uk
- **Coram Child Law Advice**
  Tel: 0300 330 5485 | https://childlawadvice.org.uk/information-pages/school-exclusion/
- **IPSEA (Independent Provider of Special Education Advice)**
  www.ipsea.org.uk
- **The Advisory Service for Education (ACE)**: 03000 115 142 (Monday-Wednesday, 10am-1pm during term-time).
- **Department for Education Guidance**
  www.gov.uk/government/publications/school-exclusion

The current arrangements for **[Child's Name]**'s education will continue.

Yours sincerely

[Name]
Governance Professional (Clerk to the Governing Body)

11.11 Model Letter 11

From the clerk to the AGC to parent overturning a permanent exclusion

By Email to *[email address]*

[Date]

[School Name]

[School Address]

Private and Confidential

Dear [Parent's Name]

Outcome of Governing Body Meeting – Reinstatement of [Child's Full Name]

The governing body met at **[School Name / remotely via video link]** on **[Date]** to consider the decision made by **[Headteacher's Name]** to permanently exclude your child, **[Child's Name]**.

After reviewing all available evidence and considering the representations made, the governing body has decided to **overturn the permanent exclusion**. This means that **[Child's Name]** will be reinstated and is entitled to return to school.

Reasons for the Decision

The AGC Members' role is set out in the Department of Education exclusions statutory guidance (August 2024). The AGC Members had to look at the circumstances of the exclusion, **[name]'**s interests and those of the school community and determine whether the headteacher's decision was lawful, reasonable and procedurally fair. The AGC Members decided to approach the matter using the headings suggested in paragraph 124.

The AGC Members' reasons for the decision are as follows:

Was the decision to exclude the pupil lawful?

[Give full reasons for the decision. Under lawfulness we would expect the following to be covered:

- *Did the headteacher take the decision?*
- *Were there persistent breaches or a serious breach of the school's behaviour policy?*
- *Is there sufficient evidence on the balance of probabilities that the behaviour occurred?*
- *Would serious harm result to the pupil themself or to others if the pupil were to be reinstated?*
- *If the behaviour occurred outside of school time, was it reasonable for the school to sanction for this?*
- *Were relevant school policies followed?*
- *Have SEN been identified – if so, did the school follow the SEND Code of Practice and use its best endeavours to provide support? Has the school's SEN policy been followed? What support was provided to the pupil?*
- *Does the pupil have a disability? If so, have reasonable adjustments been made? Was it a proportionate decision?*
- *If the permanent exclusion was issued immediately after a suspension, were there exceptional circumstances to justify a new decision to exclude being made (e.g. further evidence or some other reason)?*

Was the exclusion reasonable?

[Give reasons as to why it was / was not a reasonable decision. Under reasonableness we would expect the following to be covered:]

- *Was this a decision that was within the reasonable range of responses for a headteacher to take?*
- *Was the behaviour policy followed, particularly in respect of support and interventions?*
- *Were all relevant considerations taken into account by the headteacher before they made their decision? If not and they had been considered, might it have resulted in a different decision?*
- *Were irrelevant elements considered by the headteacher (e.g. behaviour of parents, inability to meet child's needs)?*
- *Was it a proportionate decision? (Was it a decision of last resort? Were alternatives considered?)*

Were there any procedural flaws?

[We would expect the following to be covered under procedural fairness:

- *Were the relevant letters sent without delay?*
- *Was the statutory guidance followed? If not, why not and what impact did this have?*
- *Was a proper investigation undertaken?*

Make sure that the reasons cover the specific points, if any, that have been made by the parent(s). It may be that the parental representations focus on specific points that the AGC Members will need to pay particular attention to].

Next Steps

We understand that this process may have been difficult for you and your family. To support a successful return to school, the headteacher (or a designated senior member of staff) will arrange a **reintegration meeting** with you and [Child's Name]. This meeting will take place on **[insert date]** at **[insert time]** at **[insert location]**. If this time is not convenient, please contact the school to arrange an alternative.

The purpose of the meeting is to discuss how best to support [Child's Name]'s reintegration, including any pastoral or academic support that may be needed.

Support and Advice

You may find the following services helpful:

- **Warwickshire County Council Admissions Service**
  Tel: 01926 738353 | Email: exclusions@warwickshire.gov.uk
  www.warwickshire.gov.uk/exclusions
- **Coventry City Council Education Engagement Team** – 02476 975434 Option 2
- **Coventry City Council Education Children Absent from Education Team –** 02476 975434 Option 1
- **Special Educational Needs and Disabilities Information, Advice, and Support Service (SENDIAS) Warwickshire, provided by Barnardo's**
  Tel: 01788 593159 | Email: warwickshiresendiass@barnardos.org.uk
  www.warwickshiresendiass.org.uk
- **Coram Child Law Advice**
  Tel: 0300 330 5485 | https://childlawadvice.org.uk/information-pages/school-exclusion/
- **IPSEA (Independent Provider of Special Education Advice)**
  www.ipsea.org.uk
- **The Advisory Service for Education (ACE)**: 03000 115 142 (Monday-Wednesday, 10am-1pm during term-time).
- **Department for Education Guidance**
  www.gov.uk/government/publications/school-exclusion

If you have any questions about the decision or the reintegration process, please contact the school directly.

Yours sincerely

[Name]
Governance Professional (Clerk to the Governing Body)

cc. Local Authority

11.12 Model Re-integration Meeting Agenda

	Reintegration Meeting to support [Pupil's Name]'s return to school
Date:	
Time:	
Location	
Present:	

	Reintegration Meeting Agenda
1.	Welcome, including welcoming pupil back to school and communicating that they are valued and their previous behaviour should not be seen as an obstacle to future success.
Notes	
2.	Discussion on how the academy has attempted to remedy areas of difficulty (ie further support that will be put in place, changes to provision)
Notes	
3.	Expectations of parental support (in line with academy behaviour policy)
Notes	
4.	Expectations of child's behaviour in school (in line with academy behaviour policy)
Notes	
5.	Consider a range of measures to enable the pupil's successful reintegration which can include, but are not limited to: • Daily contact with a designated pastoral professional in-school; • Use of a report card with personalised targets leading to personalised rewards; • Ensuring the pupil follows an equivalent curriculum during their suspension or off-site direction or receives academic support upon return to catch up on any lost progress; • Planned pastoral interventions; • Mentoring by a trusted adult or a local mentoring charity; • Regular reviews with the pupil and parents to praise progress being made and raise and address any concerns at an early stage; • Informing the pupil, parents and staff of potential external support.
Notes	

11.13 Headteacher PEX Statement and Report to AGC Members

From the Headteacher to the PEX governing body review panel

This is a set statement and report that will be presented to the PEX governing body review panel. Use chronology records and behaviour logs from school records to provide a clear and proportionate rationale for your decision to exclude, to the panel. This is key information for the panel on which they will base their decision to uphold or reinstate.

Headteacher Report to the Governing Board
Regarding the permanent exclusion (PEX) of [name]

DATE of PEX review meeting

Introduction

Further to my witness statement written on [date], I wish to present the following:

The reasons for my decision to permanently exclude [Pupil Name] were based upon the safety and well being of all pupils, staff and [Pupil Name].

In reaching my decision I was informed not only by the current Government Exclusions Guidance but also The Diocese of Coventry Multi Academy Trust exclusions pack that provides additional advice to head teachers and AGC Members – specifically

A decision to exclude a pupil permanently should only be taken:

- in response to serious 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 in the school.

The particular circumstances around this exclusion are as follows:

[Brief factual summary of persistent disruptive or aggressive behaviours]

Pupil background

[Set out details re child — DOB, when joined school, year group, whether the pupil is in receipt of PP, FSM, is a LAC, previously LAC, has a social worker or SEND etc.

Incident details

[PEX arising from serious breach or persistent breaches of behaviour policy. Refer to extracts of behaviour and exclusion policies. If relevant set out transition information from previous school]

[Use **A** or **B**]

[A] A chronology of suspensions is below (Insert Chronology from other records using the guidance below):

- [Xxxx
- Xxxx
- Xxxx]

[Set out details of behaviour over school period and sanctions imposed — refer to behaviour log and any records of reintegration strategy meetings where behavioural expectations were reiterated. Explain background to incidents referring to witness and any other evidence in support. Explain how the pupil knew the behaviour exhibited was contrary to the behaviour policy

and that it could result in exclusion e.g. how the behaviour policy's expectations are communicated to pupils etc.]

The most recent suspension has come at the point where all reasonable adjustments and possible avenues of support have been exhausted, hence a permanent exclusion has now been issued.

[B] The exclusion is for a one-off serious incident, [explain background to incident referring to witness and any other evidence in support. Explain how the pupil knew the behaviour exhibited was contrary to the behaviour policy and that it could result in exclusion e.g. how the behaviour policy's expectations are communicated to pupils etc.

Explain impact of behaviour on the pupil and others (staff and fellow pupils) in the school.]

Support for [Pupil Name]

[Set out what has been put in place internally and externally to support the pupil in a clear timeline — provide details of all family and pupil support and interventions offered and comment on effectiveness/engagement etc. including any referrals e.g. for Early Help, CAMHS, EP etc. If the pupil has SEND, refer to the SEND policy and any evidence of the graduated approach of assess, plan, do, review. If the pupil has an EHCP explain whether a review of that plan was called. Explain level of communication/dialogue with parents.]

Alternatives to permanent exclusion

The following alternatives were considered:

[e.g. more lenient/different sanctions, direction to be educated off-site at an alternative provider, time spent in Pupil Support Unit, managed moves etc.]

Conclusion

Legality

The decision to exclude was made by the headteacher and has been made on disciplinary grounds. It is not due to academic ability or the actions of [name]'s family or failure to meet specific conditions. It is for [a serious breach] [persistent breaches] of the school's behaviour policy, and because allowing [name] to remain in school would seriously harm the education or welfare of others in the school. It is a decision of last resort [and an acknowledgment that the school has exhausted all available strategies to support [name] remaining in school]. Therefore, the decision is legal.

Procedural impropriety

There is [a full and thorough documented timeline of persistent breaches of the school's behaviour policy / full and thorough documented evidence of the serious one-off incident]. Review meetings took place with key staff. The decision was made within the statutory timeframes and all stakeholders were informed at all stages. The PEX is in line with school policies, all of which are well publicised to parents and students and letters of notification were sent out. Therefore, there is no procedural impropriety.

Rationality

The decision to permanently exclude is based on fact and not assumption. It was not rushed. [name] was given an opportunity to provide a statement [for the latest incident] and a number of key staff have always been involved. Therefore, the decision is rational.

[Name]

Headteacher

[date]

11.14 Model Exclusion Meeting Agenda

Name of Academy

Name of pupil – Exclusion Panel Hearing

Date:		
Time:		
Location:		
Present:	**Initials**	**Role**
		AGC Member and Chair of Panel
		AGC Member
		AGC Member
		Clerk
		Parent
		Parent
		Representative for Parent
		Pupil
		[Executive] Head Teacher
		[SENCo)
		[Social Worker / Family Support Worker]
		Representative for xxxx
		Witness
		Teacher

No.	**Documents included in the pack**
1.	Exclusion Letter
2.	Headteacher's Summary Report
3.	Headteacher's Statement
4.	(SEN report)
5.	Policies 4a. Academy Behaviour Policy 4b. Academy SEN Policy 4c. Academy Exclusions Policy 4d. Other relevant policies
6.	Behaviour Log
7.	Witness Statements
8.	CCTV footage
9.	Pupil Interview Notes
10.	Parent Meeting Notes
11.	Representations from Parents
12.	Any other supporting information

No.	**Agenda Item**	**Who**
1	Introductions and Meeting Procedure	Chair
2	Summary of events from the Head Teacher / Executive Head Teacher / Academy Representative	Head Teacher / Executive Head
3	Questions from the parents and/or pupil or representative	Parents / pupil / representatives
4	Questions from the Exclusion Panel	Panel members
5	Representations from parents and/or pupil or representative	Parents / pupil / representatives
6	Questions from the Head Teacher / Executive Head Teacher / Academy Representative	

7	Questions from the Exclusions Panel	Panel members
8	Summing up from the Head Teacher / Executive Head Teacher / Academy Representative	Head(s) / Academy Representative
9	Summing up from Parents and/or pupil or representative	Parents / pupil / representatives
10	Representations from Local Authority (if invited)	LA
11	**Close**. The Exclusions Panel remain to make a decision, which is communicated by email/telephone within 24 hours and within 48 hours in writing	