Thinking Schools Academy Trust

"Transforming Life Chances"

Suspension and Permanent Exclusion

From School Policy

New Horizons Children's Academy

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1 Introduction

1.1 This policy aims to set out the process that will be followed and the additional considerations around suspensions and Permanent Exclusions that New Horizons Children's Academy's will apply. Good behaviour and self-discipline lead to effective learning and help prepare children and young people for life beyond the school gate.

1.2 Where the New Horizons Children's 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 school will always have regard to the DfE statutory guidane on Suspension and permanent exclusion from schools when making decisions on suspensions and Permanent Exclusions and will follow the law, as set out in the relevant School Discipline (Pupil Exclusions and Reviews) (England) Regulation 2012 (as amended).

1.3 This policy should be read in conjunction with the behaviour policy, safeguarding policy and the SEND policy for the school. https://www.newhorizonschildrensacademy.org.uk/site-newhorizons/assets/files/1364/behaviour_for_learning_policy_2026_-_2027-1.pdf; https://www.newhorizonschildrensacademy.org.uk/site-newhorizons/assets/files/1364/tsat_2026_2027_safeguarding_policy.pdf: https://www.newhorizonschildrensacademy.org.uk/site-newhorizons/assets/files/1364/send_policy_january_2025.pdf

2 Application of policy

2.1 This policy applies to all members of the school community. Each school within the Thinking Schools Academy Trust will apply suspensions and Permanent Exclusions in accordance with this policy and ensure that its contents are relayed to all staff, parents and pupils.

3 Definitions

Suspensions and Permanent Exclusions are different; Exclusion applies only to disciplinary exclusion

3.1 Suspensions (previously called fixed-term exclusions) are where a pupil is prevented from attending the school for a fixed period. At the end of the period, they are expected to return to school following a reintegration meeting. A pupil may receive a maximum 45 days of suspension in an academic year before being permanently excluded. Education must be arranged from day 6 (day 1 for Children who are Looked After or there are safeguarding concerns for)

3.2 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.

3.3 Exclusion is a last resort. Decisions must be lawful, reasonable, fair and proportionate.

4 Roles and responsibilities

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

The[headteacher]

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

4.2 As the headteacher, you must inform parents/carers of their right to make a request for a remote meeting when notifying them of the exclusion. Headteachers and governing boards may advise the parent or pupil (if over the age of 18) to consider the following, before requesting a remote access meeting:

• the technology that will be used for the governing board or IRP

• do the parent or excluded pupil (if they are over 18 years old) have an appropriate space free from other distractions to enable them to participate fully with a remote access meeting?

• where the parent or excluded pupil (if they are over 18 years old) have limited access to the Internet, intermittent service or slower speed internet, they should not request a remote meeting for a governing board

• where the parent or excluded pupil (if they are over 18 years old) initially ask for a meeting to be held via the use of remote access then decide to withdraw the request, they should inform the governing board without delay. The governing board should without delay, arrange the meeting to be held face to face It is important to note that headteachers and governing boards should not place undue pressure on the parent or excluded pupil (if they are over 18 years old) to request a meeting to be held via the use of remote access, even if doing so means that they will arrange a meeting any sooner.

The Governors

4.3 The governing board is responsible for forming committees to review Permanent 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 Governors' Discipline Committee, formed by the governing board, will be to decide whether to uphold the Permanent Exclusion or suspension, or instead to reinstate the pupil to the school.

Parents

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

Pupils

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

5 Safeguarding Separation

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.

New Horizons Children's Academy will 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 governing board 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.

6 CCTV, witness evidence and pupil views

6.1 The school uses Close Circuit Television (CCTV) within 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 Permanent Exclusion, then it will be shown in some format (redacted as necessary) at any governor review meeting. Please see the Trust's CCTV policy and privacy notices for more information.

6.2 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 headteacher has good reason to protect the anonymity of the relevant witness. Reasons may include threats of reprisals.

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

7 Reintegration strategy meetings following suspension or off-site direction

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

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

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

7.2 The school used various measures to support a pupil's successful reintegration including:

- daily contact as appropriate with a designated pastoral professiona/Leaderl in-school;
- use of a report card with personalised targets leading to personalised rewards;
- ensuring the pupil receives academic support upon return to catch up on any lost progress;
- planned pastoral interventions;
- mentoring by a trusted adult

- regular reviews with the pupil and parents to praise progress being made and raise and address any concerns at an early stage; and
- informing the pupil, parents and staff of potential external support.

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

7.4 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 education, either at school or alternative provision. There should also be formal arrangements in place for regularly reviewing a part-time timetable with the pupil and their parents.

8 Suspensions before a Permanent Exclusion

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

9 Directing off-site and managed moves

9.1 Before taking any decision to permanently exclude a pupil, the headteacher will consider whether a direction to attend alternative provision would be a reasonable alternative that should be considered. 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 and should only be used to arrange a temporary stay in AP.

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

9.3 During the off-site direction to another school, a pupil must be recorded in the attendance register using code D. https://www.newhorizonschildrensacademy.org.uk/site-newhorizons/assets/files/1364/tsat_-_attendance_policy_26-27-1.pdf

9.4 From 26 July 2026, management committees of pupil referral units can also make offsite directions following the same procedural requirements as academies.

9.5 The governing board must ensure that parents (or pupils aged 18 or over) (and the local authority if the pupil has an Education, Health and Care (EHC) plan) are notified in writing and provided with information about the placement as soon as practicable after the direction has been made and no later than two school days before the relevant day. This notice must include the following information:

9.6 • the address at which the educational provision is to be provided for the pupil

9.7 • the person to whom the pupil should report to on first attending that address for the purposes of receiving the educational provision

9.8 • the number of days for which the requirement is to be imposed

9.9 • the reasons for, and objectives of, imposing the requirement; and in relation to the educational provision: o 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

9.10 o where a single session per day is provided, the times at which the session commences and ends

9.11 Not later than six days before the date of any review meeting, a governing board must give a written invitation to parents33 (and the local authority if the pupil has an EHC plan) to attend the review meeting, or to submit in writing before the date of the meeting their views as to whether off-site direction should continue to have effect. The governing board must ensure, insofar as is practicable, that any review meeting is convened on a date, and at a time, that is suitable for the parent or the pupil if they are aged 18 or over.

9.12 The governing board must give written notification of their decision as to whether the requirement to continue the placement should continue and if so, for what period of time including the reasons for it to the parent no later than six days after the date of the review meeting.

9.13 A managed move is used to initiate a process which leads to the transfer of a pupil to another mainstream school permanently. Managed moves should be voluntary and agreed with all parties involved, including the parents and the admission authority of the new school.

9.14 **The law does not allow for a 'trial admissions' or 'trial managed move'.** If a temporary move needs to occur to improve a pupil's behaviour, then offsite direction should be used. Managed moves should only occur when it is in the pupil's best interests.

9.15 Once a pupil undergoes a managed move, the pupil moves permanently from the original school to the new school, and the pupil's name should be deleted from the original school's admission register and added to the admission register of the new school. Where a managed move follows a period of off-site direction, the pupil will already have been registered at the school where they are receiving education off-site; in these circumstances, the deletion from the original school's register only takes place when the move becomes permanent. The pupil should be registered at one school only.

9.16 Where a pupil has a social worker, including if they have a Child in Need Plan or a Child Protection Plan and as soon as New Horizons Children's Academy is contemplating a managed move and prior to it, the social worker should be notified as well as the DSL and (unless this would lead to safeguarding risks) the pupil's parents.

9.17 For looked-after children, the relevant authority's VSH should also be notified of the proposed managed move. If agreed by all relevant parties that a managed move is in the best interests of the pupil, then the original and the new school should ensure any PEP is appropriately reviewed and amended to take account of the managed move and the relevant statutory duties on the new school and the local authority will apply

9.18 A pupil must not be permanently excluded because of their parent's (and/or pupil's where appropriate) refusal to agree a managed move. It is unlawful to exclude a pupil for a non-disciplinary reason.

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. Under the Children and Families Act 2014, governing boards 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.

Where New Horizons Children's Academy has concerns about the behaviour, or risk of suspension and permanent exclusion, of a pupil with SEN, a disability or an EHC plan, 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, New Horizons Children's Academy will 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 New Horizons Children's Academy will review, with external specialists as appropriate, whether the current support arrangements are appropriate and what changes may be required.

Where a school is contemplating a managed move for a pupil with an EHC plan, prior to any such move the New Horizons Children's Academy will contact the local authority.

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 will 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 DT should seek the advice of the VSH and 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.

All looked-after children should have a Personal Education Plan (PEP) which is part of the child's care 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.

10 Requirements on a governing board to consider an exclusion/suspension

Type of exclusion/suspension	Period of exclusion/suspension	Requirements	Timeframe
Permanent		Must consider reinstatement. Must invite parents or pupil if over 18, headteacher, the pupil's social worker if the pupil has one, the VSH for a LAC and in the case of a maintained school a representative of LA* (or PRU) to a meeting and allow oral and written representations to be made.	Within 15 school days of receiving notice of the exclusion
Suspension	Any – if exclusion results in pupil missing a public examination or national curriculum test	Must consider reinstatement. Must invite parents or pupil if over 18, headteacher, the pupil's social worker if the pupil has one, the VSH for a LAC and in the case of a maintained school a representative of LA* (or PRU) to a meeting and allow oral and written representations to be made.	Within 15 school days of receiving notice of the exclusion
Suspension	Brings total to 16 days or more in a single term	Must consider reinstatement. Must invite parents or pupil if over 18, headteacher, the pupil's social worker if the pupil has one, the VSH for a LAC and in the case of a maintained school a representative of LA* (or PRU) to a meeting and allow oral and written representations to be made.	Within 15 school days of receiving notice of the exclusion
Suspension	Brings total to 6-15 days in a single term	If requested to do so by parents, must convene a meeting to consider reinstatement. Must invite parents or pupil if over 18, headteacher, the pupil's social worker if the pupil has one, the VSH for a LAC and in the case of a maintained school a representative of LA* (or PRU) to a meeting and allow oral and written representations to be made. If parents do not request a governing board meeting, the board is not required to consider the suspension but does have the power to consider the reinstatement of the pupil.	Within 50 school days of receiving notice of the exclusion
Suspension	Brings total to 5 days or less in a single term	Must consider any written representation made by parents at a meeting but cannot direct reinstatement.	No deadline. Should happen within a reasonable amount of time.

* For Academies an LA representative must be invited if requested by the parents. Their role is as an observer unless the Governing Board give permission to make representations

Remote Meetings

Headteachers and governing boards may advise the parent or pupil (if over the age of 18) to consider the following, before requesting a remote access meeting:

• the technology that will be used for the governing board or IRP

• do the parent or excluded pupil (if they are over 18 years old) have an appropriate space free from other distractions to enable them to participate fully with a remote access meeting?

• where the parent or excluded pupil (if they are over 18 years old) have limited access to the Internet, intermittent service or slower speed internet, they should not request a remote meeting for a governing board

• where the parent or excluded pupil (if they are over 18 years old) initially ask for a meeting to be held via the use of remote access then decide to withdraw the request, they should inform the governing board without delay. The governing board should without delay, arrange the meeting to be held face to face It is important to note that headteachers and governing boards should not place undue pressure on the parent or excluded pupil (if they are over 18 years old) to request a meeting to be held via the use of remote access, even if doing so means that they will arrange a meeting any sooner.

Meetings can also be remote in unforeseen or extraordinary circumstances

For example, school closure due to:

- Floods
- Fire
- Infectious illness / disease

Note that where these extraordinary circumstances don't apply and parent/carers don't request a remote meeting, then the meeting **must** be held in person.

Make sure certain conditions are met for remote meetings

Governing boards and arranging authorities should:

- Confirm that all the participants have access to the technology which will allow them to:
  - Hear
  - Speak
  - See
  - Be seen
- Make sure all the participants will be able participate fully
- Make sure that the remote meeting can be held fairly and transparently

If the governing board or arranging authority aren't satisfied that a remote meeting can be held fairly and transparently, then they should consult with parents/carers to decide how a face-to-face meeting can be arranged.

If technical issues occur, rearrange to meet in person

Where you can't resolve technical difficulties that prevent participants holding the meeting fairly or transparently, arrange a face-to-face meeting without delay.

Social workers and virtual school heads (VSHs) can join remotely, even if the meeting is held in person, as long as they can contribute effectively.

11 Independent review panels (IRPs)

11.1 The Thinking Schools Academy Trust arranges its own IRPs, and requests for an IRP where a permanent exclusion has been upheld should be made to GDC Clerk (Thinking Schools Academy Trust, c/o New Horizons Children's Academy, Park Crescent, Chatham, Kent ME4 6NR, or GDC@tsatrust.org.uk) within 15 school days.

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

12 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.

13 Complaints

If parents have any concerns or complaints over the application or implementation of this policy, they should raise their concerns with a staff member or the headteacher in accordance with the school's complaints policy. If the concern relates to a suspension the statutory procedure set out in the Suspensions and Permanent Exclusion statutory guidance will be followed.

14 Equality impact

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

15 Monitoring arrangements

The governors review data on suspensions and Permanent Exclusions to ensure that their use 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 to alternative provision and that such placements are reviewed at sufficient intervals to assure that the education is achieving its objectives and that pupils are benefiting from it
- the full-time educational provision for pupils of compulsory school age from the sixth consecutive school day of a suspension, in particular checking the provision is suitable and quality-assured to ensure that:
  - any previous placements have been evaluated, including support for any applicable SEND;
  - tthere 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

16 Headteacher/Principal's Exclusion Checklist

The Department for Education's statutory guidance on Suspensions and Permanent Exclusion from school, requires decisions to be lawful, reasonable, fair and proportionate. As such, the following matters should be taken into account and evidenced.

Do you have sufficient evidence to satisfy the tests for suspension or permanent exclusion?

- What evidence is there to show a breach of the school's behaviour policy?
- What evidence is there to satisfy the test at paragraph 11 of the guidance for permanent exclusion (i.e., serious breach or persistent breaches of the behaviour policy and where allowing the pupil to remain in school would seriously harm the education and/or welfare of the pupil or others such as staff or pupils in the school)?
- Does the available evidence satisfy the tests on the balance of probabilities?
- Have the pupil's views been captured and considered, in light of their age and understanding?
- Are there witness statements? Are they signed and dated? If not, what is the reason for this?
- Do the reasons for suspension or permanent exclusion accord with the potential grounds for suspension or exclusion as set out in paragraph 15 of the guidance or are they of similar severity?

For suspensions

- What length of suspension is appropriate and proportionate in the circumstances?
- What arrangements have been made for work to be provided on days 1 to 5? Or has alternative provision been arranged?
- Has a reintegration strategy been organised and communicated to the parents as set out in paragraphs 26 and 27 of the guidance?

Extending the length of a suspension or issuing of a permanent exclusion following a period of suspension

- Is there new information to justify the new suspension or permanent exclusion and it is sufficient to justify the new decision on the balance of probabilities?
- Has the new decision letter to the parents and other relevant stakeholders?

Is suspension or permanent exclusion the last resort or an appropriate sanction?

- What alternatives to suspension or permanent exclusion have been considered, including but not limited to off-site directions, managed moves, engagement with parents, provision of mentoring/coaching, use of pupil support units, assessment and support under the SEND framework, and multi-agency support under the "working together" framework?
- Have the circumstances of the pupil been considered and taken into account?
- Are there any safeguarding concerns that require a multi-agency approach?
- Does the pupil have SEND? Is an assessment required? Have any reasonable adjustments to school practices and/or procedures been considered and implemented? If the pupil has an EHCP, have the school called an interim/emergency annual review?
- If the child is looked after, has contact been made with the social worker or virtual school headteacher and has a PEP review been called?

Notification

- Have parents been notified without delay?
- Have the school told parents that during the first 5 days of the suspension or exclusion (or until any full-time alternative provision begins) the parent must ensure that the child is not in a public place during school hours?
- Have parents received the formal written notification with reasons within three school days?
- Have other relevant stakeholders been notified — governors, local authority, social worker, virtual school headteacher?

Cancelling exclusions

The headteacher can cancel any exclusion that has already begun (or one that has not yet begun), but this can only happen when the governing board has not yet met to consider whether the pupil should be reinstated.

Where an exclusion is cancelled:

• The headteacher must notify the parents, the governing board, the LA and the pupil's social worker and VSH as applicable, without delay.

The notification must also provide the reason for the cancellation;

• The governing board's duty to consider reinstatement ceases, and there is no requirement to hold a meeting to consider reinstatement;

• Parents (or the excluded pupil if they are 18 years or older) should be offered the opportunity to meet the headteacher to discuss the circumstances that led to the exclusion being cancelled which should be arranged without delay;

• The pupil must 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

17 Template letter suspending a pupil for up to (and including) five days in a term

[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 Governor's Discipline Committee. [[name of pupil] may also make written representations about their suspension]. The Governor's 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 Governor's Discipline Committee please send these through to the clerk of the Governor's Discipline Committee, **GDC Clerk - GDC@tsatrust.org.uk** 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 Governor Discipline Committee.

You may wish to contact the Exclusion Officer at [Local Authority Name] for further advice and guidance in relation to the exclusion. The Exclusion Officer can be contacted by telephone on [Number], or by email on [Email].

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

- Statutory guidance on suspensions and exclusions: https://www.gov.uk/government/publications/school-exclusion
- 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]

[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]

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

[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.]

[**If provision is being arranged from the sixth day**] [As [name of pupil] is of compulsory school age, you are legally required to ensure that [name of pupil] attends for all sessions each day to ensure that any disruption to their education is kept to a minimum. Please note that failure to attend the provision could result in a referral to the Local Authority for consideration of a Fixed Penalty Notice or court action. Please refer to the school's Attendance Policy for further details.]

You have the right to make written representations to the Governor 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 Governor's 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 Governor's Discipline Committee and attend the meeting, please contact the clerk of the Governor's Discipline Committee, **GDC Clerk** - GDC@tsatrust.org.uk as soon as possible. You 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 Governor's Discipline Committee for representations to be made.

If you choose to make representations you will be notified by the clerk to the Governor's Discipline Committee of the time, date and location of the meeting. Please advise the clerk if [name of pupil] will attend the meeting and whether they would like to make any written and/or oral representations. You may also advise the clerk if you have a disability or special needs which would affect your ability to attend the meeting. Also, please inform the GDC clerk 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 Governor's Discipline Committee.

You may wish to contact the exclusion officer at [local authority name] for further advice and guidance in relation to the exclusion. The exclusion officer can be contacted by telephone on [number], or by email on [email].

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

- Statutory guidance on suspensions and exclusions: https://www.gov.uk/government/publications/school-exclusion
- 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]

[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]

19 Template letter suspending a pupil where total number of suspensions is 15.5 days or more in a term

[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.]

[**If provision is being arranged from the sixth day**] [As [name of pupil] is of compulsory school age, you are legally required to ensure that [name of pupil] attends for all sessions each day to ensure that any disruption to their education is kept to a minimum. Please note that failure to attend the provision could result in a referral to the Local Authority for consideration of a Fixed Penalty Notice or court action. Please refer to the school's Attendance Policy for further details.]

As [name of pupil] has been suspended for more than 15 days in a single term, the Governor's 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 Governor's Discipline Committee if you wish and ask them to reinstate your child. The Governor's 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 Governor's Discipline Committee should meet is [date – 15 school days after receiving notice of suspension].

Parents/carers have the right to request that this meeting take place virtually by the use of remote access e.g., live video link which the clerk will set up and ensure meets the conditions for remote meetings. If you would like to request a virtual meeting as opposed to in person, please contact the clerk at GDC@tsatrust.org.uk.

If you wish to make representations to the Governor's Discipline Committee and wish to be accompanied by a friend and/or representative, please contact the clerk of the Governor's Discipline Committee, GDC Clerk - GDC@tsatrust.org.uk 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]. However, this will be as an observer only, unless permission is granted by the Governor's Discipline Committee for representations to be made.

You will, whether you choose to make representations or not, be notified by the clerk to the Governor's Discipline Committee of the time, date and location of the meeting. Please advise the clerk if [name of pupil] will attend the meeting and whether they would like to make any written and/or oral representations. Please also advise the clerk if you have a disability or special needs which would affect your ability to attend the meeting. Also, please inform the clerk 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 Governor's Discipline Committee.

You may wish to contact the exclusion officer at [local authority name] for further advice and guidance in relation to the exclusion. The exclusion officer can be contacted by telephone on [number], or by email on [email].

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

- Statutory guidance on suspensions and exclusions: https://www.gov.uk/government/publications/school-exclusion
- 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]

[Headteacher/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]

20 Template permanently excluding a pupil

[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 investigation following a suspension has resulted in a permanent exclusion, set out the findings and new reason for the permanent exclusion].

[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 Governor's Discipline Committee must meet to consider it. At the review meeting you may make representations to the Governor's Discipline Committee if you wish and ask them to reinstate your child in school. The Governor's 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 Governor's Discipline Committee should meet is [date – 15 school days after receiving notice of exclusion].

Parents/carers have the right to request that this meeting take place virtually by the use of remote access e.g., live video link which the clerk will set up and ensure meets the conditions for remote meetings. If you would like to request a virtual meeting as opposed to in person, please contact the clerk at GDC@tsatrust.org.uk.

If you wish to make representations to the Governor's Discipline Committee and wish to be accompanied by a friend and/or representative, please contact the clerk of the Governor's Discipline Committee **GDC Clerk** - GDC@tsatrust.org.uk as soon as possible. You will, whether you choose to make representations or not, be notified by the clerk to the Governor's 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. [[name of pupil]'s [social worker][Virtual School Head] will be invited to attend]. Please advise the clerk if you have a disability or special needs which would affect your ability to attend the meeting. Also, please inform the clerk 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 Governor's Discipline Committee.

You may wish to contact the exclusion officer at [local authority name] for further advice and guidance in relation to the exclusion. The exclusion officer can be contacted by telephone on [number], or by email on [email].

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

- Statutory guidance on suspensions and exclusions: https://www.gov.uk/government/publications/school-exclusion
- 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]

[Headteacher/Principal]

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

21 Template letter setting out details of alternative provision from sixth school day of suspension

[Name of Parent(s)]

[Address]

[Date]

Dear [Name of Parent(s)]

Re: Alternative provision for [name of pupil]

Further to my letter dated [date], I am writing to confirm the arrangements for [name of pupil] to commence alternative full-time education from the sixth school day of the suspension issued by me on [date].

Arrangements have been made for [name of pupil] to attend [venue] at [address] from Monday to Friday between the hours of [time] and [time] for the morning session and [time] and [time] for the afternoon session.

[name of pupil] must attend on [day of week], [date], at [time] and report to [contact name for first day], who will provide further information.

As [name of pupil] is of compulsory school age, you are legally required to ensure that [name of pupil] attends for all sessions each day to ensure that any disruption to their education is kept to a minimum. Please note that failure to attend the provision could result in a referral to the Local Authority for consideration of a Fixed Penalty Notice or court action. Please refer to the school's Attendance Policy for further details.

If you have any queries, please do not hesitate to contact me.

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]

22 Example Headteacher/Principle Report to Governors

Meeting of the Governor's Discipline Committee

To consider the [suspension/permanent] exclusion of [name]

Paperwork pack contents

Checklist for Headteachers/Principals

Headteacher report to Governors

Appendix 1 Behaviour and Exclusion policies

Appendix 2 Relevant correspondence including permanent exclusion letter and relevant suspension letters

Appendix 3 Witness [and other] evidence re incident

Appendix 4 Behaviour logs

Appendix 5 Details of support [and reintegration strategy meeting records]

Appendix 6 SEN Report

Appendix 7 Attendance Certificate

Appendix 8 Other relevant reports

Appendix 9 Other relevant policies

Appendix 10 [xx]

Suspension/Permanent Exclusion from School Checklist for Headteachers

Please complete this checklist and attach to the front of the Report to Governors

Pupil Name: _____

Date of Birth: _____

Type: SUS / PEX (please circle as applicable)

Date of SUS/PEX: _____

Length in days (for SUS): _____

Item	Completed by (initials)	Date completed
Verbal Notification to Parent/Carer		
Written notification to Parent/carer		
Notification to LA		
Notification to Chair of Governors		
Notification to Clerk		
Pack checked by Clerk		
Pack delivered to Parent/Carer		
Pack delivered to Governors		
Pack delivered to LA/Other parties		

Headteacher report to Governors

Introduction

[Set out details re child — DOB, when joined school, year group, whether the pupil is in receipt of PP, FSM, is LAC, has SEND etc. as well as nature of review — 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]

Incident details

A chronology of suspensions is 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.

If 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 [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.]

Intervention	Date(s)	Purpose	Outcome

Conclusion

Legality

E.g. 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

E.g. 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

E.g. 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]

23 Student witness statement form

Name: Staff/Student (please circle as applicable)	**Year:**
Why statement is needed:	
Details:	

Signed:	**Date:**
Staff member(s) present:	