
Exclusion Policy

Document Summary

Staff Lead:	Debbie Fisher
Link Governor:	Mark Toogood and Fay Reeves
Version Number:	V10
Document Status:	Approved
Date Last Approved:	July 2025
Date of Next Review:	July 2026
Frequency of Review:	Annually
Model Policy?	No
Statutory Policy?	Yes – Part of behavioural policy
On School Website?	Yes
FYI: Version control should be used for all formal documents and managed as:-	
▶ 0.1 (1st draft version) ▶ 0.2 (2nd draft and so on..... 0.3. 0.4 etc) ▶ 1.0 (Once document has been approved) ▶ 1.2 (during review/approval of a lifecycle document i.e. policies) ▶ 2.0 (2nd approved document) and so on.	

Amendment History

Version	Amendment Date	Author	Amendment Summary
V1.0	07/10/16	Mo Jones	Formatting Only
V1.1	12/10/16	Rosie Brydon	updating
V2.0	04/11/16	Mo Jones	Reformatting and newly approved doc
V3.0	17/01/17	Rosie Brydon	Removal of links
V3.1	20/02/17	Mo Jones	Correction of Statutory Requirements
V4.0	01/12/17	Ruth Owen	Reformatting and newly approved doc
V5.0	25/03/19	Dan Coney	Updates to content and references
V5.1	18/04/20	Dan Coney	Updates to document references

V6.0	12/06/20	Ruth Owen	Final formatting following approval
V6.1	15/03/21	Dan Coney	Annual review
V7.0	12/06/21	Ruth Owen	Final formatting following approval
V7.1	17/01/23	Ruth Owen	Updated front sheet with Link Governor & Model Policy fields
V8.0	20/06/23	Ruth Owen	Final formatting following approval
V8.1	18/03/24	Debbie Fisher	Changes made to align with 2023 DfE Document; model letters for LA included
V9.0	24/04/24	Ruth Owen	Final formatting following approval at FGB
V9.1	09/07/25	Debbie Fisher	Review - A summary of the governing board's duties to review the headteacher's exclusion decision added to section 6. Added Appendix B Updated link in Section 4
V10	01/10/25	Ruth Owen	Final formatting following approval at FGB

Contents

1. Introduction	Page 3
2. Definitions	Page 3
3. Rationale	Page 3
4. Exclusion Procedures	Page 4
5. Informing parents/carers	Page 4
6. Governors responsibilities, including a flow chart of duties	Page 5
7. Informing the pupil's social worker and/or virtual school head (VSH)	Page 7
8. Monitoring arrangements	Page 7
9. Links with other policies	Page 7
10. Appendix A – Model Letters (provided by South Gloucestershire LA)	Page 8
11. Appendix B - Suspension and Permanent Exclusion from schools, academies and pupil referral units - CHECKLIST for Head teachers and Governing Bodies/Academy Trusts (Provided by South Gloucestershire LA)	Page 18

Exclusion Policy & Guidelines

1. Introduction

Frampton Cotterell Cof E Primary School is an inclusive school, committed in policy and practice to recognition of the equal value of each member of the community and to equality of opportunity for all. This policy is specifically on exclusion but it should be read in conjunction with the school's behaviour policy.

This policy is based on statutory guidance from the Department for Education (DfE): [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - from September 2023.](#) .

2. Definitions

Suspension – when a pupil is removed from the school for a fixed period. This was previously referred to as a 'fixed-term exclusion'.

Permanent exclusion – when a pupil is removed from the school permanently and taken off the school roll. This is sometimes referred to as an 'exclusion'.

Off-site direction – when a governing board of a maintained school requires a pupil to attend another education setting temporarily, to improve their behaviour.

Parent/carer – any person who has parental responsibility and any person who has care of the child.

Managed move – when a pupil is transferred to another school permanently. All parties, including parents/carers and the admission authority for the new school, should consent before a managed move occurs.

3. Rationale

A child will be suspended or excluded from school only as a last resort or as a result of serious violence, unacceptable breaches of our behaviour policy or of the criminal law. A child would be suspended or excluded when allowing him/her to remain in school would be seriously detrimental to the education or welfare of the child or others in school

Serious misbehaviour which may result in suspension or exclusion include:

- a. Persistent refusal to carry out reasonable instructions issued by the school staff.
- b. Serious physical assault of children or staff.
- c. Persistent verbal abuse directed at children or school staff (this includes cyber bullying).
- d. Serious or persistent theft.
- e. Wilful possession or misuse of drugs or other illegal/dangerous substances.
- f. Seriously inappropriate behaviour of a sexual nature.
- g. Serious or persistent racial abuse.
- h. Serious or persistent vandalism on the school site.

Other circumstances may arise when the Headteacher decides it would be appropriate to suspend or exclude a child. In all cases, the parents/carers of any suspended or excluded child will be fully informed of the reason(s) for suspension/exclusion.

We are aware that there are a disproportionate number of children with SEND that are excluded across England which is why we seek to engage with external agencies, the SENCO and other professionals where behaviours reach this stage. We ensure that all our actions are acting within the Education Act 1996, The Equality Act 2010 and the SEND Code of Practice 2015.

4. Exclusion Procedures

Suspension (fixed term exclusions) can only be sanctioned by the Headteacher or their nominated deputy. Parents, chair of Governors and the LA will also be informed of any decision made. During any suspension, children are entitled to education: work will be set and marked for pupils during the first five school days of a suspension (unless a lunchtime suspension).

The school seeks to avoid permanent exclusions. A permanent exclusion is when a pupil is no longer allowed to attend a school (unless the pupil is reinstated). The decision to exclude a pupil permanently should only be taken in response to a serious breach or persistent breaches of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others, such as staff or pupils in the school. The Headteacher alone makes the decision to proceed to permanent exclusion in consultation with the Chair of Governors and using the guidance from the DFE (see below).

[Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - from September 2023.](#) .

5. Informing parents/carers:

If a pupil is at risk of suspension or exclusion, the Headteacher will inform the parents/carers as early as possible, in order to work together to consider what factors may be affecting the pupil's behaviour, and what further support can be put in place to improve the behaviour. This may not be possible following a serious breach of the school rules eg physical harm on another pupil or member of staff.

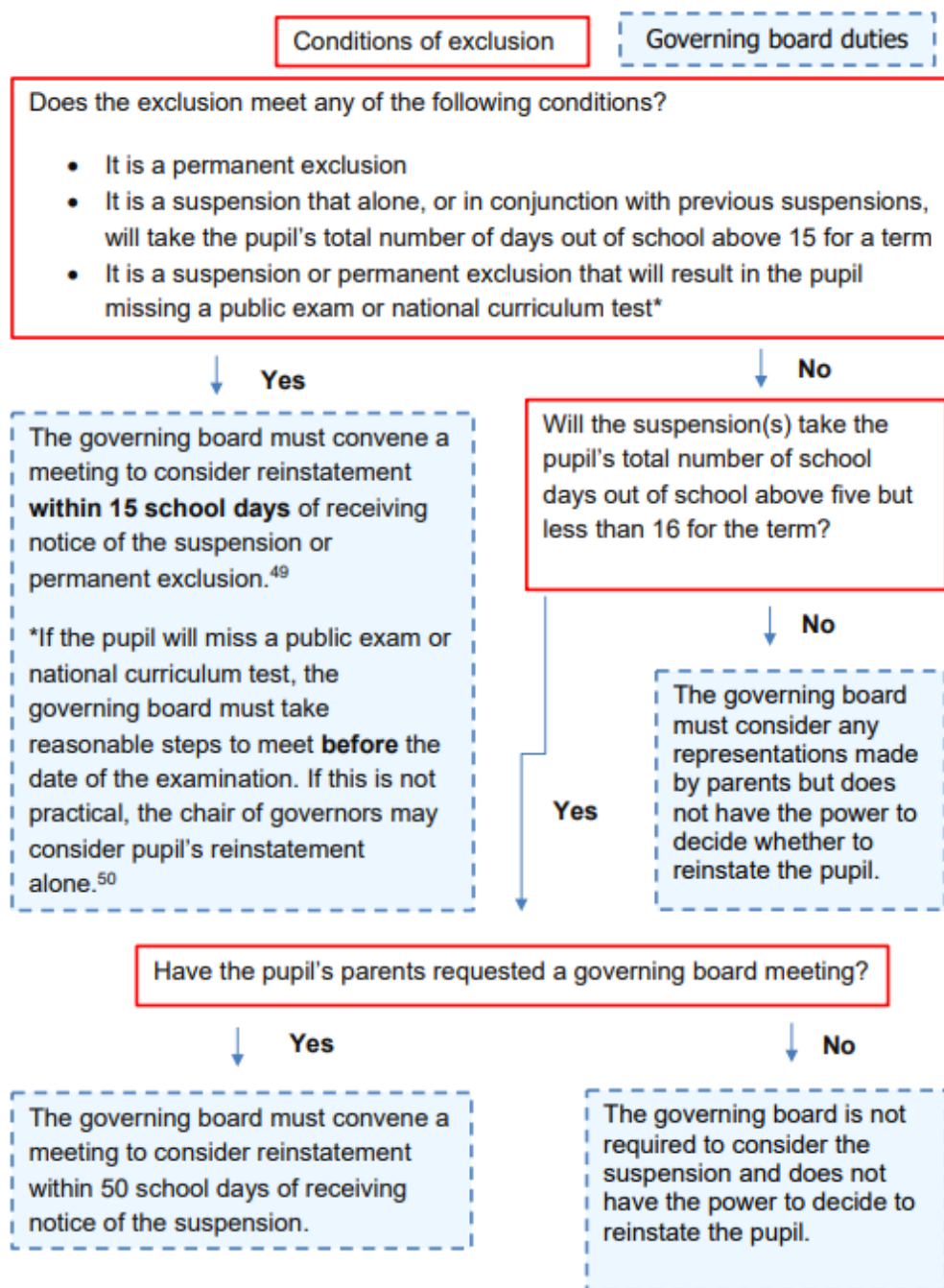
Should any suspensions or a permanent exclusion occur the Headteacher must provide parents with the following information in writing:

- The reasons for the suspension/ exclusion;
- The period of a suspension or, for an exclusion, the fact that it is permanent;
- Parents' right to make representations about the suspension or exclusion to the governing body and how the pupil may be involved in this;
- Where there is a legal requirement for the governing body to consider the exclusion, that parents have a right to attend a meeting, be represented at this meeting (at their own expense) and to bring a friend.
- That for the first five school days of a suspension (or until the start date of any alternative provision where this is earlier) parents are legally required to ensure that their child is not present in a public place during school hours without reasonable justification, and that parents may be given a fixed penalty notice or prosecuted if they fail to do so.

Written notification of the information above can be provided by delivering it directly to the parents or by posting it to their address.

6. Governors' responsibilities

A summary of the governing board's duties to review the headteacher's exclusion decision



A summary of the governing board's duties to review the headteacher's exclusion decision

1. Is it a permanent exclusion?

If the answer is yes, the governing board must convene a meeting to consider reinstatement **within 15 school days** of receiving notice of the permanent exclusion.⁵¹

If the answer is no, go to step 2.

2. *Is it a suspension that alone, or in conjunction with previous suspensions, will take the pupil's total number of days out of school above 15 for a term*

If the answer is yes, the governing board must convene a meeting to consider reinstatement **within 15 school days** of receiving notice of the suspension.⁵²

If the answer is no, go to step 3.

3. *Is it a suspension or permanent exclusion that will result in the pupil missing a public exam or national curriculum test?*

If the answer is yes, the governing board must convene a meeting to consider reinstatement **within 15 school days** of receiving notice of the suspension or permanent exclusion.⁵³ The governing board must also take reasonable steps to meet **before** the date of the examination. If this is not practical, the chair of governors may consider pupil's reinstatement alone.⁵⁴

If the answer is no, go to step 4.

4. *Will the suspension(s) take the pupil's total number of school days out of school above five but less than 16 for the term?*

If the answer is yes, go to step 5.

If the answer is no, the governing board must consider any representations made by parents but does not have the power to decide whether to reinstate the pupil.

5. *Have the pupil's parents requested a governing board meeting?*

If the answer is yes, the governing board must convene a meeting to consider reinstatement within 50 school days of receiving notice of the suspension.

The governing board is not required to consider the suspension and does not have the power to decide to reinstate the pupil.

⁵¹ The governing board may delegate its functions to consider an exclusion to a designated committee.

⁵² The governing board may delegate its functions to consider an exclusion to a designated committee.

⁵³ The governing board may delegate its functions to consider an exclusion to a designated committee.

⁵⁴ The ability for a chair to review in the case of public exams refers only to maintained schools.

7. Informing the pupil's social worker and/or virtual school head (VSH)

If a:

- **Pupil with a social worker** is at risk of suspension or permanent exclusion, the Headteacher will inform **the social worker** as early as possible
- **Pupil who is a looked-after child (LAC)** is at risk of suspension or exclusion, the Headteacher will inform **the VSH** as early as possible

This is in order to work together to consider what factors may be affecting the pupil's behaviour, and what further support can be put in place to improve the behaviour.

The social worker/VSH will be invited to any meeting of the governing board about the suspension or permanent exclusion. This is so they can provide advice on how the pupil's background and/or circumstances may have influenced the circumstances of their suspension or permanent exclusion. The social worker should also help ensure safeguarding needs and risks, and the pupil's welfare are taken into account.

8. Monitoring arrangements

The school will collect data on the following:

- Attendance, permanent exclusions and suspensions
- Use of pupil referral units (PRUs), off-site directions and managed moves
- Anonymous surveys of staff, pupils, governors and other stakeholders on their perceptions and experiences

This policy will be reviewed by the Headteacher and link governor every year. At every review, the policy will be approved by the governing body and a full governor body meeting.

9. Links with other policies

This policy is linked to our:

- Behaviour policy
- SEND policy
- Equalities policy
- SEN information report

Appendix A – Model Letters (provided by South Gloucestershire LA)

Model letter 1

From Head teacher notifying parent(s) of a fixed period suspension of 5 school days or fewer in one term.

NB - Where a public examination will be missed, please insert the following text into the letter at **

'As a public examination will be missed, the Governing Body/Academy Trust will try to consider the exclusion before that date or the Chair of Governing Body/Academy Trust may exceptionally consider the exclusion and decide whether or not to reinstate [pupil's name] or allow return for the duration of the examination.'

Dear **[Parents Name]**

I am writing to inform you of my decision to suspend **[Pupil's Name]** for a fixed period of **[specify period]**. This means that he/she/they will not be allowed in school for this period. The suspension begins/began on **[date]** and ends on **[date]**.

I realise that this exclusion may well be upsetting for you and your family, but the decision to exclude **[Pupil's Name]** has not been taken lightly. **[Pupil's Name]** has been suspended for this fixed period because **[reason for suspension]**.

[Use this paragraph only where there is consideration of permanent exclusion]

In view of the nature of the incident, I feel that it is necessary to conduct further investigation before deciding whether it is appropriate to exclude **[Pupil's Name]** permanently.

[Use this paragraph for pupils of compulsory school age]

You have a duty to ensure that your child is not present in a public place in school hours during this suspension on **[specify dates]** unless there is reasonable justification for this. I must advise you that you may receive a penalty notice from the local authority 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 **[Pupil's Name]** during the **[..... days]** of the suspension **[detail the arrangements for this]**. Please ensure that work set by the school is completed and returned to us promptly for marking. **[NB – if you are making provision from day 1 e.g. for a Child-Looked After – information should be given as to what provision will be made, the venue, the start and finish of the day and who they should report to on the first day. If the pupil has an EHCP and you are making separate arrangements during the suspension, these should be detailed here]**

You have the right to make representations about this decision to the Governing Body/Academy Trust. If you wish to make representations please contact **[Name of Contact – your Clerk to the Governors/Clerk of the Governors'/Academy Trust's Disciplinary Committee]** on/at **[contact details — address, phone number, email]**, as soon as possible. Whilst the Governing Body/Academy Trust has no power to direct reinstatement, they must consider any representations you make and may place a copy of their findings on your child's school record.

**

You should also be aware that, if you think this suspension relates to discrimination (under the Equality Act 2010) you can also make a claim to the First-tier Tribunal (for disability discrimination)

<https://www.gov.uk/courts-tribunals/first-tier-tribunal-special-educational-needs-and-disability> or to a County Court in the case of other forms of discrimination. A claim of discrimination made under these routes should be lodged within six months of the date on which the discrimination is alleged to have taken place e.g. the day on which the pupil was suspended. Making a claim would not affect your right to make representations to the Governing Body/Academy Trust.

[NB – Re-integration meetings are not compulsory but are good practice – particularly for suspensions of 5 days or more]

You **[and your child or pupil's name]** are requested to attend a reintegration meeting with me **[or specify staff member's name]** at **[place]** on **[date]** at **[time]**. If this is not convenient, please contact the school to arrange a suitable alternative date and time. The purpose of the reintegration meeting is to discuss how best your child's return to school can be managed.

You also have the right to see a copy of **[Pupil's Name]**'s school record. Due to confidentiality restrictions, you will need to notify me in writing if you wish to be supplied with a copy of **[Pupil's Name]**'s school record. I will be happy to supply you with a copy if you request it. There may be a charge for photocopying.

The following information may be helpful:

- The Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (September 2023):
<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.
- SEND and You (SAY), formerly Supportive Parents, provide information, advice and support about SEND to children and young people up to 25 years old, and their parents and carers. They can be contacted on 0117 9897 725 or at www.sendandyou.org.uk
- Stand Against Racism and Inequality (SARI) provides free and confidential support to anyone who is the victim of a hate crime. SARI can be contacted on 0117 942 0060 or at <https://saricharity.org.uk>
- The Diversity Trust promotes equality, diversity and inclusion through the elimination of discrimination, harassment and victimisation on the grounds of: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. They can be contacted on 0772 029 4991, by email info@diversitytrust.org.uk or at www.diversitytrust.org.uk
- Off the Record provides support for young people living in Bristol and South Gloucestershire aged 11-25 who are struggling with their mental health. They can be contacted at: www.otrbristol.org.uk

- [Include other relevant links for example Social Care, the Ethnic Minority & Traveller Achievement Service, EHC Coordination Team]

[Pupil's Name]'s suspension expires on [Date] and we expect [Pupil's Name] to be back in school on [Date] at [Time].

Yours sincerely

[Name]
Head teacher

cc Attendance, Exclusions and Licensing Team amanda.lowe@southglos.gov.uk
[If applicable] 'Home' LA
[If applicable] Social Worker
[If applicable] Head of the Virtual School

Model letter 2

From Head teacher notifying parent(s) of a fixed period suspension of more than 5 school days but no more than 15 school days in one term.

NB - Where a public examination will be missed, please insert the following text into the letter at **

'As a public examination will be missed, the Governing Body/Academy Trust will try to consider the exclusion before that date or the Chair of Governing Body/Academy Trust may exceptionally consider the exclusion and decide whether or not to reinstate [pupil's name] or allow return for the duration of the examination.'

Dear [Parents Name]

I am writing to inform you of my decision to suspend [Pupil's Name] for a fixed period of [specify period]. This means that he/she/they will not be allowed in school for this period. The suspension begins/began on [date] and ends on [date].

I realise that this exclusion may well be upsetting for you and your family, but the decision to exclude [Pupil's Name] has not been taken lightly. [Pupil's Name] has been suspended for this fixed period because [reason for suspension].

[Use this paragraph only where there is consideration of permanent exclusion]

In view of the nature of the incident, I feel that it is necessary to conduct further investigation before deciding whether it is appropriate to exclude [Pupil's Name] permanently.

[Use this paragraph for pupils of compulsory school age]

You have a duty to ensure that your child is not present in a public place in school hours during the first 5 school days of this suspension [specify dates] unless there is reasonable justification for this. I must advise you that you may receive a penalty notice from the local authority 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 [Pupil's Name] to complete during the first 5 days of the suspension [detail the arrangements for this]. Please ensure that work set by the school is completed and returned to us

promptly for marking. **[NB – if you are making provision from day 1 e.g. for a Child-Looked After – information should be given as to what provision will be made, the venue, the start and finish of the day and who they should report to on the first day. If the pupil has an EHCP and you are making separate arrangements during the suspension, these should be detailed here]**

From the 6th school day of the pupil's suspension **[specify date]** until the expiry of his/her/their suspension we **set out the arrangements if known at time of writing, if not known say that the arrangements will be notified shortly by a further letter]** will provide suitable full-time education. On **[date]** he/she/they should attend at **[give name and address of the alternative provider if not the home school]** at **[specify the time — this may not be identical to the start time of the home school]** and report to **[staff member's name]**.

You have the right to request a meeting of the school's Governing Body/Academy Trust to whom you may make representations. The Governing Body/Academy Trust will consider the reinstatement of your child. As the period of this suspension is more than 5 school days in a term the discipline Governing Body/Academy Trust must meet if you request it to do so. The latest date by which the discipline Governing Body/Academy Trust must meet, if you request a meeting, is **[specify date — no later than the 50th school day after the date on which the discipline committee were notified of this suspension]**. If you wish to make representations to the Governing Body/Academy Trust, and wish to be accompanied by a friend or representative, please contact **[name of contact]** on/at **[contact details — address, phone number, email]**, as soon as possible. Please advise if you have a disability or special needs which would affect your ability to attend or take part in a meeting at the school. Also, please inform **[contact]** if it would be helpful for you to have an interpreter present at the meeting. Representation can also be made in writing.

**

You should also be aware that, if you think this suspension relates to discrimination (under the Equality Act 2010) you can also make a claim to the First-tier Tribunal (for disability discrimination) <https://www.gov.uk/courts-tribunals/first-tier-tribunal-special-educational-needs-and-disability> or to a County Court in the case of other forms of discrimination. A claim of discrimination made under these routes should be lodged within six months of the date on which the discrimination is alleged to have taken place e.g. the day on which the pupil was suspended. Making a claim would not affect your right to make representations to the Governing Body/Academy Trust.

[NB – Re-integration meetings are not compulsory but are good practice – particularly for suspensions of 5 days or more]

You **[and your child or pupil's name]** are requested to attend a reintegration meeting with me **[or specify staff member's name]** at **[place]** on **[date]** at **[time]**. If this is not convenient, please contact the school to arrange a suitable alternative date and time. The purpose of the reintegration meeting is to discuss how best your child's return to school can be managed.

You also have the right to see a copy of **[Pupil's Name]**'s school record. Due to confidentiality restrictions, you will need to notify me in writing if you wish to be supplied with a copy of **[Pupil's Name]**'s school record. I will be happy to supply you with a copy if you request it. There may be a charge for photocopying.

The following information may be helpful:

- The Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (September 2023):
<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.
- SEND and You (SAY), formerly Supportive Parents, provide information, advice and support about SEND to children and young people up to 25 years old, and their parents and carers. They can be contacted on 0117 9897 725 or at www.sendandyou.org.uk
- Stand Against Racism and Inequality (SARI) provides free and confidential support to anyone who is the victim of a hate crime. SARI can be contacted on 0117 942 0060 or at <https://saricharity.org.uk>
- The Diversity Trust promotes equality, diversity and inclusion through the elimination of discrimination, harassment and victimisation on the grounds of: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. They can be contacted on 0772 029 4991, by email info@diversitytrust.org.uk or at www.diversitytrust.org.uk
- Off the Record provides support for young people living in Bristol and South Gloucestershire aged 11-25 who are struggling with their mental health. They can be contacted at: www.otrbristol.org.uk
- [Include other relevant links for example Social Care, the Ethnic Minority & Traveller Achievement Service, EHC Coordination Team]

[Pupil's Name]'s suspension expires on [Date] and we expect [Pupil's Name] to be back in school on [Date] at [Time].

Yours sincerely

[Name]

Head teacher

cc Attendance, Exclusions and Licensing Team amanda.lowe@southglos.gov.uk
 [If applicable] 'Home' LA
 [If applicable] Social Worker
 [If applicable] Head of the Virtual School

Model letter 3

From Head teacher notifying parent(s) of a fixed period suspension of more than 15 school days in one term.

NB - Where a public examination will be missed, please insert the following text into the letter at **

'As a public examination will be missed, the Governing Body/Academy Trust will try to consider the exclusion before that date or the Chair of Governing Body/Academy Trust may exceptionally consider the exclusion and decide whether or not to reinstate [pupil's name] or allow return for the duration of the examination.'

Dear **[Parents Name]**

I am writing to inform you of my decision to suspend **[Pupil's Name]** for a fixed period of **[specify period]**. This means that he/she/they will not be allowed in school for this period. The suspension begins/began on **[date]** and ends on **[date]**.

I realise that this exclusion may well be upsetting for you and your family, but the decision to exclude **[Pupil's Name]** has not been taken lightly. **[Pupil's Name]** has been suspended for this fixed period because **[reason for suspension]**.

[Use this paragraph only where there is consideration of permanent exclusion]

In view of the nature of the incident, I feel that it is necessary to conduct further investigation before deciding whether it is appropriate to exclude **[Pupil's Name]** permanently.

[Use this paragraph for pupils of compulsory school age]

You have a duty to ensure that your child is not present in a public place in school hours during the first 5 school days of this suspension **[specify dates]** unless there is reasonable justification for this. I must advise you that you may receive a penalty notice from the local authority 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 **[Pupil's Name]** to complete during the first 5 days of the suspension **[detail the arrangements for this]**. Please ensure that work set by the school is completed and returned to us promptly for marking. **[NB – if you are making provision from day 1 e.g. for a Child-Looked After – information should be given as to what provision will be made, the venue, the start and finish of the day and who they should report to on the first day. If the pupil has an EHCP and you are making separate arrangements during the suspension, these should be detailed here]**

From the 6th school day of the pupil's suspension **[specify date]** until the expiry of his/her/their suspension we **set out the arrangements if known at time of writing, if not known say that the arrangements will be notified shortly by a further letter]** will provide suitable full-time education. On **[date]** he/she/they should attend at **[give name and address of the alternative provider if not the home school]** at **[specify the time — this may not be identical to the start time of the home school]** and report to **[staff member's name]**.

As the suspension is more than 15 school days in total in one term, the Governing Body/Academy Trust must meet. The Governing Body/Academy Trust will consider the reinstatement of your child. At the review meeting you may make representations to the Governing Body/Academy Trust if you wish, either written or verbal representation. The latest date on which the Governing Body/Academy Trust can meet is **[date here — no later than 15 school days from the date the Governing Body/Academy Trust is notified]**. If you wish to make representations to the Governing Body/Academy Trust and wish to be accompanied by a friend or representative please contact **[name of contact]** on/at **[contact details — address, phone number, email]**, as soon as possible. You will, whether you choose to make representations or not, be notified by the Clerk to the Governing Body/Academy Trust of the time, date and location of the meeting. Please advise if you have a disability or special needs which would affect your ability to attend or take part in a meeting at the school. Also, please inform **[contact]** if it would be helpful for you to have an interpreter present at the meeting.

You should also be aware that, if you think this suspension relates to discrimination (under the Equality Act 2010) you can also make a claim to the First-tier Tribunal (for disability discrimination) <https://www.gov.uk/courts-tribunals/first-tier-tribunal-special-educational-needs-and-disability> or to a County Court in the case of other forms of discrimination. A claim of discrimination made under these routes should be lodged within six months of the date on which the discrimination is alleged to have taken place e.g. the day on which the pupil was suspended. Making a claim would not affect your right to make representations to the Governing Body/Academy Trust.

[NB – Re-integration meetings are not compulsory but are good practice – particularly for suspensions of 5 days or more]

You **[and your child or pupil's name]** are requested to attend a reintegration meeting with me **[or specify staff member's name]** at **[place]** on **[date]** at **[time]**. If this is not convenient, please contact the school to arrange a suitable alternative date and time. The purpose of the reintegration meeting is to discuss how best your child's return to school can be managed.

You also have the right to see a copy of **[Pupil's Name]**'s school record. Due to confidentiality restrictions, you will need to notify me in writing if you wish to be supplied with a copy of **[Pupil's Name]**'s school record. I will be happy to supply you with a copy if you request it. There may be a charge for photocopying.

The following information may be helpful:

- The Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (September 2023): <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.
- SEND and You (SAY), formerly Supportive Parents, provide information, advice and support about SEND to children and young people up to 25 years old, and their parents and carers. They can be contacted on 0117 9897 725 or at www.sendandyou.org.uk
- Stand Against Racism and Inequality (SARI) provides free and confidential support to anyone who is the victim of a hate crime. SARI can be contacted on 0117 942 0060 or at <https://saricharity.org.uk>
- The Diversity Trust promotes equality, diversity and inclusion through the elimination of discrimination, harassment and victimisation on the grounds of: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex

and sexual orientation. They can be contacted on 0772 029 4991, by email info@diversitytrust.org.uk or at www.diversitytrust.org.uk

- Off the Record provides support for young people living in Bristol and South Gloucestershire aged 11-25 who are struggling with their mental health. They can be contacted at: www.otrbristol.org.uk
- [Include other relevant links for example Social Care, the Ethnic Minority & Traveller Achievement Service, EHC Coordination Team]

[Pupil's Name]'s suspension expires on [Date] and we expect [Pupil's Name] to be back in school on [Date] at [Time].

Yours sincerely

[Name]
Head teacher

cc Attendance, Exclusions and Licensing Team amanda.lowe@southglos.gov.uk
[If applicable] 'Home' LA
[If applicable] Social Worker
[If applicable] Head of the Virtual School

Model letter 4

From Head teacher notifying parent(s) of a permanent exclusion.

Dear [Parent's Name]

I regret to inform you of my decision to permanently exclude [Pupil's Name] with effect from [date]. This means that [Pupil's Name] will not be allowed in this school unless he/she/they is reinstated by the Governing Body/Academy Trust.

I realise that this exclusion may well be upsetting for you and your family, but the decision to permanently exclude [Pupil's Name] has not been taken lightly. [Pupil's Name] has been excluded because [reasons for the exclusion — include any other relevant previous history]

[Amend as appropriate] It is my belief that allowing the pupil to remain in school would seriously harm the education or welfare or the pupil and/or others in the school such as staff or pupils in the school.

*[Please note that the Independent Review Panels have raised concerns that reasons for permanent exclusion are not fulfilling paragraph 11 of the statutory guidance, namely that the decision to exclude a pupil permanently should only be taken in response to a serious breach or persistent breaches of the school's behaviour policy; **and** where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school]*

[Use this paragraph for pupils of compulsory school age]

You have a duty to ensure that your child is not present in a public place in school hours during the first 5 school days of this exclusion, 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 [Pupil's Name]'s education to continue will be made. For the first five school

days of the exclusion we will set work for **[Pupil's Name]** and would ask you to ensure this work is completed and returned promptly to school for marking **[this may be different if supervised education is being provided earlier than the sixth day]**.

From the sixth school day of the exclusion onwards — i.e. from **[specify the date]** the local authority **[give the name of the authority – if the child lives outside South Gloucestershire it will be the “home LA”]** must provide suitable full-time education for any pupil of compulsory school age.

[For pupils living in South Gloucestershire]

South Gloucestershire Pupil Referral Unit (Pathways Learning Centre) will provide suitable full-time education at Pathways Learning Centre. **[set out the arrangements if known at time of writing, if not known say that arrangements will be notified shortly by a further letter or by phone]**. I have forwarded your details to the Pupil Referral Unit (Pathways Learning Centre) and they will be in touch shortly. They can be contacted on 01454 862630.

[For pupils living in a local authority other than the excluding school's LA]

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 **[his/her/their]** education from the sixth school day of the exclusion. You can contact them at **[give contact details]**.

As this is a permanent exclusion the Governing Body/Academy Trust must meet to consider the reinstatement of your child. At the review meeting you may make representations to the Governing Body/Academy Trust, either verbally or in writing, if you wish and ask them to reinstate your child in school. The Governing Body/Academy Trust have the power to reinstate your child immediately or from a specified date, or, alternatively, they have the power to decline to reinstate your child, in which case you may appeal against their decision to an Independent Review Panel. The latest date by which the Governing Body/Academy Trust must meet is **[specify the date — the 15th school day after the date on which the Governing Body/Academy Trust was notified of the exclusion]**. If you wish to make representations to the Governing Body/Academy Trust and wish to be accompanied by a friend or representative please contact **[name of contact]** on/at **[contact details — address, phone number, email]**, as soon as possible. You will, whether you choose to make representations or not, be notified by the Clerk to the Governing Body/Academy Trust of the time, date and location of the meeting. Please let us know if you have a disability or special needs which would affect your ability to attend the meeting. Also, please inform **[contact]** if it would be helpful for you to have an interpreter present at the meeting.

[For Maintained schools]

The local authority Attendance, Exclusions and Licensing Team will be invited to send a representative from the local authority to attend the meeting. Where possible, the local authority representative will prepare a statement based on the evidence pack circulated by the Clerk. You may wish to contact the local authority's Attendance, Exclusions and Licensing Team if you have any questions about the exclusion procedures on 01454 863403 or by email amanda.lowe@southglos.gov.uk.

[For Academies]

You also have the right to request that a Local Authority representative attend the meeting of the Academy's Governing Body/Academy Trust as an observer; that representative may only make representations with the Governing Body/Academy Trust's consent. Please let me know if you wish an LA representative from South Gloucestershire Council and/or **[name of the pupil's 'home' LA]** to attend the meeting.

You have the right to see a copy of **[Pupil's Name]**'s school record. Due to confidentiality restrictions, you must notify me in writing if you wish to be supplied with a copy of **[Pupil's Name]**'s school record. I will be happy to supply you with a copy if you request it. There may be a charge for photocopying.

The following information may be helpful:

- The Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (September 2023):
<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.
- SEND and You (SAY), formerly Supportive Parents, provide information, advice and support about SEND to children and young people up to 25 years old, and their parents and carers. They can be contacted on 0117 9897 725 or at www.sendandyou.org.uk
- Stand Against Racism and Inequality (SARI) provides free and confidential support to anyone who is the victim of a hate crime. SARI can be contacted on 0117 942 0060 or at <https://saricharity.org.uk>
- The Diversity Trust promotes equality, diversity and inclusion through the elimination of discrimination, harassment and victimisation on the grounds of: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. They can be contacted on 0772 029 4991, by email info@diversitytrust.org.uk or at www.diversitytrust.org.uk
- Off the Record provides support for young people living in Bristol and South Gloucestershire aged 11-25 who are struggling with their mental health. They can be contacted at: www.otrbristol.org.uk
- [Include other relevant links for example Social Care, the Ethnic Minority & Traveller Achievement Service, EHC Coordination Team]

Yours sincerely

[Name]
Head teacher

cc Attendance, Exclusions and Licensing Team amanda.lowe@southglos.gov.uk
[If applicable] 'Home' LA
[If applicable] Social Worker
[If applicable] Head of the Virtual School

Appendix B

Suspension and Permanent Exclusion from schools, academies and pupil referral units CHECKLIST for Head teachers and Governing Bodies/Academy Trusts

Suspensions and Exclusions should only be necessary as a last resort when strategies, practices and interventions set out within the Behaviour in Schools guidance have not been successful in improving a pupil's behaviour or the use of more significant interventions or sanctions are required.

This checklist is intended to ensure support is provided in a timely way to meet the needs of learners and reduce the risk of exclusion and ensure all actions have been taken to ensure exclusion is a last resort.

Please use the checklist alongside:

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

[Behaviour in Schools: advice for headteachers and school staff](#) (February 2024)

Section A - Head Teachers checklist	
Has the decision to suspend or permanently exclude been taken by the Head Teacher/Principal (Acting Head or Acting Principal)?	
Has there been a serious breach or breaches of the school behaviour policy? Is there evidence of a full investigation? Has the pupil committed the offence? (standard of proof - on the balance of probabilities did the pupil do it?) Have any discrepancies in the accounts of those involved been explored and a conclusion on the balance of probabilities been reached?	
In relation to a permanent exclusion have both parts of the two-part legal test been met with supporting evidence? • Part one: Has there been a serious breach OR persistent breaches established on a balance of probabilities? AND • Part two: Would allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school?	
Would reinstatement of the pupil seriously harm the education/welfare of pupils/others? • 'Would' requires a higher level of certainty than 'might', 'could', 'is likely to'. • 'Serious harm' requires a higher level of impact than 'detriment'.	

Has a risk assessment been completed and implemented where there is a need to manage risk?	
Is the decision fair? An example of unfair decision might be when one pupil is permanently excluded for the same offence as a pupil who was not, where there are no other differences between the pupils or mitigating circumstances to explain this.	
Is the decision rational and reasonable? An irrational decision is one that no ordinary and objective person would reasonably make – ensure you have based your decision on relevant evidence not irrelevant considerations	
Was the decision a last resort? i.e. did the Head teacher consider and implement alternative strategies to address the behaviour or avoid the incident (e.g. off-site provision, managed move, consideration of an EHCna) and advice within page 29 Behaviour in Schools Guidance? If the pupil was at risk of exclusion, was advice from the SEND Cluster sought/ a referral to the High Risk Group considered? If considered, what was the outcome? If alternative strategies were rejected, has this been explained? Did the school do all it could to mitigate against exclusion or has it satisfactorily argued that the behaviour could not have been foreseen?	
Is the suspension/exclusion an appropriate proportionate response to the incident/s and in the best interest of the learner considering the European Convention on Human Rights and Equality Act 2010 and associated guidance? Is it the minimum sanction available in the circumstances of the case considering any special circumstances?	
Has the school considered and applied its own relevant policies and procedures in relation to behaviour/suspensions/permanent exclusion/SEND/Safeguarding? How/did the incident relate to the policies?	
Where relevant, has the pupil been explicitly taught what good behaviour looks like? Some pupils will need additional support to reach the expected standard of behaviour.	
Were the pupil's views taken into account before deciding to exclude? Was the pupil informed about how their views were factored into any decision made? Where relevant, was the pupil given support to express their view (including through advocates such as parents or where pupil has one, a social worker).	
Were the interests and circumstances of the excluded/suspended pupil considered and consideration given to other acceptable sanctions within paragraph 45 of the Behaviour in Schools guidance prior to suspension/exclusion? If rejected, has this been explained?	
In the case of the issuing of a further suspension or permanent exclusion after the first period ends, is there evidence of an 'exceptional case where further evidence has come to light'?	

Where there were serious concerns around the pupil's behaviour was a multi-agency assessment such as an Early Help assessment or statutory assessment that goes beyond the pupil's educational needs considered? If not considered why not?	
Where there has been one of more previous suspensions or an off-site direction, has a reintegration meeting been held on the pupil's return? Is there a system for reintegration which offers the pupil a fresh start, helps them to understand the impact of their behaviour on themselves and others, teaches them how to meet the high expectations of behaviour in line with the school culture, fosters a sense of belonging within the school community and builds engagement with learning?	
Have any circumstances that may have acutely increased the pupil's risk of suspension or permanent exclusion for example, if the pupil has suffered bereavement, experienced abuse or neglect, has mental health needs (Head teachers should have regard to the Mental health and behaviour in schools guidance (2018) , has been subject to bullying, has needs including SEND (including any not previously identified), has been subject to criminal exploitation, or is experiencing significant challenges at home been taken into account? Have you engaged with all relevant parties involved with the pupil e.g. social worker, the Virtual School, SENCO before reaching a decision to exclude?	
Has the graduated response and any school partnerships or outside referrals been utilised to add further support to the learner? Has support been sought from the SEND Cluster? Has a referral to the High Risk Group been considered?	
Pupils with disabilities and special educational needs (SEN) including those with Education, Health and Care plans (EHC plans)	
Does this student have a special educational need/EHCP and/or disability?	
A child is disabled if they have a long-term (Long term is defined as lasting, or likely to last, for at least 12 months) physical or mental impairment which has an adverse effect on their ability to carry out day-to-day activities (this is the definition in the Equality Act 2010).	
Did School use their 'best endeavours' to ensure the appropriate special educational needs provision was made to include any support in relation to behaviour management required because of their SEN? (Using best endeavours means doing everything they can to meet the child or young person's SEN, with or without an EHCP).	
Were reasonable adjustments made to policy and practice and accordance with the Equalities Act (2010) to include anticipatory duties, in the case of a disabled pupil?(see chapter 6 SEN COP (2015)	
Were any concerns around behaviour, or risk of suspension and permanent exclusion, of a pupil with SEN, a disability or an EHC plan considered in partnership with others (including where relevant the LA) to consider what additional support or alternative placement may be required, to include assessment of suitability of provision for a pupil's SEN or disability ?	

In the case of a pupil with an EHC plan, did school contact the LA 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?	
In the case of pupil with SEN but without an EHC plan, did school review, with external specialists as appropriate, whether the support arrangements in place were appropriate and if any changes required. Did school consider if an appropriate point to request an EHC assessment or a review of the pupil's current package of support? Has the parent requested a review?	
Pupils who have a social worker, including looked-after children and previously looked-after children	
Evidence of balancing the protective factor of school environment for pupils with social worker/LAC/previously looked after with the need to ensure a calm and safe environment for pupils in school? • Is it safe for the pupil to be suspended or permanently excluded and sent home? • Are there concerns about the pupil being at risk of exploitation in the community? • Is there a safer alternative?	
Where a pupil has a social worker and at risk of suspensions or permanent exclusions did the Head Teacher engage with the Social Worker/Designated Safeguarding Lead/Virtual School (extended role) and pupil's parents to engage as early as possible in relevant conversations ?	
Where a Child-Looked After is at risk of suspension or permanent exclusion did the Head Teacher contact the Head of the Virtual School as early as possible to consider additional assessment and support needed to be put in place to support school address factors affecting behaviour and reduce the need for suspension or permanent exclusion ?	
In the case of previously looked-after children at risk of beings suspended or permanently excluded, did school engage with the child's parents and the school's Designated Teacher and seek advice from the Virtual School on strategies to support the pupil?	
The Head Teachers' duty to inform parties about an exclusion <i>(model letters available from amanda.lowe@southglos.gov.uk)</i>	
Notification without delay of the period of the suspension or permanent exclusion and the reason(s) for it to: • Parents/carers • Governing Board • LA (regardless of length of exclusion) • If the pupil does not live in South Gloucestershire –the pupil's 'home authority' and Attendance, Exclusions and Licensing Team (amanda.lowe@southglos.gov.uk) • Social worker, if a pupil has one • Virtual School Head teacher if the pupil is a looked after.	

Arrange setting and marking of suitable full time work for the first five days of the suspension/exclusion where the pupil will not be attending alternative provision.	
Arrange education from day 6 of a fixed term suspension over 5 days (LA arranged when permanent)/inform parents of this/social worker Virtual School where applicable.	
If the pupil has an EHCP consult the LA and parents as the Plan may need to be reviewed.	
Do governors have a process in place for considering reinstatement following an exclusion. Refer to and ensure you can answer all the bullet points in para 86 of the Exclusions Guidance (2022).	
Section B - Governing board's duty to consider an excluded pupil's reinstatement	
Arrange a governors' disciplinary committee meeting (at least 3 Governors who are not aware of the case*), – mutually convenient time (within 15 school days for permanent exclusions and those over 15 days in a term) - (see summary page 38 of Exclusions Guidance below) and invite: • Pupil (if they are 18 years or over) • Parents/carers and where requested a representative or friend • Head Teacher • LA Representative ** • Where relevant Social Worker and/or Head of the Virtual School <i>*In the case of an academy, the governing board may delegate to a smaller sub-committee if the articles of association allow them to do so</i> <i>** Academies do not have to invite LA but can do so – parents can request LA attend the meeting as an observer and can make representation at the meeting if GDCM Chair allows</i>	
Ask for any written evidence in advance of the meeting, include regard to pre-exclusion considerations (head teacher's checklist), including (note that this is not an exhaustive list); • Head Teachers report to include reasoning for decision detailing why the disciplinary breach meets the criteria for a reasonable, rational and fair, last resort decision whereby allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school • Statement from the excluded pupil and witnesses, signed and dated • Other relevant information held by the school such as those relating to a pupil's SEND and the pupil's school record • Policies (or sections of policies) – as relevant to specific excluding incident e.g. Behaviour Policy/SEND/Anti-bullying/Drugs/Restrictive Physical Intervention/Equalities Act 2010 • History of challenging behaviour if exclusion in relation to persistent disruptive behaviour • Evidence of consideration/implementation/impact of strategies within Behaviour in Schools guidance (2024) • Risk Assessment	

Has the head teacher demonstrated that the exclusion has been carefully considered and is being used as a last resort (The checklist in Section A above is designed to assist in these deliberations)?	
Circulate written evidence and information (all parties must receive the same information), including a list of those who will be present, to all parties at least five school days in advance of the meeting	
Allow parents and the pupil to be accompanied by a friend or representative (where a pupil under 18 is to be invited as a witness, the governing board should first seek parental consent)	
Make reasonable adjustments to support attendance and contribution of parties at the meeting e.g. where a parent or pupil has a disability with mobility or communication that has an impact on ability to attend or make representations	
Identify the steps to enable and encourage the pupil to attend the meeting and speak on their behalf (such as providing accessible information or allowing them to bring a friend), taking account of the pupil's age and understanding; or how can they can feed in their views by other means, if not attending.	
Governors must consider both the interests and circumstances of the suspended or excluded pupil, and that of other pupils, staff and school community	
Governors must take into account the pupil's age and understanding, the pupil or parents should be made aware of their right to attend and participate in the governing board meeting and the pupil should be enabled to make own representation if they wish to do so	
Governing Board must consider representations made by or on behalf of: • Parents or the pupil if they are 18 years or older • The head teacher • The pupil's social worker if the pupil has one; • If the pupil is looked after, the Virtual School Head • the Local Authority (school and home LA) in the case of a maintained school or if representation invited by an Academy	
When establishing the facts must apply the civil standard of proof i.e. 'on the balance of probabilities' (it is more likely than not that a fact is true) rather than the criminal standard of 'beyond reasonable doubt'	
Governing board should ensure clear minutes are taken of the meeting and should be made available to all parties on request and the record of discussion should state clearly how the decisions have been reached and provide reasons	
The governing board should ask all parties to withdraw from the meeting before making a decision. The Clerk may stay to help the governing board by reference to their notes of the meeting and the wording of the decision letter.	
In reaching a decision on whether a pupil should be reinstated, the governing board should consider if the decision to permanently exclude or suspend the pupil was lawful, reasonable and	

procedurally fair. Should consider welfare and safeguarding of the pupil and peers, the head's legal duties, and any evidence presented to the governing board in relation to decision to exclude.	
Governing board should note the outcome of its consideration on the pupil's educational record and copies of the relevant papers should be kept with the educational record. In cases where governors consider parents representation but does not reinstate the pupil, it should consider if appropriate to place a note on the pupil's record.	

