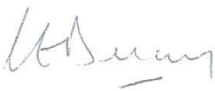




Suspensions and Exclusions Policy

This policy applies to all pupils in the school, including in the EYFS

Signed:	
Chair of Trust Board:	Claire Delaney
Approved:	1 September 2026
Renewal period	2 Years
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Contents

1.0 Bellevue Place Education Trust – Our commitment	3
2.0 Statement of intent	3
3.0 Introduction	4
4.0 Application of policy	5
5.0 Types of exclusion	5
6.0 Roles and responsibilities	6
7.0 CCTV, witness evidence and pupil views	7
8.0 Reintegration strategy meetings following suspension or off-site direction	7
9.0 Cancelling a suspension or exclusion	8
10.0 Suspensions before a permanent exclusion	8
11.0 Directing off-site and managed moves	8
12.0 Governor Disciplinary Committee	9
13.0 School Admissions Register and Attendance Codes	10
14.0 Independent review panels (IRPs)	10
15.0 Reconsideration by the governance	11
16.0 Remote Meetings	11
17.0 Complaints	11
18.0 Equality impact	11
19.0 Monitoring arrangements	11
APPENDIX A - Template Letter Suspending a Pupil for Up To (And Including) 5 Days in a Term	13
APPENDIX B - Template Letter Suspending a Pupil (6 - 15 Days)	15
APPENDIX C - Primary - Template Suspending a Pupil (15 DAYS+)	18
APPENDIX D - Suspension Decision Making Flowchart	21

1.0 Bellevue Place Education Trust – Our commitment

Learn, Enjoy, Succeed

BPET is a growing family of autonomous schools that strive for excellence for the communities they serve. Our staff are empowered to balance academic rigour and curricular breadth to inspire confidence, creativity and respect. Our pupils are at the heart of everything we do as to LEARN, ENJOY and SUCCEED.

LEARN

We offer a breadth and ambition of provision that supports an exceptional academic education, nurturing every child's learning journey – regardless of ability, background or special educational needs – and helping them develop a lifelong passion for learning.

ENJOY

We believe learning should be enjoyable, and that through this enjoyment children develop life-long learning habits. We achieve this by creating opportunities for all children to reach their full potential at school, and to enjoy school life – helping to ensure pupils grow into happy, independent and confident learners.

SUCCEED

We strive for excellence, aiming to ignite ambition, aspiration, pride and a desire to contribute to society. We prepare our pupils to approach life with confidence, purpose and integrity.

Working together: the BPET way

We achieve far more by learning, supporting and collaborating within and across our network of schools and communities. We do so with an unwavering and shared commitment to equality, diversity, inclusion, and respect.

2.0 Statement of intent

At BPET, we understand that good behaviour and discipline is essential for promoting a high quality education.

Amongst other disciplinary sanctions, BPET recognises that suspension or exclusion of pupils may be necessary where there has been a serious breach, or consistent breaches, of the school's behaviour policy. Excluding a pupil may also be required in instances where allowing the pupil to remain in school would be damaging to the education and welfare of themselves or others; in all cases, suspension and permanent exclusion should only be used as a means of last resort. This means that all reasonable interventions, support strategies, and adjustments must have been considered, implemented, and evaluated prior to any decision, unless there is a serious one-off incident. Decisions will be lawful, reasonable, fair and proportionate in line with statutory guidance.

BPET has created this policy to clearly define the legal responsibilities of the Headteacher, Trust Central Team (CEO/Director of Education) and LA when responding to pupil exclusions, to ensure that they are dealt with both fairly and lawfully, and in line with DfE statutory guidance.

This policy also aims to secure a pupil's right to an education despite having been suspended or excluded, by ensuring that appropriate arrangements are in place.

3.0 Introduction

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

3.2 Where the school's approaches towards behaviour management have been exhausted, then suspensions and permanent exclusions will sometimes be necessary as a last resort. The Headteacher will ensure that all decisions take account of the individual circumstances of the pupil, including age, SEND, safeguarding considerations, and any contributing factors such as trauma, mental health needs, or external influences. This is to ensure that other pupils and teaching staff are protected from disruption and can learn in safe, calm, and supportive environments.

3.3 BPET will follow and comply with the Statutory Guidance on Suspensions and Exclusions (September 2023 and 2026 updates) when making decisions on suspensions and exclusions and will follow the law, as set out in the relevant School Discipline (Pupil Exclusions and Reviews) (England) Regulation 2012 (as amended), including ensuring decisions are lawful, reasonable, procedurally fair and proportionate, as required by statutory guidance

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

3.5 Exclusions will not be used as a response to unmet SEND needs or disability; for minor breaches without consideration of alternatives; informally (including sending pupils home without formal exclusion); as a disciplinary response to academic attainment. The school will ensure compliance with the Equality Act 2010, including the duty to make reasonable adjustments to pupils with disabilities.

3.6 Informal or unofficial exclusions, such as sending a pupil home without formally recording the exclusion, are unlawful and will not be used.

3.7 BPET is committed to ensuring that off-rolling does not occur in any trust school. Ofsted defines off-rolling as the practice of removing a pupil from the school roll without a formal, permanent exclusion or by encouraging a parent/carer to remove their child from the school roll, when the removal is primarily in the interests of the school rather than in the best interests of the pupil.

In accordance with statutory guidance, BPET schools will not suspend or exclude pupils unlawfully by:

- Sending pupils home to 'cool off' without formally recording the exclusion.
- Directing pupils off-site or removing them because they have special educational needs and/or a disability (SEND) that the school feels unable to support.

- Removing or excluding pupils due to poor academic performance or non-disciplinary reasons.
- Exerting pressure or undue influence on parents/carers to encourage them to withdraw their child or agree to a managed move.

4.0 Application of policy

4.1 This policy applies to all members of the BPET community and all registered pupils across BPET schools, including children in the Early Years Foundation Stage (EYFS) and pupils who may be below or above compulsory school age. Each school within BPET will apply suspensions and exclusions in accordance with this policy and ensure that its contents are relayed to all staff, parents and pupils.

5.0 Types of exclusion

Suspensions and permanent exclusions are different:

5.1 Suspensions (previously called fixed-term exclusions) are where a pupil is prevented from attending the school for a fixed period. At the end of the period, they are expected to return to school following a reintegration meeting. A pupil may receive a maximum of 45 days of suspension in an academic year before being permanently excluded. Any suspension is entered on to our MIS system Arbor which will alert the CEO/Director of Education.

5.2 Permanent exclusions are where, subject to a decision of the governing board to reinstate the pupil to the school, the pupil is prevented from attending the school again. A decision to permanently exclude will only be taken in response to a serious breach or persistent breaches of the school's behaviour policy, and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others, such as staff or pupils, in the school. A serious breach may include, but is not limited to, incidents involving violence, weapons, serious threats, or safeguarding risks. Persistent breaches refer to repeated disruptive behaviour where support strategies have not resulted in sustained improvement. Any permanent exclusion is entered on to our MIS system Arbor.

5.3 A decision to permanently exclude will only be taken where there has been a serious one-off breach, or persistent breaches of the behaviour policy; and allowing the pupil to remain would seriously harm the education or welfare of the pupil or others. This action should only be taken as a last resort, when all other support and interventions have been exhausted. Before making a decision, the headteacher will, consider all relevant evidence, including the pupil's account; consider contributing factors (e.g SEND, safeguarding, mental health); review the support already provided; consider alternatives such as managed moves or alternative provision; ensure the decision is proportionate. A written record of the decision-making process will be kept, including why permanent exclusion was considered necessary and why alternatives were not appropriate.

5.4 Pupils whose behaviour at lunchtime is disruptive may be suspended from the school premises for the duration of the lunchtime period only, returning to school for afternoon sessions.

- A lunchtime suspension requires the same formal statutory notifications to parents/carers as a full-day suspension.

- Each lunchtime suspension counts as half a school day (0.5 days) for statistical reporting purposes and in calculating whether a Governor Disciplinary Committee (GDC) review threshold is triggered.
- 5.5

6.0 Roles and responsibilities

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

6.1 The Headteacher

All decisions to suspend or permanently exclude a pupil will be taken by the Headteacher after considering all relevant evidence and the individual circumstances of the pupil, including SEND, safeguarding concerns, equality considerations, and whether reasonable adjustments have been made. Every decision made will be proportionate to the seriousness of the behaviour with reference to BPET's behaviour policy. The Headteacher will immediately inform the CEO/Director of Education, without delay, if taking the decision to permanently exclude a pupil. The headteacher will notify parents, the local authority, and where applicable the social worker or Virtual School Head, without delay following any suspension or permanent exclusion.

- 6.1.1 Mandatory Trust Consultation and Legal Protocol

While the formal statutory decision to suspend or permanently exclude rests with the Headteacher (or Acting Headteacher), the following Trust consultation steps must be completed prior to issuing a sanction:

- ❖ Permanent Exclusions: Prior to authorizing a permanent exclusion, the Headteacher must discuss the decision with the BPET Central Team (including the CEO and Director of Education) and, where a pupil has SEND, the Trust inclusion lead.
- ❖ Mandatory Legal Advice: The Headteacher must seek Trust legal advice prior to issuing any potential permanent exclusion involving a child with SEND, a Looked-After Child (LAC) or previously Looked-After Child, or where circumstances are particularly complex.

6.2 The Governance

The CEO/Director of Education is responsible for forming committees to review exclusions and suspensions when it is required to do so, it is requested by parents, or it is, in its view, prudent to review an individual decision. In each case, the decision of the relevant committee formed by the CEO/Director of Education will be to decide whether to uphold the exclusion or suspension, or instead to reinstate the pupil to the school.

6.3 Parents

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

6.4 Pupils

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

7.0 CCTV, witness evidence and pupil views

7.1 If a BPET school uses Close Circuit Television (CCTV) within its premises, this is to provide a safe and secure environment for pupils, staff and visitors. If behavioural incidents are recorded on CCTV, the footage may be viewed as part of the investigation and the content considered before imposing a sanction. If CCTV is relied upon for a decision on a suspension or exclusion, then it will be shown in some format (redacted as necessary) at any governance review meeting. Please see the BPET CCTV policy and privacy notices for more information.

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

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

8.0 Reintegration strategy meetings following suspension or off-site direction

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

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

So that further suspensions are not needed, school staff will work with the pupil to understand what led to the behaviour and to establish if any changes can be made or further support implemented from a pastoral or practical perspective that might reduce the chance of repeat behaviours. Previous behaviour is not seen as an obstacle to future success. A written reintegration plan will be agreed and recorded, including any SEND or pastoral support required.

8.2 The school may use various measures to support a pupil's successful reintegration including:

- daily contact with a designated pastoral professional in-school;
- use of a report card with personalised targets leading to personalised rewards;

- ensuring the pupil receives academic support upon return to catch up on any lost progress;
- planned pastoral interventions;
- mentoring by a trusted adult or a local mentoring charity;
- regular reviews with the pupil and parents to praise progress being made and raise and address any concerns at an early stage; and
- informing the pupil, parents and staff of potential external support.

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

9.0 Cancelling a suspension or exclusion

A suspension or exclusion can be cancelled by the Headteacher as long as the suspension or exclusion has not been considered by the governors. In relation to an exclusion, it cannot be cancelled if the total time the pupil was excluded or suspended that academic year would be over 45 days at the point of the decision to cancel the exclusion.

Where a suspension or exclusion is cancelled, the relevant parties will be informed by the Headteacher in accordance with the Statutory Guidance on Suspensions and Exclusions.

10.0 Suspensions before a permanent exclusion

10.1 In exceptional circumstances, pupils may receive a suspension prior to a permanent exclusion. For each decision, the Headteacher will send the relevant letter setting out the rights of parents (please see Appendix A – C). A suspension cannot be converted into a permanent exclusion and so any subsequent permanent exclusion would be a fresh decision due to commence immediately after the suspension had ended. Exceptional circumstances may include where further evidence has come to light, or where the incident was serious and time is required to fully investigate the circumstances and consider alternatives. A suspension must not be used as a substitute for permanent exclusion or to delay a decision where a permanent exclusion is warranted.

11.0 Directing off-site and managed moves

11.1 Before taking any decision to permanently exclude a pupil, the Headteacher will consider whether a direction to attend alternative provision and/or a managed move as part of a planned intervention would be a reasonable alternative that should be considered. Managed moves must be voluntary and agreed by all parties and must not be used as a means to avoid formal exclusion processes.

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

11.3 For a managed move to take place there needs to be agreement between the School, the parents and the new school that a managed move should occur. Before a managed move is agreed to, the pupil will attend the new school for a fixed period as a direction off-site to ensure that the new school would be suitable for them. We will

share relevant information with the new school and check that they have an integration strategy. At the end of this direction period, the relevant parties (including the parents) will review the placement before a decision is taken about whether the move becomes permanent.

12.0 Governor Disciplinary Committee

12.1 BPET Trustees have delegated responsibility for reviewing exclusions to the Local Governing Body (LGB). The LGB will establish a Governors Disciplinary Committee (GDC) for this purpose. The Clerk to the BPET Trustee will arrange a GDC panel to consider the reinstatement of an excluded pupil within 15 school days of receiving the notice of the exclusion if:

12.1.1 the exclusion is permanent

12.1.2 it is a suspension which would bring the pupil's total number of school days of exclusion to more than 15 (including 15.5 days) in a term

12.1.3 it would result in a student missing a public examination.

12.2 If requested to do so by parents/carers, a GDC panel will consider the reinstatement of an excluded pupil within 50 school days of receiving notice of the exclusion if the student would be excluded from school for more than five school days, but less than 16, in a single term.

12.3 The GDC panel will consist of at least three local governors or a BPET Trustee. The Local Governor may be from any BPET school. The panel members must be impartial and not be conflicted in taking a place on the GDC panel through, for example, a personal connection with the excluded student or his or her family.

12.4 Where an exclusion would result in a student missing a public examination or national curriculum test, a GDC panel will consider the reinstatement of the pupil, as far as reasonably practicable, before the date of the examination or test. If it is not practicable for a sufficient number of panel members to consider the decision before the examination or test, a smaller sub-committee may make the decision. The GDC panel can either:

12.4.1 decline to reinstate the student, or
In reaching a decision, the GDC panel will consider whether the exclusion or suspension was lawful, reasonable, and procedurally fair and whether the Headteacher followed their legal duties. They will decide whether or not a fact is true 'on the balance of probabilities', which differs from the criminal standard of 'beyond reasonable doubt', as well as any evidence that was presented in relation to the decision to exclude.

12.5 Minutes will be taken of the meeting, and a record of evidence considered kept. The outcome will also be recorded on the pupil's educational record.

12.6 The GDC will notify, in writing, the Headteacher, parent/carers, the LA (and where relevant the social worker and VSH) of its decision, along with reasons for its decision, without delay.

12.7 Where an exclusion is permanent, the GDC's decision will also include the following:

12.7.1 The fact that it is permanent.

12.7.2 Notice of parent/carers' right to ask for the decision to be reviewed by an independent review panel, and:

o the date by which an application for an independent review must be made

o the name and address to whom an application for a review should be submitted

o that any application should set out the grounds on which it is being made and that, where appropriate, reference to how the pupil's SEND is considered to be relevant to the exclusion

- o that, regardless of whether the excluded student has recognised SEND, parent/carers have a right to require the school to appoint a SEND expert to attend the review

- o details of the role of the SEND expert and that there would be no cost to parent/carers for this appointment

- o that parent/carers must make clear if they wish for a SEND expert to be appointed in any application for a review

- o that parent/carers may, at their own expense, appoint someone to make written and/or oral representations to the panel, and parent/carers may also bring a friend to the review.

12.7.3 If parents/carers believe that the exclusion has occurred as a result of discrimination, they may make a claim under the Equality Act 2010 to the first-tier tribunal (special educational needs and disability), in the case of disability discrimination, or the 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.

12.7.4 Availability of free and impartial advice.

12.8 BPET has provided GDC panel members with template GDC response letters to ensure all of the required information is provided and explained clearly to parents/carers.

12.9 The GDC should set out the reasons for its decision in sufficient detail to enable all parties to understand why the decision was made.

13.0 School Admissions Register and Attendance Codes

13.1 Removal from School Roll

A pupil's name will only be removed from the school admissions register if:

- 15 school days have passed since parents/carers were notified of the GDC's decision not to reinstate the pupil, and no application has been made for an Independent Review Panel (IRP); or
- Parents/carers have confirmed in writing that they will not be applying for an IRP.

Where an application for an IRP has been submitted, the school will wait until the independent review process has concluded before removing the pupil's name from the register.

13.2 Attendance Register Codes

Where alternative provision (AP) has been arranged for an excluded or suspended pupil and they attend that provision, Code B (education off-site) or Code D (dual registration) must be recorded on the attendance register.

14.0 Independent review panels (IRPs)

14.1 BPET arranges its own IRPs, and requests for an IRP where a permanent exclusion has been upheld, should be made to info@bpet.co.uk within 15 school days of the governor's decision to uphold the permanent exclusion.

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

14.3 Constitution of Independent Review Panels

When an IRP is requested, BPET will arrange an independent panel of 3 or 5 members representing the following categories:

- A Lay Member to chair the panel who has not worked in any school in a paid capacity (disregarding experience as a governor or volunteer).
- School Governors who have served for at least 12 consecutive months in the past 5 years, provided they have not been teachers or Headteachers during that period.
- Headteachers or individuals who have served as a Headteacher within the past 5 years.

14.4 Disqualification Criteria for Panel Members

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

- Are a Trustee, Member, or Local Governor of the excluding school.
- Are or have been the Headteacher or an employee of the excluding school within the past 5 years.
- Have, or have had, any connection with the Trust, school, parents, pupil, or incident that might reasonably raise doubts about their impartiality.
- Have not completed required statutory IRP training within the past 2 years.

15.0 Reconsideration by the governance

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

16.0 Remote Meetings

Any trustee and/or an IRP meeting may be conducted remotely where the parents request for it to be conducted remotely and the meeting can be fairly held remotely, with all participants having access and are able to make representations. A meeting may also take place remotely where there is an extraordinary event or unforeseen circumstance that means it's not reasonably practicable to hold the meeting in person. Such events can include, but are not limited to, floods, fire, and an outbreak of an infectious disease.

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

17.0 Complaints

If parents have any concerns or complaints over the application or implementation of this policy or feels that they are being pressured into a managed move, they should raise their concerns with a staff member or the Headteacher in accordance with BPET's complaints policy. If the concern relates to an exclusion, the statutory procedure set out in the Statutory Guidance on Exclusions and Suspensions will be followed.

18.0 Equality impact

BPET does all it can to ensure that its policies do not discriminate against pupils or others, either directly or indirectly, in line with any Equality Act 2010 protected characteristics. This includes race, religion, disability, sexual orientation, and sex. The school will actively assess whether any exclusion decision could constitute unlawful discrimination, particularly in relation to disability, and will ensure reasonable adjustments have been made.

19.0 Monitoring arrangements

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

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

APPENDIX A - Template Letter Suspending a Pupil for Up To (And Including) 5 Days in a Term

[Name of Parent(s)]

[Address]

[Date]

Dear [Name of Parent(s)]

Re: Suspension of [name of pupil]

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

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

[[name of pupil] will be able to sit their national curriculum test(s) or public examination(s) occurring during the suspension]

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

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

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

You have the right to make written representations to the [governing board/discipline committee]. [[name of pupil] may also make written representations about their suspension]. The [governing

board/discipline committee] must consider any representations but does not have the power to reinstate [name of pupil].

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

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

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

- The Department's Guidance for parents and carers on behaviour, suspension and permanent exclusion, which can be found here
<https://www.gov.uk/government/publications/school-exclusions-guide-for-parents>
- Every local area has a SENDIAS service who provide information, advice and support to children and young people with SEND, including on exclusions. Every exclusion letter should include details of the local service which can also be found here
<https://councilfordisabledchildren.org.uk/about-us-0/networks/information-advice-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, 10am – 4pm.
- 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.

Yours sincerely

[name]

[Headteacher]

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

APPENDIX B - Template Letter Suspending a Pupil (6 - 15 Days)

[Name of Parent(s)]

[Address]

[Date]

Dear [Name of Parent(s)]

Re: Suspension of [name of pupil]

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

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

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

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

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

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

You have the right to make written representations to the [governing board/discipline committee] and ask it to reinstate your child in school. [[name of pupil] may also make written representations about their suspension and may attend the meeting]. The [governing board/discipline committee]

must meet following receipt of any representations within 50 school days from the notification of the suspension and has the power to reinstate [name of pupil] or, alternatively, it has the power to uphold the suspension.

If you wish to make representations to the [governing board/discipline committee] and attend the [governing board/discipline committee] meeting, please contact [name] on [number or email] as soon as possible. You have the right to request that this meeting takes place remotely and if you wish for the meeting to take place remotely, please let [name] know as soon as possible. You should consider the following before requesting a remote meeting:

- Whether you have the technology to access the meeting remotely?
- Do you have an appropriate space free from other distractions to enable you to participate fully with a remote access meeting?
- Do you have limited access to the Internet, intermittent service or slower speed internet? If so, you should not request a remote meeting.
- Where you initially ask for a meeting to be held via the use of remote access then decide to withdraw the request, you should inform [name] as soon as possible.

You also have the right to be accompanied by a friend and/or representative and [[name of pupil]'s [social worker][Virtual School Head] will be invited to attend].

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

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

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

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

- The Department's Guidance for parents and carers on behaviour, suspension and permanent exclusion, which can be found here
<https://www.gov.uk/government/publications/school-exclusions-guide-for-parents>

- Every local area has a SENDIAS service who provide information, advice and support to children and young people with SEND, including on exclusions. Every exclusion letter should include details of the local service which can also be found here <https://councilfordisabledchildren.org.uk/about-us-0/networks/information-advice-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, 10am – 4pm.
- 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.

Yours sincerely

[name]

[Headteacher]

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

APPENDIX C - Primary - Template Suspending a Pupil (15 DAYS+)

[Name of Parent(s)]

[Address]

[Date]

Dear [Name of Parent(s)]

Re: Suspension of [name of pupil]

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

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

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

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

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

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

As [name of pupil] has been suspended for more than 15 days in a single term, the [governing board/discipline committee] must meet to consider whether to reinstate [name of pupil] within 15

school days. At the review meeting you may make representations to the [governing board/discipline committee] if you wish and ask them to reinstate your child. The [governing board/discipline committee] has the power to reinstate your child immediately or from a specified date, or, alternatively, it has the power to uphold the suspension. The latest date by which the [governing board/discipline committee] must meet is [date – 15 school days after receiving notice of suspension].

If you wish to make representations to the [governing board/discipline committee] and wish to be accompanied by a friend and/or representative, please contact [name] on [number/email] as soon as possible. You have the right to request that this meeting takes place remotely and if you wish for the meeting to take place remotely, please let [name] know as soon as possible. You should consider the following before requesting a remote meeting:

- Whether you have the technology to access the meeting remotely?
- Do you have an appropriate space free from other distractions to enable you to participate fully with a remote access meeting?
- Do you have limited access to the Internet, intermittent service or slower speed internet? If so, you should not request a remote meeting.
- Where you initially ask for a meeting to be held via the use of remote access then decide to withdraw the request, you should inform [name] as soon as possible.

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

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

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

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

- The Department's Guidance for parents and carers on behaviour, suspension and permanent exclusion, which can be found here
<https://www.gov.uk/government/publications/school-exclusions-guide-for-parents>
- Every local area has a SENDIAS service who provide information, advice and support to children and young people with SEND, including on exclusions. Every exclusion letter should include details of the local service which can also be found here
<https://councilfordisabledchildren.org.uk/about-us-0/networks/information-advice-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, 10am – 4pm.
- 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.

Yours sincerely

[name]

[Headteacher]

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

APPENDIX D - Suspension Decision Making Flowchart

The flow chart is in five sections. Each needs to be considered in order before proceeding to the next.

1. Incident reported
2. Evidence gathering
3. SEND
4. Internal actions
5. Proportionality and Purpose

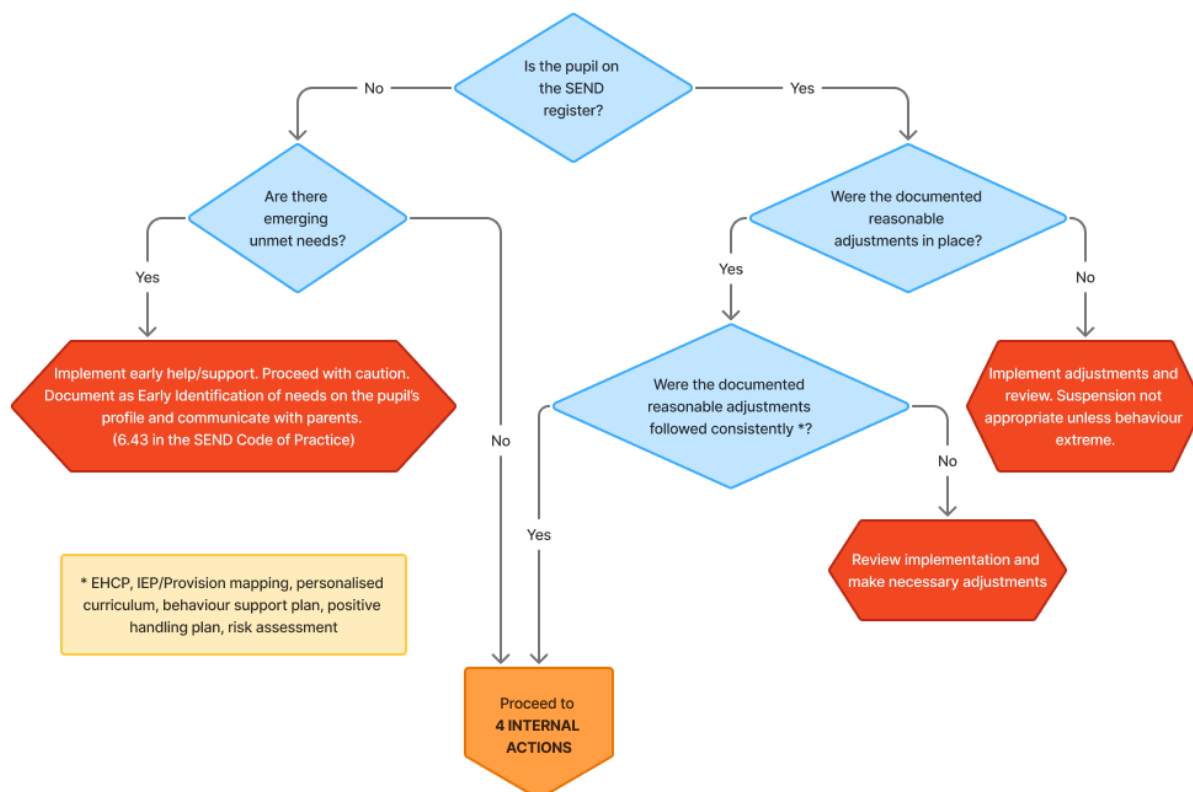
1. INCIDENT REPORTED



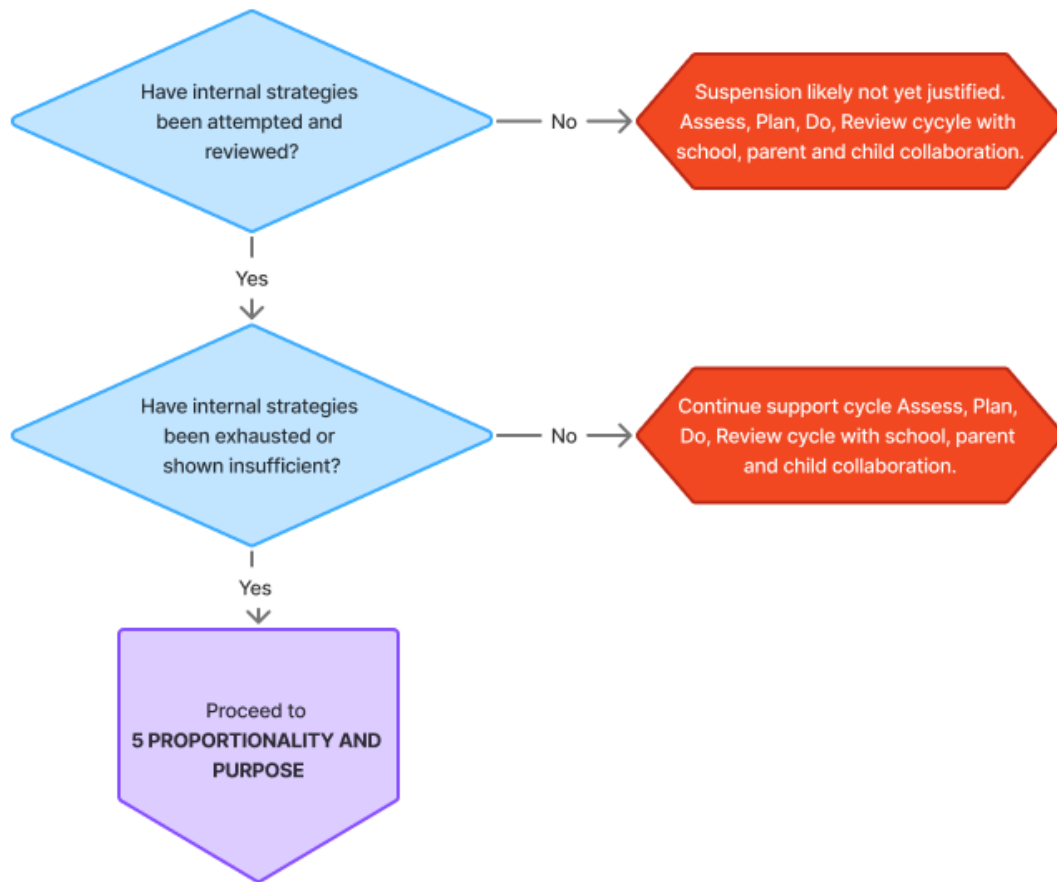
2. EVIDENCE GATHERING



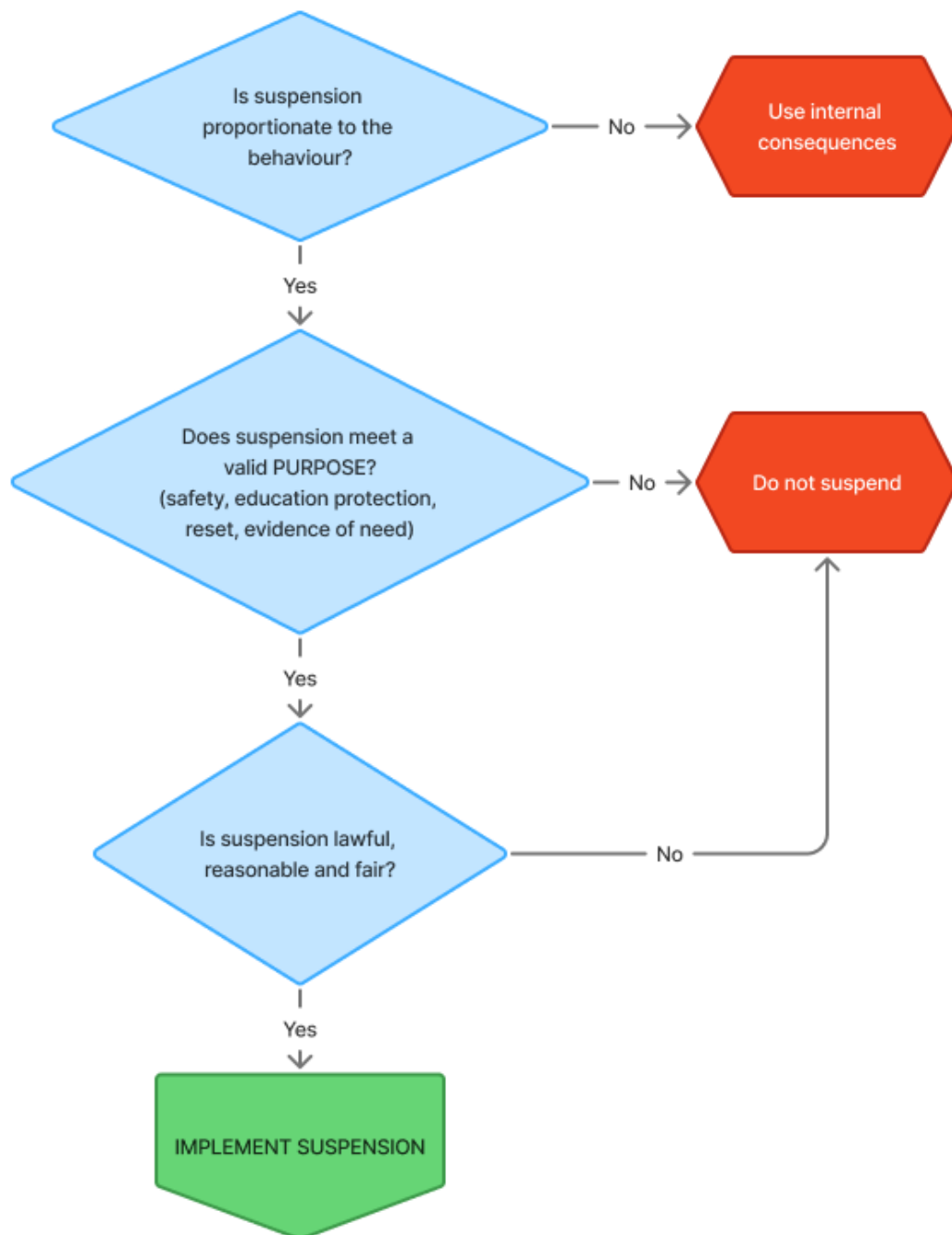
3. SEND



4. INTERNAL ACTIONS



5. PROPORTIONALITY AND PURPOSE



APPENDIX E - SEND Checklist (Pre-Permanent Exclusion)

Purpose

This checklist must be completed before any decision to permanently exclude a pupil with identified or suspected SEND.

1. Identification and Needs

- [] Does the pupil have an identified SEND need?
- [] Is there an EHCP in place or under assessment?
- [] Are needs accurately identified and understood?

2. Link Between Behaviour and SEND

- [] Could the behaviour be a manifestation of the pupil's SEND?
- [] Has professional advice (e.g. SENCo, EP) been sought?
- [] Has the pupil's communication or processing need impacted the incident?

3. Reasonable Adjustments (Equality Act 2010)

- [] What reasonable adjustments are in place?
- [] Have adjustments been consistently implemented?
- [] Could further adjustments have prevented the incident?

4. Support and Interventions

- [] What interventions have been implemented?
- [] Over what period?
- [] What was the impact?
- [] Were external agencies involved?

5. Graduated Response

- [] Assess → Plan → Do → Review cycles evidenced?
- [] SEN Support plan reviewed regularly?

6. Safeguarding and Vulnerability

- [] Any safeguarding concerns?
- [] Any trauma, SEMH, or adverse childhood experiences?
- [] Involvement of social worker / Early Help?

7. Alternative Strategies Considered

- ☐ Managed move explored?
- ☐ Alternative provision trialled?
- ☐ Reduced timetable (if appropriate and lawful)?
- ☐ Pastoral support plan revised?

8. Pupil and Parent Voice

- ☐ Has the pupil been supported to share their views?
- ☐ Have parents/carers been consulted?

9. Final Consideration

- ☐ Is permanent exclusion a proportionate response?
- ☐ Is there clear evidence that all reasonable steps have been taken?

Headteacher signature:

Date:

APPENDIX F - Permanent Exclusion Decision-Making Toolkit

1. Threshold Test

A permanent exclusion should only be considered where BOTH apply:

- A serious breach OR persistent breaches of the behaviour policy
AND
- Allowing the pupil to remain would seriously harm the education or welfare of others

2. Evidence Checklist

- Incident statements (staff/pupil/witness)
- Behaviour records (chronology)
- Support plans and interventions
- SEND documentation
- Safeguarding records (if relevant)
- External agency reports

3. Key Questions

- Is this decision lawful, reasonable, and proportionate?
- Have I considered the pupil's individual context?
- Could this behaviour be linked to unmet need?
- What would happen if the pupil remained?
- Have all realistic alternatives been exhausted?

4. Alternatives to Consider (and record why not appropriate)

- Managed move
- Alternative provision
- Internal isolation or support provision
- Pastoral support plan
- Multi-agency intervention

5. Risk Assessment

- Risk to other pupils
- Risk to staff
- Risk to the pupil themselves
- Safeguarding implications

6. Equality and SEND Considerations

- Disability discrimination risk assessed
- Reasonable adjustments reviewed
- SEND checklist completed (Appendix E)

7. Decision Record Template

Headteacher must record:

- Summary of incident
- Key evidence
- Consideration of SEND and safeguarding
- Alternatives considered
- Rationale for decision
- Why exclusion is proportionate

8. After the Decision

- Notify parents without delay
- Inform Local Authority and Trust
- Arrange full-time education from day 6
- Prepare for Governor review

9. Good Practice Principles

- Act quickly but not hastily
- Be evidence-led
- Avoid informal exclusions
- Maintain dignity and fairness throughout

10. Common Risks to Avoid

- Excluding for behaviour linked to unmet SEND without adjustments
- Failing to evidence “last resort”
- Not considering alternatives
- Poor documentation of decision-making
- Disproportionate impact on vulnerable groups

APPENDIX G - Summary of Governance (GDC) Duties and Review Timelines

Condition of Exclusion / Suspension	GDC Review Duty	Statutory Timeline
Permanent Exclusion	Must convene a GDC meeting to consider reinstatement.	Within 15 school days of receiving notice.
Suspension taking total above 15 days in a term (including 15.5 days)	Must convene a GDC meeting to consider reinstatement.	Within 15 school days of receiving notice.
Exclusion resulting in missing a Public Exam or National Test	Must convene a GDC meeting to consider reinstatement.	As far as practicable, before the exam date.
Suspension total between 5.5 and 15 days in a term	Must convene a GDC meeting to consider reinstatement if requested by parents/carers.	Within 50 school days of receiving notice.
Suspension total 5 days or fewer in a term	Must consider any written representations made by parents/carers (does not have power to reinstate).	No fixed meeting deadline required.