

Beeston Primary School

Suspensions and Exclusions Policy

<i>Date agreed by Governing Body</i>	<i>April 2025</i>
<i>Review date</i>	<i>April 2027</i>
<i>Person(s) responsible for this policy</i>	<i>Mrs S Knowles</i>

1. Introduction

Beeston Primary believes that all pupils and staff have the right to enjoy a safe and positive learning environment where they are encouraged to be self-disciplined and have due regard for authority and each other. The 'Beeston Way' the school's positive behaviour approach encourages good behaviour and recognises that suspensions and permanent exclusion will be used as a sanction only in very serious matters. Suspension can have the potential to have a significant impact on a child's life chances and choices and therefore the school will ensure that the decision to exclude will only be made after all the relevant factors have been taken into account.

Suspension or exclusion from school should be considered as a last resort, reserved for situations where a pupil's behaviour significantly disrupts the learning environment or poses a safety risk to themselves or others. Here are some general circumstances when these measures might be appropriate:

- **Severe breaches of school rules**
This can include acts like violence, bullying, vandalism, theft, or possession of prohibited items like drugs or weapons.
- **Threats to safety**
If a Pupil's behaviour endangers the well-being of peers or staff, immediate intervention may be necessary.
- **Repeated disruptive behaviour**
If a pupil consistently violates school rules and other forms of disciplinary action have been ineffective, suspension may be considered.

Attention will be given to the statutory duties when administering the Suspension and Permanent Exclusion Policy to students with Special Educational Needs or Disability (SEND).

2. Aims

- To create an environment where pupils feel safe and can develop academically, morally and socially.
- To establish, strong, appropriate home-school relationships through regular communications with school staff.
- To provide clear guidelines in terms of what constitutes acceptable behaviour and how unacceptable behaviour will be managed.

This policy is based on statutory guidance from the Department for Education [Suspension and Permanent Exclusion Guidance August 2024](#)

It is based on the following legislation, which outline schools' powers to exclude pupils:

- Section 52 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 looks at parental responsibility for excluded pupils
- Section 579 of the [Education Act 1996](#), which defines 'school day'
- The [Education \(Provision of Full-Time Education for Excluded Pupils\) \(England\) Regulations 2007](#), as amended by [The Education \(Provision of Full-Time Education for Excluded Pupils\) \(England\) Regulations 2014](#)
- [The Equality Act 2010](#)
- [Children and Families Act 2014](#)
- The [School Inspection Handbook](#), which defines 'off-rolling'

3. Decision to Suspend

The control of suspensions or permanent exclusion is entirely in the hands of the Headteacher and Governing Body.

The school reserves the right to make decisions to suspend or permanently exclude pupils following unacceptable behaviour or conduct on educational/residential visits, extra-curricular events e.g. sporting fixtures, any extended activity or travel/ movement to/from and in the vicinity of the school.

Factors when considering the suitability of suspension or permanent exclusion may include:

- The age and state of health of the student
- The student's previous record at the school
- Any mitigating factors which are unique to the pupil and may be taken into consideration in relation to the behaviour
- Any external pressures e.g. peer pressure which may have contributed to the behaviour
- Whether the suspension or permanent exclusion would be a proportional sanction given the severity of the behaviour, frequency of its occurrence and potential for further occurrences in the future
- Whether or not the behaviour impaired or will impair the normal functioning of the pupil or other pupils in the school

- Whether or not the behaviour contravened one or more of the school expectations outlined in the Beeston Way Positive Behaviour Policy
- Whether the behaviour was the act of a single pupil or the act of a group of pupils
- Whether additional support from external agencies may be appropriate
- Whether the suspension or permanent exclusion would be a suitable response to a student with SEND
- Whether all alternative solutions have been explored such as:
- Other sanctions provided for in the behaviour policy. For exclusions, alternative provision or managed moves

In all circumstances the decision to suspend or permanently exclude a pupil will be taken following a thorough investigation and where the Headteacher is satisfied that on the balance of probabilities, the pupil behaved in such a way that no other alternative sanction is available other than to suspend them.

The school has a duty to ensure that any suspension or permanent exclusion is reasonable, proportionate and legal.

Our school is aware that off-rolling is unlawful, Ofsted defines off-rolling as:

- Remove a pupil from the school roll without a formal, permanent exclusion, or
- Encourage a parent/carer to remove their child from the school roll.

4. Definition

For the purposes of suspension or permanent exclusion, school day is defined as any day on which there is a school session. Therefore, INSET or staff training days do not count as a school day.

5. Roles and Responsibilities

5.1 The Headteacher

- a) Only the Headteacher, or the Deputy Headteachers (in the Headteacher's absence) can suspend a pupil on disciplinary grounds, A pupil may be suspended for one of more fixed periods (up to a maximum of 45 school days in a single academic year) or permanently exclude
- b) They will consider all relevant factors and ensure that all other strategies have been exhausted before taking the decision to suspend or permanently exclude a pupil for the shortest duration possible, taking into account the school's incremental approach to suspension and exclusion
- c) They will ensure that the decision to suspend or permanently exclude is consistent with this policy

- d) The Headteacher informs the Governing Body (GB) of:
 - i. A permanent exclusion, including when a suspension is followed by a decision to permanently exclude a pupil
 - ii. Suspensions which would result in the pupil being excluded for more than 5 school days (or more than 10 lunchtimes) in a term
- e) The Headteacher will ensure arrangements are in place to provide alternative education provision from the sixth day of a suspension.
- f) The Headteacher will notify the Local Authority of a suspension or permanent exclusion without delay
- g) The Headteacher will discuss appropriate alternative education provision with the Local Authority for permanently excluded students
- h) The Headteacher will ensure the management and reintegration of students who are re-admitted following suspension including arranging a reintegration meeting with parents/carers which must always take place before a pupil returns to school.
- i) The Headteacher, in consultation with the Senior Leadership Team, will decide on admissions and management of students who may have been suspended or permanently excluded from other educational establishments through Fair Access Panels.

5.2 The Governing Body (GB)

- a) The GB do not have the right to suspend a pupil
- b) The use of suspension will be reviewed at each GB Meeting
- c) The GB will establish a Discipline Committee and an Independent Appeals Panel where required.

5.3 The Discipline Committee

- a) The Discipline Committee will convene within 15 school days to review the use of permanent exclusions, for suspensions exceeding 15 school days per term.
- b) Where a suspension or permanent exclusion would result in a pupil missing a statutory assessment test, so far as is reasonably practicable a meeting will be convened before the due date of the test. If this is not practicable, the Chair of Governors may consider the suspension independently and decide whether or not to reinstate the pupil or to exercise their discretion to allow a suspended pupil on the school premises for the sole purpose of taking the test. Where the Chair is unable to make this consideration then the Vice chair may do so instead.
- c) For suspension of 6 - 15 days inclusive per term, where parents/carers have made representation, the Discipline Committee will convene within 50 school days to review the decision to suspend.
- d) For suspensions of 5 days or less per term the Discipline Committee will consider written representations made by parents/carers but cannot overturn the

Headteacher's decision.

- e) The Discipline Committee will be made up of 3 Governors who will consider the views/representations of the parents/carers of the excluded pupil, even if it is arranged for a date after the pupil returns to the school. A parent/carer may attend the Discipline Committee meeting and may be accompanied by a friend.
- f) It will consider whether the Headteacher has exhausted all other available strategies before taking the decision to exclude and whether the exclusion was reasonable, proportionate and legal.
- g) If the pupil has an EHCP or SEND, the Discipline Committee will consider whether their EHCP should be revised as an alternative to exclusion.
- h) If the pupil has been permanently excluded the Discipline Committee will consider whether they should be reinstated, and if so, whether the reinstatement should be immediate or by a particular date. They will refer to the pupils behaviour record, the reason for the exclusion and the impact the reinstatement would have on the pupil and the school.
- i) The committee cannot attach conditions to the pupil's reinstatement.
- j) If the Discipline Committee decides not to reinstate the pupil it will without delay inform the parents/carers, the Headteacher and the Local Authority of the decision and the reason for it in writing. The parents/carers will be notified of their right to appeal to an Independent Appeals Panel (see 10.1).

6. Suspension

Only in extreme circumstances of persistently disruptive behaviour or for one off misdemeanours of a very serious nature will the Headteacher consider the option of suspension. A suspension does not have to be for a continuous period.

Such misdemeanours are likely to include:

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

This list is non-exhaustive and is intended to offer examples rather than be complete or definitive. The Department of Education collects data on suspensions and permanent exclusions via the termly school census. Up to three reasons can be recorded for each suspension or permanent exclusion (where

applicable).

7. Permanent Exclusions

Permanent Exclusion will be used in the rarest of circumstances and will, as a matter of policy, always be in keeping with advice from the Secretary of State for Education.

Currently it is highly likely that the school will process a Permanent Exclusion for:

- i. Unprovoked physical assault of a serious nature
- ii. A persistent record of significant disruptive behaviour
- iii. Where allowing the student to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school
- iv. Using any lethal weapon in or around the school

Any suspensions totalling 45 days or more in one academic year will be classed as a persistent record or significant disruptive behaviour and will result in a permanent exclusion.

8. Support for Suspended or Permanently Excluded Learners

Where pupils are suspended, support will be provided for them during the period in all circumstances, including meeting the needs of SEND. Pupils still must receive their education. Work must be set and marked for pupils during the first five school days of a suspension. This can include utilising any online pathways, parents/carers must ensure such work is returned to the school in order for it to be marked.

9. Informing Parents/Carers

Following the decision to suspend or permanently exclude:

- a) The Headteacher or a member of the Senior Leadership Team will notify the parent/carer/pupil immediately. If a pupil has a social worker, or if a pupil is looked-after, the school must notify the social worker and/or the Virtual School Head, as applicable. This contact will be by telephone in the first instance and will be followed up in a formal letter within 48 hours. **(Appendix 1)**
- b) Parents/carers are legally required to ensure a suspended or permanently excluded pupil of compulsory school age is not present in a public place at any time during school hours. These days are the first five school days of a suspension or permanent exclusion (or until the start date of any full-time alternative provision or the end of the suspension where this is earlier). Any parent/carer who fails to comply with this duty without reasonable justification commits an offence and may be given a fixed penalty notice or be prosecuted. The Headteacher must notify the parents of the days on which their duty applies without delay and, at the latest, by the end of the afternoon session on the first day of the suspension or permanent exclusion.
- c) Suspension or exclusion letters **(Appendix 1-5)** will be sent to parents/carers and will outline the following:
 - i. The reason for the suspension or permanent exclusion
 - ii. The duration and nature of the suspension e.g. suspension or permanent exclusion and the student's expected return date
 - iii. How the education provision will be delivered to the pupil during their suspension including procedures for setting and marking work.
 - iv. The timescales for making written representations regarding suspensions of

- 5 or less days. Written submissions will be considered by the Discipline Committee and added to the suspension records but the Headteacher or School's decision cannot be overturned
- v. The timescales for requesting a review of suspension of more than 5 days and permanent exclusions
 - vi. Information about parents'/carers right to make representations about the suspension or exclusion to the governing board and how the pupil may be involved in this
 - vii. How any representations should be made
 - viii. Where there is a legal requirement for the local governing board to meet to consider the reinstatement of a pupil, and that parents/carers have a right to attend a meeting, be represented at a meeting (at their own expense) and to bring a friend.

10. Following the Outcome of the Discipline Committee

If the Discipline Committee upholds the decision to exclude permanently, it will write to the pupil's parent/carer within one school day and will outline the following:

- a) The right of the parent/carer to an Independent Appeals Panel to which they can make oral or written representations
- b) The contact details for the Independent Appeals Panel Clerk should they wish to appeal
- c) The timescales in which to appeal (15 school days from the date of the Discipline Committee decision)
- d) That any appeal request should outline the grounds for the appeal
- e) That the right of appeal is not affected if the parent/carer did not make representations to the Discipline Committee

11. Independent Appeals Panels

11.1 Appeals Hearings

Parents/carers whose child is excluded permanently have the right to appeal to the Independent Appeals Panel against the decision made by the Discipline Committee.

Any appeal must be lodged in writing to the Clerk to the Appeals Panel within 15 school days from the date of notification of the decision.

The panel should meet as soon as practicable from receiving the notification of appeal, usually within the 15-day timeframe.

Parents/carers can require that the school appoints a SEND expert to advise the appeals panel.

Parents/carers may issue a claim under the Equality Act 2010 where they believe that unlawful discrimination has occurred. Such a claim should be lodged within 6 months of the date of exclusion.

11.2 Arranging an Appeal Hearing

The Independent Appeals Panel will be made up of three Independent Panel Members who have been appointed by the Governing Body.

The academy may appoint a clerk, who has not previously served as clerk to the Discipline Committee, to provide advice to the panel and parties to the review on procedure, legislation and statutory guidance on exclusions.

Those who are entitled to attend the hearing in order to make their representations either verbally or in written form are:

- The parent/carers and their representatives
- The Executive Headteacher or Head of School/Headteacher and their representatives
- The Chair of the Discipline Committee and their representatives
- A SEND expert if applicable

The student may attend the hearing to make their own representations. The Independent Appeals Panel may only refuse this if there is a valid reason to do so.

The Independent Appeals Panel will not reinstate students purely on the basis of technicalities relating to prior procedures

11.3 Role of the Clerk

The role of the Clerk is to administer the appeals process.

The Clerk must not be the same person who served as Clerk at the previous Discipline Committee hearing.

The Clerk will have some form of legal training and experience in the conduct of appeal hearings.

They will establish the attendees who will be present at the hearing, and the role they will play and they will then ensure that this information is circulated to all parties as soon as is practicable following the Notice of Appeal.

They will make available all written evidence to the panel members and the parent/carers no less than 4 school days prior to the appeal hearing.

During the hearing, if the panel withdraws or invites the parties to do so whilst it considers its decision, the Clerk will remain with the panel for the purpose of offering procedural or legal advice, and to record any decisions and the reason(s) they were reached.

11.4 Procedure at the Hearing

The Chair or Clerk should welcome the parties and introduce those present, and inform the hearing that its decision is binding on the parties.

The intended order of hearing should be notified in advance to the parties. It may be changed if there is good reason to do so and so long as the change would be fair.

The Chair should outline the order of the hearing and explain that the parties will be able to make their

representations and following each case, that there will be an opportunity for questioning.

The order should be such as to allow the Chair to lead the panel in establishing the relevant facts. If the parent/carer appears to be having difficulty in presenting their case the Chair should assist them to ensure that their case is established and that factual matters not in dispute are clearly identified.

Sufficient time will be allowed for each party to put its case. At the end of each party's statement and following questions by the other parties, the panel members may also ask questions in order to clarify an issue or to elicit more information.

If the panel wishes to vary the notified procedure it should only do so after hearing the views of all the parties present.

At any stage during the proceedings, any party may ask for a brief adjournment. In exceptional cases the panel may adjourn the appeal to a later date. If there is an adjournment, it is essential that no part of the proceedings take place other than in the presence of all the panel members.

Under no circumstances can an appeal hearing continue if the number of panel members drops below 3 during the appeal. Once an appeal has commenced, no member of the panel may be substituted for a new member.

Care must be taken to ensure that no party attending the hearing is present alone with the panel in the absence of other parties.

The Appeals Panel will not reinstate students purely on minor 'technicalities' relating to prior procedure, where the panel agree that irrespective of the technicality the exclusion was justified. The Appeals Panel will then consider separately the question of whether the student should be reinstated.

11.5 Evidence and Witnesses

If additional matters or documents are raised which were not covered by the statement of decision, or the notice of appeal, any parties raising them should do their best to submit them to the Clerk in good time before the hearing.

If substantial new issues or information are raised for the first time at the hearing, the panel should consider allowing an adjournment if that is appropriate.

All parties should be given details of any witnesses in advance of the day of the hearing.

The panel may hear evidence from others, directly or indirectly, involved or who were witnesses to the incident(s), including the pupil if necessary.

The panel may call a teacher(s) who investigated the incident and interviewed pupils. Teachers may be accompanied by a friend or colleague if they so request.

The panel cannot compel witnesses to attend and any witnesses must therefore appear before it voluntarily. Where adult witnesses are unwilling to appear or are unavailable the panel may rely on their written statements, copies of which should have been circulated to all parties by the Clerk before the hearing.

In the case of witnesses who are pupils, it will be appropriate for the panel to rely on their written statements.

All written witness statements should be attributed and signed except where there is good reason to wish to protect the anonymity of pupils, in which case relevant names may be blanked out. The general principle remains that someone accused of something should know the substance and the source of the accusation.

Where relevant, physical evidence, if practicable, should be retained and be available to the panel if they wish to see it. Alternatively, photographs or signed witness statements are acceptable as evidence.

The calling of character witnesses is at the discretion of the panel but should be allowed unless there is good reason to refuse.

11.6 Recording the Proceedings

The Clerk will retain all documentation pertaining to the hearing including:

- Minutes of the proceedings,
- A list of those in attendance
- The voting
- The decision(s) reached and their rationale
- Any notes taken during appeals should be retained by the Clerk to assist with the decision-making process
- Records should be archived for 10 years.

11.7 After the Hearing

The decisions of the Independent Appeals Panel are binding on all parties.

The Clerk will ensure that the outcome and decision(s) of the panel are communicated to all parties as soon as practicable, but no later than 5 school days after the hearing.

If the panel upholds a decision to permanently exclude a pupil, the Headteacher must inform the Local Authority in order to arrange appropriate alternative education provision. Where the student resides in a different local authority, the 'home authority' will also be informed.

If the pupil is permanently excluded their name will be removed from the roll, the day after the conclusion of the Independent Appeal hearing.

If the pupil is reinstated by the Independent Appeals Panel, The Headteacher must be informed of the decision and the date on which the pupil is expected to return to the school.

Unless the panel directs otherwise, the pupil record will be amended to include the following:

- i. Details of the events leading to the decision to exclude
- ii. The statement of the decision

- iii. The notice of appeal
- iv. The written statement of the panel's decision

12. Monitoring, Evaluation and Review

Exclusions will be monitored by the Governing Body who is responsible for reviewing this policy.

13. Links to Other Policies

This policy should be read in conjunction with the below policies:

- The Beeston Way - (Positive Behaviour Policy)
- Attendance & Punctuality
- Safeguarding and Child Protection Policy
- Equality
- Health & Safety

Appendix 1: Suspension less than 5 days

Address

Date

Dear [Parent's/Carers Name]

I am writing to inform you of my decision to suspend [Child's Name] for a fixed period of [specify period of days]. This means that [Child's Name] will not be allowed in school for this period. The suspension is from [start date] and the last day of the suspension is [end date].

I realise that this suspension may well be upsetting for you and your family, but the decision to suspend [Child's Name] has not been taken lightly. [Child's Name] has been suspended for this fixed period because [reason(s) for suspension]. [Please refer to DfE codes for suspension reasons]

You have a duty to ensure that your child is not present in a public place in school hours during the period of this suspension, unless there is reasonable justification for this. I must advise you that you may receive a fixed penalty notice if your child is present in a public place during school hours on the specified dates. If so, it will be for you to show reasonable justification.

During this suspension, work will be available for (Child's Name) on our website www.beestonprimaryschool.co.uk/home-learning/. On returning to school, please return any completed work to his class teacher for marking and feedback.

You have the right to make representations about this suspension to a committee of the Governing Board. If you wish to make representations to the committee please contact [name of contact] on/at [contact details — address, phone number, email], as soon as possible. You may be accompanied by a friend or someone else to help you make representations and [Child's Name] would also be welcome to attend and speak at the meeting. Please let us know if you have a disability or needs which would affect your ability to attend or take part in the meeting.

You and [Child's Name] will also be requested to attend a reintegration meeting following this suspension with [specify the name of staff member] at [place] on [date] at [time] If that is not convenient, please contact the school as soon as possible to arrange a suitable alternative date and time.

The purpose of the meeting is to discuss how best your child's return to learning can be managed and supported.

You may want to contact the following for advice:

- Every local area has a SENDIAS service who provide information, advice and support to children and young people with SEND, including on exclusions
<https://councilfordisabledchildren.org.uk/about-us-0/networks/informationadvice-and-support-services-network>
- 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.
- The DfE statutory guidance on exclusion can be found here: www.gov.uk/government/publications/school-exclusion If you think the suspension relates to a disability your child has, or their special educational needs, and you think disability discrimination has occurred, you have the right to appeal, and/or make a claim, to the First Tier Tribunal. Making a claim would not affect your right to make representations and raise the issue with the Governing Board committee. Details of the Tribunal can be found on: www.justice.gov.uk/guidance/courts-and-tribunals/tribunals/send/index.htm

Yours sincerely

[Name]

Headteacher

Appendix 2: Suspension more than 5 days

Address

Date

Dear [Parent's/Carers Name]

I am writing to inform you of my decision to suspend [Child's Name] for a fixed period of [specify period of days]. This means that [Child's Name] will not be allowed in school for this period. The suspension is from [start date] and the last day of the suspension is [end date].

I realise that this suspension may well be upsetting for you and your family, but the decision to suspend [Child's Name] has not been taken lightly. [Child's Name] has been suspended for this fixed period because [reason(s) for suspension]. [Please refer to DfE codes for suspension reasons]

You have a duty to ensure that your child is not present in a public place in school hours during the period of this suspension, unless there is reasonable justification for this. I must advise you that you may receive a fixed penalty notice if your child is present in a public place during school hours on the specified dates. If so, it will be for you to show reasonable justification.

We will set work for [Child's Name] to be completed during this suspension/the first five days of this suspension. [Include a work pack with the letter that is posted home]. From the 6th school day of the suspension, [specify date], until [date of last day of suspension], we will provide suitable full-time education for your child. On [date of 6th day of suspension], [Child's name] should attend at [give name and address of the alternative provider if not the school] at [specify the time — this may not be identical to the normal start time of the school] and report to [staff member's name]. [If arrangements for provision from the 6th day are not known at the time of writing say that the arrangements for suitable full-time education will be notified shortly by a further letter]

You have the right to make representations about this suspension to a committee of the Governing Board. If you wish to make representations please contact [Name of Contact at school] on/at [contact details — address, phone number, email], as soon as possible. Whilst the committee of the Governing Board has no power to direct the reinstatement of [Child's Name], they must consider any representations you make and may place a copy of their findings on your child's school record. Please contact [Name of member of staff and their contact details] if it would be helpful for you to have an interpreter present at the meeting.

You and [Child's Name] will be requested to attend a reintegration meeting following this suspension with [specify the name of staff member] at [place] on [date] at [time] If that is not convenient, please contact the school as soon as possible to arrange a suitable alternative date and time.

The purpose of the meeting is to discuss how best your child's return to learning can be managed and supported. You may want to contact the following for advice;

- Every local area has a SENDIAS service who provide information, advice and support to

children and young people with SEND, including on exclusions [Council for Disabled Children uk](#)

- 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.
- 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.
- The DfE statutory guidance on exclusion can be found here: www.gov.uk/government/publications/school-exclusion If you think the suspension relates to a disability your child has, or their special educational needs, and you think disability discrimination has occurred, you have the right to appeal, and/or make a claim, to the First Tier Tribunal. Making a claim would not affect your right to make representations and raise the issue with the Governing Board committee. Details of the Tribunal can be found on: www.justice.gov.uk/guidance/courts-and-tribunals/tribunals/send/index.htm.

Yours sincerely

[Name]

Headteacher

Appendix 3: Suspension less than 5 days, but takes the child over 15 days in the term

Address

Date

Dear [Parent's/Carers Name]

I am writing to inform you of my decision to suspend [Child's Name] for a fixed period of [specify period of days]. This means that [Child's Name] will not be allowed in school for this period. The suspension is from [start date] and the last day of the suspension is [end date].

I realise that this suspension may well be upsetting for you and your family, but the decision to suspend [Child's Name] has not been taken lightly. [Child's Name] has been suspended for this fixed period because [reason(s) for suspension]. [Please refer to DfE codes for suspension reasons]

You have a duty to ensure that your child is not present in a public place in school hours during the period of this suspension, unless there is reasonable justification for this. I must advise you that you may receive a fixed penalty notice if your child is present in a public place during school hours on the specified dates. If so, it will be for you to show reasonable justification.

We will set work for [Child's Name] to be completed during this suspension/the first five days of this suspension. [Include a work pack with the letter that is posted home].

As this suspension takes [Child's Name]'s total number of days of suspensions this term to more than 15, a committee of the Governing Board must meet to consider the suspension. At that meeting you may make representations to the governors committee about your child and the

committee must consider the reinstatement of (Child's name) within 15 school days. If you wish to make representations to the committee please contact [name of contact] on/at [contact details — address, phone number, email], as soon as possible. You may be accompanied by a friend or someone else to help you make representations and [Child's Name] would also be welcome to attend and speak at the meeting. You will, whether you choose to make representations or not, be notified by the Clerk to the committee of the time, date, and location of the meeting. Please let us know if you have a disability or needs which would affect your ability to attend or take part in the meeting. If you require a translator to attend this meeting please let us know.

The purpose of the meeting is to discuss how best your child's return to learning can be managed and supported.

You may want to contact the following for advice;

- Every local area has a SENDIAS service who provide information, advice and support to children and young people with SEND, including on exclusions <https://councilfordisabledchildren.org.uk/about-us>
[0/networks/informationadvice-andsupport-services-network](#)

- 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.
- The DfE statutory guidance on exclusion can be found here: www.gov.uk/government/publications/school-exclusion If you think the suspension relates to a disability your child has, or their special educational needs, and you think disability discrimination has occurred, you have the right to appeal, and/or make a claim, to the First Tier Tribunal. Making a claim would not affect your right to make representations and raise the issue with the Governing Board committee. Details of the Tribunal can be found on: www.justice.gov.uk/guidance/courts-and-tribunals/tribunals/send/index.htm

Yours sincerely

[Name]

Headteacher

Appendix 4: Suspension more than 5 days, but takes the child over 15 days in the term

Address

Date

Dear [Parent's/Carers Name]

I am writing to inform you of my decision to suspend [Child's Name] for a fixed period of [specify period of days]. This means that [Child's Name] will not be allowed in school for this period. The suspension is from [start date] and the last day of the suspension is [end date].

I realise that this suspension may well be upsetting for you and your family, but the decision to suspend [Child's Name] has not been taken lightly. [Child's Name] has been suspended for this fixed period because [reason(s) for suspension]. [Please refer to DfE codes for suspension reasons]

You have a duty to ensure that your child is not present in a public place in school hours during the period of this suspension, unless there is reasonable justification for this. I must advise you that you may receive a fixed penalty notice if your child is present in a public place during school hours on the specified dates. If so, it will be for you to show reasonable justification.

We will set work for [Child's Name] to be completed during this suspension/the first five days of this suspension. [Include a work pack with the letter that is posted home]. From the 6th school day of the suspension, [specify date], until [date of last day of suspension], we will provide suitable full-time education for your child. On [date of 6th day of suspension], [Child's name] should attend at [give name and address of the alternative provider if not the school] at [specify the time — this may not be identical to the normal start time of the school] and report to [staff member's name]. [If arrangements for provision from the 6th day are not known at the time of writing say that the arrangements for suitable full-time education will be notified shortly by a further letter]

As this suspension takes [Child's Name]'s total number of days of suspensions this term to more than 15, a committee of the Governing Board must meet to consider the suspension. At that meeting you may make representations to the governors committee about your child and the committee must consider the reinstatement of (Child's name) within 15 school days. If you wish to make representations to the committee please contact [name of contact] on/at [contact details — address, phone number, email], as soon as possible. You may be accompanied by a friend or someone else to help you make representations and [Child's Name] would also be welcome to attend and speak at the meeting. You will, whether you choose to make representations or not, be notified by the Clerk to the committee of the time, date, and location of the meeting. Please let us know if you have a disability or needs which would affect your ability to attend or take part in the meeting. If you require a translator to attend this meeting please let us know.

The purpose of the meeting is to discuss how best your child's return to learning can be managed and supported. You may want to contact the following for advice;

- Every local area has a SENDIAS service who provide information, advice and support to children and young people with SEND, including on exclusions <https://councilfordisabledchildren.org.uk/about-us/0/networks/informationadvice-and-support-services-network>
- 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.
- The DfE statutory guidance on exclusion can be found here: www.gov.uk/government/publications/school-exclusion If you think the suspension relates to a disability your child has, or their special educational needs, and you think disability discrimination has occurred, you have the right to appeal, and/or make a claim, to the First Tier Tribunal. Making a claim would not affect your right to make representations and raise the issue with the Governing Board committee. Details of the Tribunal can be found on: www.justice.gov.uk/guidance/courts-and-tribunals/tribunals/send/index.htm

Yours sincerely

[Name]

Headteacher

Appendix 5: Permanent Exclusion

Address

Date

Dear [Parent's/Carers Name]

I regret to inform you of my decision to permanently exclude **[Child's Name]** with effect from **[date]**. This means that **[Child's Name]** will not be allowed to return to this school unless they are reinstated by a committee of the Governing Board.

I realise that this exclusion may well be upsetting for you and your family, but the decision to exclude **[Child's Name]** has not been taken lightly. **[Child's Name]** has been permanently excluded because **[reason(s) for exclusion - *include any other relevant previous history if this is a result of, for*] [Please see DfE Exclusion codes]**.

You have a duty to ensure that your child is not present in a public place in school hours during the period **[specify the precise dates of first 5 days following the date of permanent exclusion]** unless there is reasonable justification for this. I must advise you that you may receive a fixed penalty notice if your child is present in a public place during school hours on the specified dates. If so, it will be for you to show reasonable justification.

Alternative arrangements for **[Child's Name]**'s education to continue to will be made. For the first five school days from the date of this exclusion we will set work for **[Child's Name]** and ***[include detail of the arrangements for providing work, requirements for its return, and any marking undertaken]***.

From the sixth school day of the exclusion **[specify the date]** onwards the Local Authority, working with the Area Inclusion Partnership, will provide suitable full-time education. ***[Set out the arrangements if known at time of writing, if not known say that the arrangements will be notified shortly.]***

I have also today informed **[name of officer]** at **[name of Local Authority]** of your child's exclusion and they will be in touch with you about arrangements for their education from the sixth school day of exclusion. You can contact them at **[exclusions@leeds.gov.uk 0113 3785028]**.

As this is a permanent exclusion a committee of the Governing Board must meet to consider it. At that meeting you may make representations to the committee if you wish and ask them to reinstate your child in school. The committee have the power to reinstate your child immediately or from a specified date, or, alternatively, they have the power to uphold the exclusion. In this circumstance, you may appeal against their decision through an Independent Review Panel. Information on this process will be provided if appropriate.

The latest date by which the Governing Board committee must meet to consider the permanent exclusion is ***[specify the date — the 15th school day after the date of the permanent exclusion]***. If you wish to make representations to the Governing Board committee please contact **[name of contact]** on/at **[contact details — address, phone number, email]**, as soon as possible.

You may be accompanied by a friend or someone else to help you make representations and **[Child's Name]** would also be welcome to attend and speak at the meeting.

You will, whether you choose to make representations or not, be notified by the Clerk to the Governing Board committee of the time, date, and location of the meeting. Please let us know if you have a disability or needs which would affect your ability to attend or take part in the meeting.

Please contact **[Name of member of staff and their contact details]** if it would be helpful for you to have an interpreter present at the meeting.

If you think the exclusion relates to a disability your child has, or their special educational needs and you think disability discrimination has occurred, you have the right to appeal and/or make a claim, to the First Tier Tribunal. Making a claim would not affect your right to make representations and raise the issue with the Governing Board committee. Details of the Tribunal can be found on:

www.justice.gov.uk/guidance/courts-and-tribunals/tribunals/send/index.htm.

You may want to contact the following for advice;

- Every local area has a SENDIAS service who provide information, advice and support to children and young people with SEND, including on exclusions.
<https://councilfordisabledchildren.org.uk/about-us0/networks/informationadvice-and-support-services-network>
- 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.
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- 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.

The DfE The DfE statutory guidance on exclusion can be found here:

www.gov.uk/government/publications/school-exclusion

The statutory guidance on exclusion can be found on:

www.education.gov.uk/schools/pupilsupport/behaviour/exclusion.

Yours sincerely

[Name]

Headteacher