

Suspensions and Exclusions Policy

Status	Statutory
Version	5
Responsible Directors' Board	Full board of Directors
Responsible Persons	Director of Education and Inclusion
Date Policy Reviewed	August 2026
Next Review Date	September 2027
Academy to implement without amendment	

Summary of Changes from Previous Version

Version	Date	Author	Summary of Updates
V1	01/02/2023	B Nixon	New Policy based on integration of Secondary Academy Updated against DFE Guidance Document Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022
V2	12/06/2023	R Macleod	Pages 8 & 9 have been updated following recent DFE guidance on cancelling exclusions and suspensions.
V3	02/04/2024	M Copestick Strategic Safeguarding Leader	Section 2 updated to: Reference to the updated DFE guidance: Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (2023) Reference to the updated DFE guidance: Behaviour in schools; advice for Head Teachers and staff (2024) Section 4 updated to: include reference to informing the pupil directly if they are aged 18 or over (This applies to Post 16 pupil s aged over 18 only) Updated Appendices with template letters to parents
V4	August 2025	Head of Safeguarding and Inclusion Director of Inclusion and Equity	Move to new ELP branding Introduction added Application of policy added Internal suspensions have been added Reintegration documents have been updated
V5	August 2026	Head of Safeguarding, Behaviour and Attendance	Policy re-draft following new DFE guidance

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1. Introduction

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

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

The academy will always have regard to the statutory guidance on suspensions and exclusions (July 2026) when making decisions on suspensions and exclusions, and will follow the law as set out in the relevant School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012 (as amended).

This policy should be read in conjunction with the behaviour policy and the SEND policy for the academy.

2. Application of the policy

This policy applies to all members of the trust community. Each academy within the trust will apply suspensions and exclusions in accordance with this policy and ensure that its contents are relayed to all staff, parents and pupils.

3. Types of suspension and exclusion

Suspensions and permanent exclusions are different:

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

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

Other connected definitions:

Detentions	When a pupil stays at school for a period of time after classes have ended, during lunch, or on a non-school day.
Internal suspension	When a pupil is removed from their regular classes but remains on the school premises, often working in a supervised area. It's a disciplinary measure used for escalating behaviour where more serious steps are needed, but not yet grounds for an external suspension.

Off-site direction	When the Governing Board of an academy requires a pupil to attend another education setting temporarily, to improve their behaviour.
Parent/Carer	Any person who has parental responsibility and any person who has care of the child.
Managed move	When a pupil is transferred to another school permanently. All parties, including parents/carers and the admission authority for the new school, should consent before a managed move occurs.
Safeguarding separation	Unlike disciplinary measures, safeguarding separation is non-punitive. Its sole purpose is risk mitigation—keeping individuals apart when remaining together poses a credible threat to physical safety, emotional health, or overall well-being.

4. Legislation

4.1 This policy is based on statutory guidance from the Department for Education:

[Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - from August 2024](#)

4.2 It is based on the following legislation, which outlines schools' powers to exclude pupils/students:

- Section 51(a) of the Education Act 2002, as amended by the Education Act 2011
- The School Discipline (pupil Exclusions and Reviews) (England) Regulations 2012 In addition, the policy is based on:
- Part 7, chapter 2 of the [Education and Inspections Act 2006](#), which sets out parental responsibility for excluded pupils
- Section 579 of the [Education Act 1996](#), which defines 'school day'
- The [Education \(Provision of Full-Time Education for Excluded pupil \) \(England\) Regulations 2007](#), as amended by [The Education \(Provision of Full-Time Education for Excluded pupil \) \(England\) \(Amendment\) Regulations 2014](#)
- [The Equality Act 2010](#)
- [Children and Families Act 2014](#)
- [Behaviour in schools: advice for Principals and school staff 2024](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [Keeping Children Safe in Education](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2026](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)



- [Mental health and behaviour in schools](#)
- [Inspecting protected characteristics. Ofsted 2023](#)
- [Ofsted inspection framework](#)

This policy complies with our Funding Agreement and Articles of Association.

5. Safeguarding separations

Safeguarding separation refers to the temporary, planned, non-punitive physical or administrative separation of pupils to mitigate acute safety risks, protect individuals from physical or emotional harm, and maintain a safe learning environment. It is primarily utilised in scenarios involving pending safeguarding investigations.

Safeguarding separation is strictly a protective risk-mitigation measure. It must never be used as a behavioural sanction, disciplinary punishment, informal suspension, or unofficial exclusion.

The decision to implement a safeguarding separation rests with the **Designated Safeguarding Lead (DSL)** (or Deputy DSL), in direct consultation with the **Principal**.

If internal separation measures are deemed insufficient to guarantee a pupil's safety, the Principal may direct a pupil to receive education off-site at another school or alternative provision, adhering to statutory guidance for off-site direction. Parents/carers will be formally notified in writing, provided with a full rationale, and invited to participate in regular reviews.

Safeguarding separation arrangements must be kept to the absolute minimum duration necessary.

Arrangements must be formally reviewed by the DSL or Principal every **5 school days** to re-evaluate risk levels and determine whether separation remains necessary and proportionate.

Separation will end immediately when an updated risk assessment indicates the acute risk has been remediated. Prior to ending separation, the DSL will establish a structured **Reintegration Plan**, which may include:

- Restorative interventions (voluntary and agreed upon by the victim/complainant).
- Clear behavioural expectations and boundaries.
- Designated pastoral check-ins and ongoing monitoring routines

6. Roles and responsibilities

All members of the trust community are expected to follow this policy. Roles, responsibilities and expectations of each section of the individual academy community are set out in detail below.

The Principal

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

The Governors

The governing board is responsible for forming committees to review exclusions and suspensions when it is required to do so, it is requested by parents or it is, in its view, prudent to review an individual decision. In each

case, the decision of the relevant committee formed by the governing board will be to decide whether to uphold the exclusion or suspension or, instead, to reinstate the pupil to the school.

Parents

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

Pupils

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

Suspension for Isolated events / Incidents	Primary- case by case reporting the to the Trust. (Academy Improvement Partner and or DOIE or HOSI) Secondary-Report to the Trust on a half-termly basis during academy visits. Liaise with the Trust to reduce any escalation for individual pupil / student (Preventative measures)
Suspension 15 days in one term for a Pupil / student	Inform the Trust – Case supervision will be implemented
Permanent Exclusion	Notify the Trust, without delay
All suspensions and exclusions	The Principal must inform the Local Authority without delay, regardless of the length of suspension

7. CCTV and witness evidence

The Trust uses closed circuit television (CCTV) within some of its premises. This is to provide a safe and secure environment for pupils, staff and visitors. If behavioural incidents are recorded on CCTV, the footage may be viewed as part of the investigation and the content considered before imposing a sanction. If CCTV is relied upon for a decision on a suspension or exclusion, then it will be shown in some format (redacted as necessary) at any governor review meeting.

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

8. Reintegration strategy meetings following suspension or off-site direction

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

- offer the pupil a fresh start;
- help them understand the impact of their behaviour on themselves and others;
- teach them to how meet the high expectations of behaviour in line with the school culture;
- foster a renewed sense of belonging within the academy community; and
- build engagement with learning,

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

The academy uses various measures to support a pupil's successful reintegration including:

- Daily contact with a designated pastoral professional in-school.
- Use of a report card with personalised targets.
- Ensuring the pupil receives academic support upon return to catch up on any lost progress.
- Planned pastoral interventions.
- Mentoring by a trusted adult.
- Regular reviews with the pupil and parents to praise progress being made and raise and address any concerns at an early stage.
- Informing the pupil, parents and staff of potential external support.
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Whilst reintegration meetings are highly encouraged by the trust, pupils will not be prevented from being admitted to the school or being put in mainstream classes because a meeting has not taken place.

9. Suspensions before a permanent exclusion

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

10. Directing off-site and managed moves

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

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

For a managed move to take place, there needs to be agreement between the school, the parents and the new school that a managed move should occur. Before a managed move is agreed to, the pupil will often attend the new school as part of a direction off site, but any managed move will need to comply with the new school's admissions procedures. The academy will share relevant information with the new school and check that they have an integration strategy. A managed move will only be agreed to where it is in the pupil's best interests.

11. Internal suspensions

Internal suspensions serve as a proactive measure and a form of sanction, implemented when pupil behaviour warrants intervention but may not yet meet the threshold for an external suspension, or when other factors make an external suspension inappropriate. Families will receive formal notification of an internal suspension, adhering to the same procedural guidelines as those for external suspensions, and will be provided with a clear plan outlining how their child's education will continue within the school environment.

All internal suspensions must be meticulously recorded. Furthermore, school leaders are responsible for assessing the appropriateness of reintegration meetings and the necessity of additional behaviour support for the pupil; such support must be consistently provided for any repeated incidents.

12. Independent review panels (IRPs)

The trust arranges its own IRPs and requests for an IRP where a permanent exclusion has been upheld should be made to Director of Governance and Corporate Affairs within 15 school days.

Further details on the role and powers of IRPs can be found in part ten of the statutory guidance on exclusions and suspensions.

13. Reconsideration by the governing board

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

14. Remote meetings

Any governor and/or IRP meeting may be conducted remotely where the parents request it be conducted remotely and the meeting can be fairly held remotely, with all participants having access and able to make

representations. A meeting may also take place remotely

where there is an extraordinary event or unforeseen circumstance that means it is not reasonably practicable to hold the meeting in person; such events can include but are not limited to floods, fire, and an outbreak of an infectious disease.

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

15. Complaints

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

16. Monitoring arrangements

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

- The interventions put in place for pupils at risk of suspension and permanent exclusion.
- The processes in place for determining and reviewing directions off-site and such placements being reviewed at sufficient intervals to assure that the education is achieving its objectives, and that pupils are benefiting from it.
- The full-time educational provision for pupils of compulsory school age from the sixth consecutive school day of a suspension; in particular, checking the provision is suitable and quality assured to ensure that:
 - Any previous placements have been evaluated, including support for any applicable SEND.
 - There is a process in place to monitor the pupil's attendance and behaviour at the provision.
 - The correct attendance code is being used.
 - The pupil's child protection file and any other information relevant to the pupil's safeguarding and welfare has been securely transferred to their new setting as early as possible.
- Whether there is any variation within the year on suspensions and permanent exclusions and the characteristics of pupils.
- The cost implications of directing children to be educated off site in alternative provision and whether there are any patterns to the reasons or timing of moves.
- Whether the school register and absence codes have been recorded correctly.
- How the behaviour policy is applied and, specifically, its consistency.
- The circumstances in which pupils receive repeat suspensions.
- Whether personal education plans for looked after children have been reviewed on a termly basis.
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Policy Reviewed: August 2026 Signed CEO: *B.A. Nixon*

Signed: Chair of Directors: *Pat Hogan*

Date of next policy review: September 2027

Appendix 1- Letter of internal suspension

Template letter internal suspension

[NB: Notices can be given electronically if the parents have given written agreement for this kind of notice to be sent in this way, otherwise deliver directly in-hand or send by post. Send letter as soon as possible after the decision to suspend]

[Name of Parent(s)]

[Address]

[Date]

Dear [Name of Parent(s)]

Re: Internal Suspension of [name of pupil]

I regret to inform you of my decision to internally suspend [name of pupil] for [number] days with effect from ???

This means that [name of pupil] will be education outside of their normal class and lessons (insert arrangements).

I realise that this internal suspension may well be upsetting for you and your family, but the decision to suspend [name of pupil] has not been taken lightly. [name of pupil] has been suspended because [reasons for the suspension].

[If relevant confirm that the pupil will be able to sit any national curriculum test(s) or public examination(s) occurring during the suspension]

[Where the pupil has a disability, or additional needs/special educational needs which may amount to a disability, confirm what adjustments have previously been made for the pupil to avoid a suspension, and what adjustment (if any) has been made to this suspension.]

Please contact me should you wish to discuss this further

Yours sincerely

[name]

[Principal]

[cc. where applicable, the pupil's social worker, the VSH if the pupil is a LAC and/or the local authority if a pupil has an EHCP]

Appendix 2. Letters advising parents of suspension

[NB: Notices can be given electronically if the parents have given written agreement for this kind of notice to be sent in this way, otherwise deliver directly in-hand or send by post. Send letter as soon as possible after the decision to suspend]

[Name of Parent(s)]

[Address]

[Date]

Dear [Name of Parent(s)]

Re: Suspension of [name of pupil]

I regret to inform you of my decision to suspend [name of pupil] for [number] days with effect from [date] [pending further investigation]. This means that [name of pupil] will be expected to return to school on [date]. [Please note that the outcome of my investigation may lead to a further decision of permanent exclusion.] [A reintegration meeting has been arranged to take place on [date] at [time] to discuss how [name of pupil]'s return to school and future behaviour will be managed.]

I realise that this suspension may well be upsetting for you and your family, but the decision to suspend [name of pupil] has not been taken lightly. [name of pupil] has been suspended because [reasons for the suspension].

[If relevant confirm that the pupil will be able to sit any national curriculum test(s) or public examination(s) occurring during the suspension]

[Where the pupil has a disability, or additional needs/special educational needs which may amount to a disability, confirm what adjustments have previously been made for the pupil to avoid a suspension, and what adjustment (if any) has been made to this suspension.]

You have a duty to ensure that your child is not present in a public place in school hours during this suspension, i.e. on [specify the precise dates] unless there is reasonable justification. You could be prosecuted or receive a penalty notice if your child is present in a public place during school hours on those dates. It will be for you to show reasonable justification.

Alternative arrangements for your child's education to continue will be made. During the suspension we will set work for [name of pupil] and would ask you to ensure this work is completed and returned promptly to school for marking. [Set out how work will be set and whether it should be collected or will be sent to the parent **OR** If alternative provision is being arranged during the suspension, set out the following details if known at this stage: the start date for any provision of full-time education that has been arranged for the child during the suspension; the start and finish times of any such provision, including the times for morning and afternoon sessions where relevant; the address at which the provision will take place; any information required by the pupil to identify the person they should report to on the first day.]

You have the right to make written representations to the [governing board/discipline committee]. [[name of pupil] may also make written representations about their suspension]. The [governing board/discipline committee] must meet following receipt of any representations but does not have the power to reinstate [name of pupil].

If you and [name of pupil] wish to make written representations to the [governing board/discipline committee] please send these through to [name] at [email] as soon as possible. If you think this suspension relates to a disability your child

has, and you think discrimination has occurred, you may raise the issue with the **[governing board/discipline committee]**.

You may request a copy of [name of pupil]’s school record as a subject access request. Please send any request through in writing to [name] at [email]. [As [name of pupil] is over [13] years old please provide their written consent to enable me to send their information through to you].

You may wish to contact the exclusion officer at City of Doncaster Council for further advice and guidance in relation to the exclusion. The exclusion officer can be contacted by telephone on 01302 737239, or by email on Amanda.Bacon@doncaster.gov.uk.

There are sources of free and impartial advice available on suspensions:

- Statutory guidance on suspensions and exclusions:
<https://www.gov.uk/government/publications/schoolexclusion>
- Coram’s Child Law Advice service can be accessed through their website
<https://childlawadvice.org.uk/information-pages/school-exclusion/> or contacted on 0300 330 5485 from Monday to Friday, 8am – 6pm.
- ACE education run a limited service and can be reached on 0300 0115 142 on Monday to Wednesday from 10am to 1pm during term time. Information can be found on the website: <http://www.ace-ed.org.uk/>.
- Independent Provider of Special Education Advice (known as IPSEA – www.ipsea.org.uk) is a registered charity. It offers free and independent information, advice and support to help get the right education for children and young people with all kinds of special educational needs (SEN) and disabilities.
- SEN Information Advice & Support Services Network (formerly known as the local parent partnership).

Yours sincerely

[name]

[Principal]

[cc. where applicable, the pupil’s social worker, the VSH if the pupil is a LAC and/or the local authority if a pupil has an EHCP]



Template letter suspending a pupil where number of suspensions is 6-15 days in a term

[NB: Notices can be given electronically if the parents have given written agreement for this kind of notice to be sent in this way, otherwise deliver directly in-hand or send by post. Send letter as soon as possible after the decision to suspend]

[Name of Parent(s)]

[Address]

[Date]

Dear [Name of Parent(s)]

Re: Suspension of [name of pupil]

I regret to inform you of my decision to suspend [name of pupil] for [number] days with effect from [date] [pending further investigation]. This means that [name of pupil] will be expected to return to school on [date]. [Please note that the outcome of my investigation may lead to a further decision of permanent exclusion.] [A reintegration strategy meeting has been arranged to take place on [date] at [time] to discuss how [name of pupil]'s return to school and future behaviour will be managed.]

I realise that this suspension may well be upsetting for you and your family, but the decision to suspend [name of pupil] has not been taken lightly. [name of pupil] has been suspended because [reasons for the suspension].

[If relevant confirm that the pupil will be able to sit any national curriculum test(s) or public examination(s) occurring during the suspension]

[Where the pupil has a disability, or additional needs/special educational needs which may amount to a disability, confirm what adjustments have previously been made for the pupil to avoid a suspension, and what adjustment (if any) has been made to this suspension.]

You have a duty to ensure that your child is not present in a public place in school hours during this suspension, i.e. on [specify the precise dates] unless there is reasonable justification. You could be prosecuted or receive a penalty notice if your child is present in a public place during school hours on those dates. It will be for you to show reasonable justification.

Alternative arrangements for your child's education to continue will be made. During the suspension we will set work for [name of pupil] and would ask you to ensure this work is completed and returned promptly to school for marking. [Set out how work will be set and whether it should be collected or will be sent to the parent **OR** If alternative provision is being arranged during the suspension, set out the following details if known at this stage: the start date for any provision of full-time education that has been arranged for the child during the suspension; the start and finish times of any such provision, including the times for morning and afternoon sessions where relevant; the address at which the provision will take place; any information required by the pupil to identify the person they should report to on the first day.]

You have the right to make written representations to the [governing board/discipline committee] and ask it to reinstate your child in school. [[name of pupil] may also make written representations about their suspension and may attend the meeting]. The [governing board/discipline committee] must meet following receipt of any representations and has the power to reinstate [name of pupil] or, alternatively, it has the power to uphold the suspension.



If you wish to make representations to the [governing board/discipline committee] and attend the [governing board/discipline committee] meeting, please contact [name] on [number or email] as soon as possible. You have the right to request that this meeting takes place remotely and if you wish for the meeting to take place remotely, please let [name] know as soon as possible. You also have the right to be accompanied by a friend and/or representative and [[name of pupil]'s [social worker][Virtual School Head] will be invited to attend].

You may request that a representative of the local authority attends the meeting[, together with a representative of your home local authority if different from the school's]. However, this will be as an observer only unless permission is granted by the [governing board/discipline committee] for representations to be made].

If you choose to make representations you will be notified by the clerk to the [governing board/discipline committee] of the time, date and location of the meeting. Please let me know if [name of pupil] will attend the meeting and whether they would like to make any written and/or oral representations. Please let me know if you have a disability or special needs which would affect your ability to attend the meeting. Also, please inform [name] if it would be helpful for you to have an interpreter present at the meeting. If you think this suspension relates to a disability your child has, and you think discrimination has occurred, you may raise the issue with the [governing board/discipline committee].

You may request a copy of [name of pupil]'s school record as a subject access request. Please send any request through in writing to [name] at [email]. [As [name of pupil] is over [13] years old please provide their written consent to enable me to send their information through to you].

You may wish to contact the exclusion officer at City of Doncaster Council for further advice and guidance in relation to the exclusion. The exclusion officer can be contacted by telephone on 01302 737239, or by email on Amanda.Bacon@doncaster.gov.uk.

There are sources of free and impartial advice available on suspensions:

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<https://www.gov.uk/government/publications/schoolexclusion>
- Coram's Child Law Advice service can be accessed through their website
<https://childlawadvice.org.uk/information-pages/school-exclusion/> or contacted on 0300 330 5485 from Monday to Friday, 8am – 6pm.
- ACE education run a limited service and can be reached on 0300 0115 142 on Monday to Wednesday from 10am to 1pm during term time. Information can be found on the website: <http://www.ace-ed.org.uk/>.
- Independent Provider of Special Education Advice (known as IPSEA – www.ipsea.org.uk) is a registered charity. It offers free and independent information, advice and support to help get the right education for children and young people with all kinds of special educational needs (SEN) and disabilities.
- SEN Information Advice & Support Services Network (formerly known as the local parent partnership).

Yours sincerely [name]

[Principal]

[cc. where applicable, the pupil's social worker, the VSH if the pupil is a LAC and/or the local authority if a pupil has an EHCP]



Template letter suspending a pupil where total number of suspensions is 16 days or more in a term

[NB: Notices can be given electronically if the parents have given written agreement for this kind of notice to be sent in this way, otherwise deliver directly in-hand or send by post. Send as soon as possible after the decision to suspend]

[Name of Parent(s)]

[Address]

[Date]

Dear [Name of Parent(s)]

Re: Suspension of [name of pupil]

I regret to inform you of my decision to suspend [name of pupil] for [number] days with effect from [date] [pending further investigation]. This means that [name of pupil] will be expected to return to school on [date]. [Please note that the outcome of my investigation may lead to a further decision of permanent exclusion.] [A reintegration strategy meeting has been arranged to take place on [date] at [time] to discuss how [name of pupil]'s return to school and future behaviour will be managed.]

I realise that this suspension may well be upsetting for you and your family, but the decision to suspend [name of pupil] has not been taken lightly. [name of pupil] has been suspended because [reasons for the suspension].

[If relevant confirm that the pupil will be able to sit any national curriculum test(s) or public examination(s) occurring during the suspension]

[Where the pupil has a disability, or additional needs/special educational needs which may amount to a disability, confirm what adjustments have previously been made for the pupil to avoid a suspension, and what adjustment (if any) has been made to this suspension.]

You have a duty to ensure that your child is not present in a public place in school hours during this suspension, i.e. on [specify the precise dates] unless there is reasonable justification. You could be prosecuted or receive a penalty notice if your child is present in a public place during school hours on those dates. It will be for you to show reasonable justification.

Alternative arrangements for your child's education to continue will be made. During the suspension we will set work for [name of pupil] and would ask you to ensure this work is completed and returned promptly to school for marking. [Set out how work will be set and whether it should be collected or will be sent to the parent]. [If alternative provision details are known from the sixth day provide: the start date for any provision of full-time education that has been arranged for the child during the suspension; the start and finish times of any such provision, including the times for morning and afternoon sessions where relevant; the address at which the provision will take place; any information required by the pupil to identify the person they should report to on the first day.]

As [name of pupil] has been suspended for more than 15 days in a single term, the [governing board/discipline committee] must meet to consider whether to reinstate [name of pupil] within 15 school days. At the review meeting you may make representations to the [governing board/discipline committee] if you wish and ask them to reinstate your child. The [governing board/discipline committee] has the power to reinstate your child immediately or from a specified date, or, alternatively, it has the power to uphold the suspension. The latest date by which the [governing board/discipline committee] must meet is [date – 15 school days after receiving notice of suspension].



If you wish to make representations to the [governing board/discipline committee] and wish to be accompanied by a friend and/or representative, please contact [name] on [number/email] as soon as possible. You have the right to request that this meeting takes place remotely and if you wish for the meeting to take place remotely, please let [name] know as soon as possible. [[name of pupil]'s [social worker][Virtual School Head] will be invited to attend].

You may request that a representative of the local authority attends the meeting[, together with a representative of your home local authority if different from the school's]. **[Academies only:** However, this will be as an observer only, unless permission is granted by the [governing board/discipline committee] for representations to be made].

You will, whether you choose to make representations or not, be notified by the clerk to the [governing board/discipline committee] of the time, date and location of the meeting. Please let us know if [name of pupil] will attend the meeting and whether they would like to make any written and/or oral representations. Please let us know if you have a disability or special needs which would affect your ability to attend the meeting. Also, please inform [name] if it would be helpful for you to have an interpreter present at the meeting. If you think this exclusion relates to a disability your child has, and you think discrimination has occurred, you may raise the issue with the [governing board/discipline committee].

You may request a copy of [name of pupil]'s school record as a subject access request. Please send any request through in writing to [name] at [email]. [As [name of pupil] is over [13] years old please provide their written consent to enable me to send their information through to you].

You may wish to contact the exclusion officer at City of Doncaster Council for further advice and guidance in relation to the exclusion. The exclusion officer can be contacted by telephone on 01302 737239, or by email on Amanda.Bacon@doncaster.gov.uk.

There are sources of free and impartial advice available on suspensions:

- Statutory guidance on suspensions and exclusions:
<https://www.gov.uk/government/publications/schoolexclusion>
- Coram's Child Law Advice service can be accessed through their website
<https://childlawadvice.org.uk/information-pages/school-exclusion/> or contacted on 0300 330 5485 from Monday to Friday, 8am – 6pm.
- ACE education run a limited service and can be reached on 0300 0115 142 on Monday to Wednesday from 10am to 1pm during term time. Information can be found on the website: <http://www.ace-ed.org.uk/>
- Independent Provider of Special Education Advice (known as IPSEA – www.ipsea.org.uk) is a registered charity. It offers free and independent information, advice and support to help get the right education for children and young people with all kinds of special educational needs (SEN) and disabilities.
- SEN Information Advice & Support Services Network (formerly known as the local parent partnership).

Yours sincerely

[name]

[Principal]

[cc. local authority, where applicable, the pupil's social worker, the VSH if the pupil is a LAC and/or the local authority if a pupil has an EHCP]

Appendix 3. Letter permanently excluding a pupil

[NB: Notices can be given electronically if the parents have given written agreement for this kind of notice to be sent in this way, otherwise deliver directly in-hand or send by post. Send letter as soon as possible after the decision to permanently exclude]

[Name of Parent(s)]

[Address]

[Date]

Dear [Name of Parent(s)]

Re: Permanent Exclusion of [name of pupil]

[I write further to my decision to suspend [name of pupil] on [date] for [number] days while an investigation [into the incident that took place on [date]] was carried out.]

[The investigation is now complete and] I regret to inform you of my decision to permanently exclude [name of pupil] with effect from [date]. This means that [name of pupil] will not be allowed in this school unless they are reinstated by the [governing board/ discipline committee].

I realise that this exclusion may well be upsetting for you and your family, but the decision to permanently exclude [name of pupil] has not been taken lightly. [name of pupil] has been excluded because [set out reasons and whether decision is for a single serious breach or persistent breaches of the behaviour policy].

[Where the pupil has a disability, or additional needs/special educational needs which may amount to a disability, confirm what adjustments have previously been made for the pupil to avoid permanent exclusion.]

You have a duty to ensure that your child is not present in a public place in school hours during the first five school days of this exclusion unless there is reasonable justification. You could be prosecuted or receive a penalty notice if your child is present in a public place during school hours on those days. It will be for you to show reasonable justification.

Alternative arrangements for [name of pupil]'s education will be made. For the first five school days of the exclusion we will set work for [name of pupil] and would ask you to ensure this work is completed and returned promptly to school for marking. [Set out how work will be set and whether it should be collected or will be sent to the parent **OR** if alternative provision is being arranged during the first five days, set out the following details if known at this stage: the start date for any provision of full-time education that has been arranged for the child during the exclusion; the start and finish times of any such provision, including the times for morning and afternoon sessions where relevant; the address at which the provision will take place; any information required by the pupil to identify the person they should report to on the first day.] From the sixth school day of the exclusion onwards, the local authority will provide suitable full-time education. The arrangements for this will be set out in a further letter.

As this is a permanent exclusion the [governing board/discipline committee] must meet to consider it. At the review meeting you may make representations to the [governing board/discipline committee] if you wish and ask them to reinstate your child in school. The [governing board/discipline committee] has the power to reinstate your child immediately or from a specified date, or, alternatively, it has the power to uphold the exclusion, in which case you may request that its decision be reviewed by an independent review panel. The latest date by which the [governing board/discipline committee] must meet is [date – 15 school days after receiving notice of exclusion].



If you wish to make representations to the [governing board/discipline committee] and wish to be accompanied by a friend and/or representative, please contact [name] on [number / email] as soon as possible. You will, whether you choose to make representations or not, be notified by the clerk to the [governing board/discipline committee] of the time, date and location of the meeting. Please let us know if [name of pupil] will attend the meeting and whether they would like to make any written and/or oral representations. You have the right to request that this meeting takes place remotely and if you wish for the meeting to take place remotely, please let [name] know as soon as possible.

[[name of pupil]'s [social worker][Virtual School Head] will be invited to attend]. Please let us know if you have a disability or special needs which would affect your ability to attend the meeting. Also, please inform [name] if it would be helpful for you to have an interpreter present at the meeting. If you think this exclusion relates to a disability your child has, and you think discrimination has occurred, you may raise the issue with the [governing board/discipline committee].

You may request a copy of [name of pupil]'s school record as a subject access request. Please send any request through in writing to [name] at [email]. [As [name of pupil] is over [13] years old please provide their written consent to enable me to send their information through to you].

You may wish to contact the exclusion officer at City of Doncaster Council for further advice and guidance in relation to the exclusion. The exclusion officer can be contacted by telephone on 01302 737239, or by email on Amanda.Bacon@doncaster.gov.uk.

There are sources of free and impartial advice available on exclusions:

- Statutory guidance on suspensions and exclusions:
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- ACE education run a limited service and can be reached on 0300 0115 142 on Monday to Wednesday from 10am to 1pm during term time. Information can be found on the website: <http://www.ace-ed.org.uk/>.
- Independent Provider of Special Education Advice (known as IPSEA – www.ipsea.org.uk) is a registered charity. It offers free and independent information, advice and support to help get the right education for children and young people with all kinds of special educational needs (SEN) and disabilities.
- SEN Information Advice & Support Services Network (formerly known as the local parent partnership).

Yours sincerely

[name]

[Principal]

[cc. local authority, where applicable, home local authority, the pupil's social worker and the VSH if the pupil is a LAC]

Appendix 4. Direction off-site

[NB: This letter is compliant with The Education (Educational Provision for Improving Behaviour) Regulations 2010 (as amended), which now apply to both academies and maintained schools. At least two school days' notice needs to be given to the parent of the arrangement.]

[Name of Parent(s)]

[Address]

[Date]

Dear [Name of Parent(s)]

Direction for off-site education for [name of pupil]

Further to [our conversation on [date] and/or my letter dated [date] and/or [details of recent behavioural incident(s)]], I am writing to confirm my decision to direct [name of pupil] to offsite education [for a temporary period of time, after which we expect them to return to the Academy] OR [If the placement is successful we may both consider that a permanent move is in [name of pupil]'s best interests].

[Name of pupil] is directed to attend [name of provision] at [address] between the hours of [time] and [time] from [date] in order to help improve their behaviour following [details of incidents]. During this period [name of pupil] will remain on the roll of [name of current school] and will be dual registered. [Name of provision] is [an Ofsted registered provision and/or included within the local authority's directory of 'approved' provision], which meets clearly defined standards. I can confirm that appropriate safeguarding and other checks have been made to ensure the suitability and safety of the placement.

[Name of pupil] should report to [name], [role], at [name of provision] at [time] on their first day. Their attendance will be [full-time OR a combination of part-time at [name of provision] and a continuation at [current school] [set out timetable if a combination]]. As [name of pupil] is of compulsory school age, you are legally required to ensure that [name of pupil] attend all sessions every day to ensure that any disruption to their education is kept to a minimum.

The proposed maximum period for their attendance at [name of provision] is [set out time depending on what best supports the pupil's needs and potential improvement in behaviour e.g. two months/the remainder of term etc.]. This will be reviewed at regular intervals by the governing board, the headteacher of [current school], a representative from [name of provision], [the local authority (as [name of pupil] has an Education Health and Care Plan)], and yourself with input from [name of pupil]. The first review meeting will be held on [date – we suggest no more than 6 school weeks after the start of the provision] at [address]. You will be notified of any further review meetings in writing. You may also request a review by the governing board of the provision and the governing board will comply with the request as soon as reasonably practicable, unless there has already been a review in the previous ten weeks. Any requests for a review should be sent to [name and contact details].

Please note [name of pupil]'s time in attending [name of provision] is intended as an intervention to help improve their behaviour. [The main objective of this intervention is the successful reintegration of [name of pupil] back into [current school]]. During their time at [name of provision], [name of pupil] will continue to receive a broad and balanced education. In order to ensure the placement is successful, [name of pupil] has been set the following objectives:

- [Set out reasons for and objectives of the placement and any support put in place for the pupil while he attends the provision e.g. any specific pastoral care they will receive/details of any induction etc.]
- For example, references to any academic attainment – particularly in English, maths and science (including IT)
- Any specific and identifiable personal, social and academic needs of the pupil and how they will be met in order to help them to overcome any barriers to attainment
- Improved pupil motivation and self-confidence, attendance and engagement with education
- Successful reintegration back to current school]

Progress against these objectives will be frequently monitored.

During [name of pupil]'s attendance at [name of provision], the school will communicate regularly with you [set out details such as weekly phone calls, emails or reports] and your point of contact will be [name, role].

Finally, I wish to assure you that my decision to direct [name of pupil] to be educated offsite has been based on what I consider to be in the best interests of [name of pupil]. When [name of pupil] is ready to be reintegrated, a strategy meeting will take place with you and [name of pupil] and an appropriate package of support will be put in place. [Alternatively, if [name of pupil] is progressing well at [name of provision] and both [name of pupil] and you feel that it would be in [name of pupil]'s best interests to continue their education there, we can look to implement a managed move to [name of provision] at the end of the off-site direction. [name of pupil] would be removed from [name of current school]'s roll and would remain on the roll of [name of provision] on a permanent basis. We will discuss this with you at our review meetings].

If you have any queries, please do not hesitate to contact me. If you wish to challenge my decision, you are able to do so via the school's complaints procedures which can be found on the school's website.

Yours sincerely

[Name]

[Principal]

[cc. Where applicable, the pupil's social worker, the VSH if the pupil is a LAC and/or the local authority if a pupil has an EHCP]

Appendix 5. Managed more where there has been no preceding offsite direction

[Name of Parent(s)]

[Address]

[Date]

Dear [Name of Parent(s)]

Confirmation of a Managed Move

Further to our meeting on [date], I am writing to confirm our agreement to transfer [name of pupil] to [name of school] on [date] as part of what is known as a 'managed move'.

As discussed, [name of pupil] is at risk of receiving a permanent exclusion [due to their persistent breaches OR following the incident that occurred on [date] which is a serious breach] of the school's behaviour policy. I am of the view that allowing [name of pupil] to remain at [name of home school] would cause serious harm to the education or welfare of [name of pupil], staff or others at the school.

As discussed with you, a permanent exclusion should only be issued as a decision of last resort. I have therefore explored preventative measures to exclusion, one of which is a managed move to another school. We have agreed that this would be in [name of pupil]'s best interests to give them a fresh start somewhere new, where I hope their behaviour will improve and they will thrive.

As part of the managed move process, we will share information with relevant staff at [name of school] (including data on [name of pupil]'s prior and current attainment, academic potential, a risk assessment, and advice on effective risk management strategies). We will also make sure an effective integration strategy is in place with appropriate support to help [name of pupil] settle into their new school. [name of pupil] will be removed from our school roll and will be admitted to the roll of the new school they attend on [date].

Please let me know if you wish to discuss further.

Yours sincerely

[Name]

[Headteacher/Principal]

[cc Where applicable, the pupil's social worker, the VSH if the pupil is a LAC and/or the local authority if a pupil has an EHCP]

Appendix 6. Managed more after a period of offsite direction

[Name of Parent(s)]

[Address]

Dear [Name of Parent(s)]

Confirmation of a Managed Move

Further to our meeting on [date], I am writing to confirm our agreement to transfer [name of pupil] to [name of school] following the recent off-site direction as part of what is known as a 'managed move'.

In my view, this move is in [name of pupil]'s best interests to give them a fresh start somewhere new, where I hope they will thrive.

[name of pupil] will be removed from our school roll on [date] and will remain on the roll of [name of school].

Please let me know if you wish to discuss further.

Yours sincerely

[Name]

[Headteacher/Principal]

[cc Where applicable, the pupil's social worker, the VSH if the pupil is a LAC and/or the local authority if a pupil has an EHCP]

Appendix 7. Reintegration strategy example

Reintegration Strategy

Date of reintegration meeting:		Academy:
Present at meeting: (e.g. Principal, SENDCO, parent, pupil)		
Pupil details		
Name:	Year group:	Needs: <i>e.g. Pupil Premium, LAC, CP, CiN, SEND, EHCP</i>
Support around the pupil: <i>e.g. SEND, EHCP</i>	Previous suspensions:	Current attendance:
Suspension details		
Date of suspension:	Date of return to school:	Number of days suspended:

Reason for suspension *A brief summary of behaviour which led to the suspension and reference to the rule/policy. Include detail about the impact on others.*

What have we learnt from this and what can we change? *This needs to take account of what happened, what should have happened and the impact on others. It is an opportunity to identify triggers/hotspots so changes can be made to prevent similar behaviours reoccurring.*

Previous suspensions

Details of any previous suspensions:

Total number of days suspended this term:

If this is 15 days or more in a single term the LGB must be advised.

Provision during suspension: *(Include details of any work provided and marked over suspension period, alternative provision and/or interventions from counselling or behaviour services, SEND support or local safeguarding partners)*

Understanding needs and strengths

Ask the pupil what they want to get out of the reintegration process and agree on this together. Ask questions to establish whether there's an unmet need that your school can offer support for. For example: What makes you worry in school/at home? How do you feel about the support you're receiving? Who do you talk to when you're feeling upset or angry? What support did you find helpful when you were away from school? Pupil view can be collected outside of this meeting if more appropriate then incorporated into the plan.

What is going well at school?

What strengths and interests does the pupil have? What works – examples of success? What motivates – at home and at school?

What is not working well at school?

Consider if IBP or positive handling plan documentation needs to be completed.

Needs

What needs / factors are impacting behaviours at school?

Hopes for the future at school

Planning for success

Targets Refer to previous targets if previous suspensions have occurred.

Area of concern	SMART target	Support and strategies to meet target	Review date	Evaluation of target
1)		School will help me by... My family will help me by... I will help myself by...		

2)		School will help me by... My family will help me by... I will help myself by...		
3)		School will help me by... My family will help me by... I will help myself by...		

Monitoring

How will behaviour and progress be monitored and celebrated?

Date(s) of next review meeting:

Is the pupil on a reduced timetable? Y / N *(add details)*

(If yes, reintegration plan should be completed)

Further actions

Have the family been signposted to support if necessary?

Y / N *(add details)*

Have any safeguarding concerns been raised that require follow up actions?

Y / N *(add details)*

Additional comments

Pupil:

Family

School:

Signed: _____

Signed: _____

Signed: _____



Appendix 8: LGB Panel Meeting Outline

The Local Governing Board Meeting to Consider Exclusions

This document is intended to provide the Chair, Governors and Clerk with guidance for running a Meeting of the Local Governing Board to consider exclusion.

It is important that the governors on the panel understand that they 'own' the meeting and not the Principal. How the meeting is arranged and conducted, is a vital part of working with the parents/carers of the pupil / student involved to support the young person's future. The meeting should be mutually convenient to all parties including the parents/carers, the date and time of the meeting should be agreed with the parents/carers in the first instance.

Membership of the panel

This can be between 3 and 5 governors, but must not be less than 3. An odd number of governors are strongly recommended. Governors should, as far as possible, have no prior knowledge of the matter. To discuss the matter in advance will compromise the ability of governors to reach a fair decision, based on natural justice, and could make the process invalid, and flawed

Governors must not sit on the panel if any of the following apply:

- know the pupil and/or his/her family;
- witnessed the incident that led to the exclusion;
- have a child in the same class as the pupil /pupil involved, or have a child who was a witness to the incident and has told them about it;
- have a spouse/partner who was involved in the incident;
- for any other reason they may not be able to be impartial;
- is a member of the school staff;
- is the chair of governors and has discussed the pupil / student with the Principal;

Chairing the Meeting

A full member of the local governing board must chair the meeting or a representative of the MAT. The LGB Chair may act as chair, provided that he/she has not discussed the matter before with anyone, especially the Principal but it can be one of the other governors.

Clerking the Meeting

The meeting will be clerked with a record kept of the discussion in line with the agenda.

The Agenda, details of who will be present at the meeting should be sent to all parties at least 5 school days prior to the meeting (this includes parents/carers).

Order of the Meeting

Noting the attendance

- The Clerk should take minutes and a list of the names of everyone who is present at the meeting
- The clerk should also note if the parents/carers do not attend, stating when and how they were invited to attend, and how and whether or not they had indicated that they would be present.
- Governors also need to detail the pupil / student 's views and how they were obtained if they or their parent/carer does not attend. Parent/carers may be delayed for whatever reason and it is at the chair's

discretion whether the start of the meeting will be briefly postponed, but being mindful of natural justice it would be appropriate to allow parents/carers sufficient time to attend.

Apologies

- The clerk should note any apologies offered.

Chair's welcome, introductions and opening remarks

The Chair of the panel should welcome everyone, and either perform introductions or ask people to introduce themselves. The Chair should state the purpose of the meeting and outline its format.

The purpose of the meeting:

- to establish whether, based on the facts known at the time, the Principal took the right action in excluding the pupil / student ;
- to consider whether the type of exclusion was appropriate;
- to ensure the exclusion was reasonable, fair and appropriate considering the Principal's legal duties;
- whilst the local governing board is legally required to consider an exclusion - on behalf of Trustees - they must consider the interests and circumstances of the excluded pupil / student , including circumstances in which the pupil / student was excluded, and have regard to the interests of other pupils/pupil s and people working in the academy;
- to establish that the Principal's decision warrants a permanent exclusion and is in response to serious or persistent breaches, of the Academy's behaviour policy; and where allowing the pupil / student to remain in the academy would seriously harm the education or welfare of the pupil or others in the academy

Based on the evidence presented to them the governors on the panel have two basic options:

- to reinstate the pupil / student , immediately or a future date; or
- to decline to reinstate

In order to help them reach their judgement the meeting should take the following pattern.

Verbal Statement from the Principal

- This will be in support of any written evidence previously circulated.
- The Principal must be able to make the case on the day – it is not sufficient to rely on information previously sent out.
- Staff members may be invited to attend to offer supporting evidence, being careful not to be over represented.
- Governors, parents/carers may make comments/ask questions after the Principal or staff member with delegated responsibility has presented the case.
- Written evidence should be circulated in advance it should be sent to all the parties involved at least 5 days prior to the meeting, this includes the parents/carers
- Witness statements should be signed and dated unless there is good reason not to.

There should also be the excluded pupil / student 's views considering their age and understanding.

In the case of a permanent exclusion, where the Principal may need to outline a series of events/poor behaviour, it is acceptable to provide a list of the pupil / student 's transgressions, a report from the Principal giving evidence why the exclusion is justified. This should include sufficient evidence to allow governors to have a full picture of the situation i.e. Pastoral Support Plan, Individual Education Plan, Risk Assessment, details of

intervention strategies and outcomes, whether a Family Support Plan has been offered or provided, and details of special education needs/disability and how these have been supported.

Questions to the Principal or delegated Staff Members

Panel members (governors) may ask questions to clarify points after the Principal has presented his/her case as well as parents/carers.

Verbal Statement by Parent / Carers or pupil (Depending on Age)

This should support any written evidence that they asked to be circulated in advance. The parent/carer/pupil may ask that their friend or representative speak on their behalf

Questions to Parent / Carers or pupil

Panel members (governors) may make ask questions as well as the Principal. If pupil is in attendance, they may also be questioned

Final Clarification

The Chair of the panel should ensure that all parties, especially the parents/carers/pupil, have had an opportunity to say what they wish to and that all points are clear. Governors should be confident that they have all the information they need to be able to reach a correct decision.

Reaching a Decision

At this point everyone, other than the governors and clerk, should withdraw from the meeting, to allow the governors to discuss the case/s under consideration and form a judgement.

Where parent /carers make it clear they do not wish their child reinstated, the local governing board must, in any event, consider whether the Principal's decision to exclude the child was justified based on the evidence. In this case a note should be attached to the child's academy record, to clarify if the panel did not support the Principal's action.

Where the panel judged that exclusion was not the correct course of action, it may reinstate the pupil /pupil . In these cases, some of the following might apply:

- the Principal did not provide relevant or sufficient evidence to support the case for an exclusion, or;
- the panel judged that insufficient strategies had been put in place to support the pupil / student prior to the incident that resulted in the exclusion (i.e. it could have been avoided if the academy had given better support), or;
- the parent/carer has made an acceptable representation against the exclusion, e.g.
 - provided evidence of mitigating circumstances, provided evidence to support their child's views with regard to their case;
- the pupil/ pupil had not been given a voice at the meeting and their views captured by the academy;
- strategies could include the use of a Pastoral Support Plan; a risk assessment of the potential hazard the pupil presents or faces; or in the case of Looked After Children, whether their Personal Education Plan has been reviewed;
- based on the balance of probabilities they felt the Principal's decision was not lawful, reasonable and procedurally fair.

Record Keeping

The clerk will take minutes of:

- the evidence and questions by all parties
- the main points of the discussion by panel members;
- the decision reached, and:
- the supporting reasons.
- how the pupil / student 's views were captured

The panel may include comments or make recommendations but cannot put conditions on exclusion or the outcome.

Communicating the Outcome

A formal letter detailing the decision, and setting out the reasons why governors have reached their conclusion, should be sent to the parents/ carers without delay, either hand delivered or posted by first class mail.

Further Actions

In the case of a permanent exclusion, the parents/carers must be informed in the letter from the panel of how they can make an application to an Independent Review Panel

Where parents make an application against a permanent exclusion to an Independent Review Panel after the local governing board meeting they can only uphold the decision; recommend that the local governing board reconsider their decision; or quash the decision and direct the local governing board to reconsider the exclusion again. The Independent Review Panel cannot direct reinstatement, only the Local Governing Board and the First Tier Tribunal can reinstate.

When sent back to governors and recommended to reconsider or the decision quashed and direction is given to the local governing board to reconsider: this has to take place 10 days from the date of receipt of the outcome of the Independent Review Panel. It is then the decision of the local governing board to review the decision not to reinstate and write to the parent and Principal of their decision without delay.

Minutes of the Meeting should be held on record in line with the Exceed Learning Partnership record retentions schedule.

One copy of all paperwork needs to be kept as a parent can go the First Tier Tribunal re disability discrimination before and after an Independent Review. Claims can be up to 6 months after the review.