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# **Manchester Academy Suspensions and Permanent Exclusions Policy (whole school) 2025-2026**

## **Policy Information and Review**

|                                                    |                                    |
|----------------------------------------------------|------------------------------------|
| <b>Designated Lead Person(s)</b>                   | Ms Gilly McMullen - Vice Principal |
| <b>Created/Reviewed</b>                            | Annually                           |
| <b>Date of last review and by whom</b>             | July 2025, Mrs. G McMullen         |
| <b>Link Governor (if applicable)</b>               |                                    |
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## **1. Introduction and definitions**

This policy sets out the framework for United Learning and Manchester Academy that guides and informs decision making around suspensions and permanent exclusions. This policy is in accordance with the Department for Education statutory guidance 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement' published in September 2023.

In this policy, reference to exclusions refers to either **fixed term suspensions** or **permanent exclusions**. Where it is referring to a specific type of exclusion (i.e. fixed term suspension or permanent exclusion) the wording will make this clear.

The policy is based on:

- Suspension and Permanent Exclusions from maintained schools, academies and pupil referral units in England, including pupil movement, DfE September 2023.
- United Learning Exclusions guidance for schools.
- Manchester Academy Behaviour policy

In addition to the above, this policy should be read in conjunction with the **Manchester Academy's Behaviour, SEN, Safeguarding and Equality policies and codes**.

Principals, Local Governing Bodies, United Learning, Independent review panels, clerks and SEN experts must by law have regard to this guidance when deciding:

- Whether to exclude a student (this includes fixed term suspension and or permanent exclusion)
- Whether to uphold a decision to suspend or permanently exclude
- Whether to direct reinstatement
- Whether to recommend or direct that the governing body considers the exclusion again.

Any decision by Manchester Academy in relation to exclusion must be made in line with the principles of the Human Rights Act – that it is **lawful, rational, reasonable, fair and proportionate**.

Any reference in this policy to parent(s) includes ***all those with parental responsibility***.

## Manchester Academy's approach to exclusion

Good behaviour at Manchester Academy is essential to ensure that all students benefit from the opportunities provided. Manchester Academy may use the sanction of a suspension to maintain and establish the high standards of the Academy encapsulated in the 'MA Way'. In line with the DfE guidance, the government supports the Principal's use of suspensions, and any form of directed off-site provision as essential behaviour management tools to be used as part of creating and maintaining a safe, calm and supportive environment where both students and staff can work in safety and are respected.

However, a permanent exclusion will only be used as a last resort when all other routes have been implemented and exhausted. Supportive measures and strategies as outlined in the Academy's behaviour policy will be used to avoid this but where this is no longer effective or a serious breach has occurred, a permanent exclusion may be issued by the Principal. A permanent exclusion for a serious breach (e.g. a one-off or first offence) should only happen in the most serious of circumstances.

Manchester Academy have the power to direct a student off-site for education for a fixed period of time to improve their behaviour referred to as directed off site provision. A student can also transfer to another school/academy as part of directed off site provision. This process may require the consent of the parent/carers and (where applicable) social worker. This is outlined in full in the Academy's Behaviour Policy.

## Types of school exclusions

There are two types of official exclusion:

### 1. Suspensions

A suspension is **where a student is temporarily removed from the school for a fixed number of days**. The student must remain at home up to the first 5 days, during which time the Academy will take reasonable steps to set work for the student (this can include utilising any online pathways e.g. Oak National Academy or Seneca). For a suspension of more than 5 days, full time education provision commences from the 6<sup>th</sup> day and must be organised by the Academy. A student may not be suspended for more than 45 days in a school year. A student is entitled to return to school once the period of exclusion has ended.

### *Reintegration meetings*

Following a suspension, the Academy will ensure that any student meets with a senior leader and/or a Year Director upon their return. In this meeting, next steps and strategies to help prevent poor behaviour choices being repeated will be discussed. Throughout the process the school will maintain regular contact with parents/carers and other responsible adults such as social workers.

A suspension must not be extended if such an interview cannot be arranged in time or the parents do not attend. Students have a right to return to school as soon as the period of suspension ends.

## **2. Permanent Exclusion**

This is where the Principal's decision is that the student should not be allowed to return to the school (unless the student is reinstated). The decision should only be taken if:

- a. the pupil has committed a serious breach or persistent breaches of the school's behaviour policy;
- and
- b. allowing them to remain in the academy seriously harms the learning or welfare of the student or others in the school;

In most cases, this will be after a wide range of alternative strategies having been tried without success. However, there will be exceptional circumstances where, in the Principal's judgement, it might be appropriate to permanently exclude a student for a single serious breach (one-off or first offence). Examples of misconduct that might be considered as a serious breach are set out in Appendix 1.

For any permanent exclusions, the Academy will take reasonable steps to ensure that work is set and marked for students during the first five school days where the student will not be attending alternative provision. Any appropriate referrals to support services or notifying key workers (e.g. student's social worker) will also be considered.

## **3. Notification of suspensions**

Legislation means that if the Principal makes a decision to suspend or permanently exclude a student, the Academy will notify parents/carers and the local authority regardless of the length of the suspension. This also includes any decision made to permanently exclude a student.

This notification will happen by phone and in writing. A written letter may be sent to parents by email where permissions have been granted.

If a student has a social worker or is looked after (LAC), the school must also notify the social worker or VSH without delay, regardless of the length of the suspension.

## **4. Cancelling and or withdrawing suspensions**

The Principal can cancel or withdraw an exclusion that has already begun (or one that has not yet begun). This can only be done where the governing body has not yet met to consider whether the student should be reinstated. Where an exclusion is cancelled, then:

- Parents, the governing board, and the local authority should be notified without delay and, if relevant, the social worker and Virtual School Headteacher.
- The governing board's duty to consider reinstatement ceases, and there is no requirement to hold a meeting to consider reinstatement.
- Parents should be offered the opportunity to meet with the Principal to discuss the circumstances that

led to the exclusion being cancelled;

## 5. Unofficial suspensions

Formal suspension is the only legal method of removal if a student is sent home for disciplinary reasons. ***“Informal or unofficial exclusions are unlawful”*** regardless of whether they are done with the agreement of parents or carers.

## 2. The investigation and decision to exclude

Any investigation will be conducted in accordance with DfE guidance to ensure fairness and transparency. Thorough witness statements will be collected, and any student(s) at risk of suspension will be given the opportunity to present their account. Their views will be fully considered as part of the decision-making process. When establishing the facts in relation to a suspension or permanent exclusion decision, the Principal must make a civil standard judgement based ‘on balance of probabilities’ as opposed to the criminal standard of ‘beyond reasonable doubt’.

Each case must be judged on the facts and the context taking into account:

- The degree of severity of the offence.
- The likelihood of reoccurrence.
- The student’s previous behavioural record.
- Contributory factors (e.g. recent bereavement, mental health issues, bullying, special educational needs and disabilities, harassment).
- Support provided including pastoral support.
- Consider the school behaviour policy, special educational needs policy and equality law obligations.

On considering a permanent exclusion, the Principal will contact their relevant Regional Director before making their decision as soon as this is possible. Consequently, the Principal should not issue a suspension whilst waiting to speak to their Regional Director if their view is that a permanent exclusion is the appropriate course of action.

## The Decision to exclude

### General Advice

#### 1. Permanent exclusions

The permanent exclusion process falls into **three stages**:

- a. Decision by the Principal to exclude.
- b. Consideration of the Principal's decision by the Local Governing Body (LGB), usually delegated to a Behaviour Committee.
- c. In the case of a permanent exclusion, and only if requested by parents, consideration of the Principal's decision by an Independent Review Panel.

Whilst suspension may still be an appropriate sanction, the Principal should take account of any contributing factors that are identified after an incident of poor behaviour has occurred. For example, SEND needs, where it comes to light that a pupil has suffered bereavement, has mental health issues or has been subject to bullying or provocation.

Early intervention to address underlying causes of disruptive behaviour should include an assessment of whether appropriate provision is in place to support any SEND or disability that a student may have. The Principal should also consider the use of a multi-agency assessment (Early Help) for students who demonstrate persistent disruptive behaviour. Such assessments may pick up unidentified special educational needs, but the scope of the assessment could go further, for example, by seeking to identify mental health or family problems.

## **2. Suspension or Permanent?**

If sufficient evidence is available to warrant a permanent exclusion immediately, that sanction should be applied. However great care should be taken in issuing a permanent exclusion immediately and United Learning's procedure must also be followed as specified above.

In some cases, investigation may not be immediately possible if, for example, the incident is complex, and a number of witness statements are required.

In such a case, the Principal may issue a suspension 'pending further investigation' for a short period (a maximum of 5 school days is advised):

- to allow investigation to take place; and
- to give opportunity for a final decision.

In those cases, usually where significant further evidence emerges from further investigation, a further sanction may be appropriate, which must be issued to begin immediately after the first suspension ends (i.e. the student must not return to school between the sanctions). This further sanction may be either further suspension or a permanent exclusion. Conversely, the Principal may choose to withdraw/cancel a suspension in the light of new evidence.

The letter informing of the initial suspension should clearly state that the reason for the suspension relates to the behaviour of the student, but also state if further investigation is needed that **“further investigation is still underway into the incident which may or may not result in a further sanction of further suspension or permanent exclusion”**. Once the investigation is complete, a further letter should be sent containing one of the following;

- notification for the student to return to the Academy
- notification of a further suspension to begin immediately after the first period ends; or
- notification of a permanent exclusion to be begin immediately after the end of the suspension.

### **3. Behaviour outside of Manchester Academy**

Subject to the requirements of this guidance, the Principal (or designated senior leader in charge) may suspend or otherwise sanction students even if the circumstances giving rise to suspension occur when the student is out of the Academy, if behaviour is relevant to the maintenance of good behaviour within the Academy. Manchester Academy’s Behaviour for Learning policy makes clear how this operates in practice, in line with the DfE guidance.

#### **Police Involvement and Parallel Criminal Proceedings**

The process of suspension from the Academy and criminal proceedings can, and should, run parallel. However, in certain extreme circumstances, it may be appropriate for a decision to permanently exclude to be postponed if a police investigation has not been concluded. In such circumstances, a suspension should be used. Manchester Academy will work in partnership with the police as not to undermine their investigation.

### **4. Students from vulnerable groups**

Manchester Academy will implement reasonable adjustments for students with an EHCP and Looked After and Previously Looked After children to avoid suspension(s) and permanent exclusion, however this may not always be possible to avoid. These adjustments will be led and delivered by the SENDCO and their team to address patterns of challenging behaviour and the safeguarding and pastoral team (namely for students who are looked after or previously looked after). Early intervention is the key to address any unwanted behaviour.

#### **Students with Special Educational Needs and Disabilities (SEND)**

Manchester Academy and the governing body has a statutory duty to do their best to ensure that the necessary provision is made for any student who has SEN and to avoid where possible, excluding permanently any student with an EHCP. Where a student has an Education Health Care Plan and is at risk of permanent exclusion, the Academy may consider an early annual review or interim/emergency review working closely the Statutory Assessment Team at the local authority where possible.

### **Equality Duty**

The law places a general duty on academies and maintained schools, in the exercise of their functions, to have due regard for the need to eliminate discrimination, harassment, victimisation and any other conduct prohibited by the Equality Act 2010.

Furthermore, such schools must advance equality of opportunity and good relations between people of different groups (for example different races, those with a disability and those without, age, gender) and foster good relations between all people.

The law also places a number of specific duties on schools, including duties to assess the impact of policies and to monitor the operation of those policies on pupils, parents and staff in the context of the public sector equality duty.

### **Disabled Pupils**

Schools have a legal duty under the Equality Act 2010 not to discriminate against disabled students by excluding them from school because of their disability. This applies to permanent exclusions and fixed term suspensions.

### **Race Relations**

The need to eliminate unlawful racial discrimination, the advancement of equality of opportunity and good relations between people from different racial groups is set out in the public sector equality duty.

## **3. Roles within and beyond the Academy**

### **Role of the LGB (Local Governing Body)**

The United Learning Trust Charity Board has delegated powers to the LGB to review exclusions and the LGB must consider any representations about a suspension made by the parents of the suspended student. The LGB usually delegates some or all of its functions in respect of exclusions to a committee consisting of at least three governors, who are independent and have had no direct involvement with the case; such a committee may be called the Behaviour Committee.

The LGB's role is to review exclusions, either on parental request or because required to do so by law and the following different requirements apply to different types of exclusion.

- In the case of a suspension which does not bring the student's total number of days of suspension to more than five in a term, the governing board must consider any representations made by parents, but it cannot direct reinstatement and is not required to arrange a meeting with parents.
- If the student will be suspended for more than five but less than fifteen school days in the term, and only if the parents make representations, the governing board must consider

within 50 school days of receiving the notice of exclusion whether the excluded pupil should be reinstated.

- The LGB / Behaviour Committee must (whether the parent requests it or not) consider the reinstatement of an excluded pupil within 15 school days of receiving notification of the exclusion if:
  - The exclusion is permanent; or
  - It is a suspension which would bring the student's total number of school days of exclusion to more than 15 in a term; or
  - It would result in a pupil missing a public examination or national curriculum test.

A checklist for Behaviour Committees is available in the appendices. This should be used when making the final decision for every permanent exclusion.

The Behaviour Committee can only uphold or overturn the exclusion imposed by the Principal. It cannot extend a suspension nor substitute it with a permanent exclusion.

The Behaviour Committee must inform the parent, Principal and the Local Authority (and social worker or VSH in the case of students who are looked after), of their decision, in writing without delay, preferably within one school day of the meeting, stating their reasons. Where the student resides in a different Local Authority to the one in which the school is based, they must also inform the student's 'home' authority.

A note of the Behaviour Committee's views on the exclusion should be placed on the student's school record with copies of relevant papers.

If the Behaviour Committee directs reinstatement, this should take place as soon as possible. No conditions can be attached to any direction to reinstate the student save that the Committee can direct reinstatement on a particular date.

Where the Behaviour Committee upholds a permanent exclusion, there are specific requirements for what information should be included in the letter to parents. Model letters are contained in the appendices.

## **The role of the Clerk to the Behaviour Committee**

The Behaviour Committee may appoint a Clerk. The Clerk must not be a member of the governing body or the Principal.

The role of the Clerk is to handle the administrative arrangements for considering exclusions. The Clerk should not have taught the student or been involved in any of the incidents involved in the case and should not contribute to the meeting other than in an administrative capacity. Where possible the Clerk should be

experienced in suspension and permanent exclusion matters so that the meeting can progress smoothly.

### **The role of United Learning**

The Local Authority does not have a decision-making role in the exclusion process for any United Learning school. The United Learning Trust Board has delegated this responsibility to each LGB. As part of considering each permanent exclusion, however, the Principal must consult fully with the relevant Director before making their decision and the case presented to the Behaviour Committee.

It is the LGB/ Behaviour Committee which has the duty to review the Principal's decision to exclude (see above).

## **4. Education of excluded pupils**

The school's obligation is to ensure education continues while the student is on roll. In all cases of exclusion, work should be set from day one. The provision of work from the Academy can include online platforms used such as Sparx and Seneca. Class teachers of the suspended student may also choose to place work on the online platform of Microsoft Teams.

Where a student is given a suspension of six school days or longer, the Academy will arrange full time educational provision from and including the sixth day of suspension. The Local Authority is required to arrange full time educational provision for permanently excluded students from the sixth day of a permanent exclusion. Once a Principal has decided to permanently exclude a pupil, the Local Authority will arrange to assess the student's needs and how to meet them (even though the exclusion might still be overturned by the Behaviour Committee). The student's name will be deleted from the school roll only if:

- (i) the student was permanently excluded; and
- (ii) 15 school days have passed since the parents were notified of the Behaviour Committee's decision to uphold the permanent exclusion and no application has been made for an independent review panel; or
- (iii) the parents have stated in writing they will not be applying for an independent review panel. It is the responsibility of the Local Authority to offer an alternative school place.

## 5. Independent Review Panels

Each LGB must take responsibility for setting up and training Independent Review Panels. It is strongly recommended that LGBs either commission an external provider who offers this service<sup>1</sup> or make arrangements to use the service provided by the Local Authority. This is because the requirements for panel membership are very specific and extensive and must meet strict timelines. Note that the independent review panel is only involved in reviewing permanent exclusions and only if requested by the parent/carer of the excluded pupil, and/or the pupil if over 18.

### **1. Notifying parents**

When a permanent exclusion is upheld by the Behaviour Committee, the Committee's decision letter to the parent must state the reasons for the decision, give the last day for lodging a review (within 15 further school days<sup>2</sup>) and explain that the grounds for the review should be set out in writing. If a parent does not request a review within the timescales the LGB must reject the application.

### **2. The timing of the hearing**

An independent review panel must meet to consider an exclusion no later than the 15th school day after the day (25 school days under COVID measures) on which the review was requested. However, only if strictly necessary, the panel may then decide to adjourn the hearing to a later date.

### **3. Composition of Independent Review Panels**

Review panels must consist of 3 or 5 members.

A five-member panel must be constituted with two members from each of the categories of school governors and head teachers.

- A lay member to chair the panel who has not worked in any school in a paid capacity, disregarding any experience as a school governor or volunteer.
- School governors who have served as a governor for at least 12 consecutive months in the last five years, provided they have not been teachers or head teachers during this time.
- Principal or individuals who have been a Principal/ Headteacher within the last five years.

All panel members, including the clerk, must have received training within the two years prior to the date of the review. The DFE statutory guidance details what this training must have covered (page 33).

A person may not serve as a member of a review panel if:

- They are a member / director of the local authority / Academy Trust or governing body of the excluding school,
- are the Principal of the excluding school or anyone who has held this position in the last five years,
- are an employee of the local authority/Academy Trust, or the governing body, of the excluding school (unless they are employed as a Principal / Headteacher at another school),
- have, or at any time have had, any connection with the local authority / Academy Trust; school; parents or pupil; or the incident leading to the exclusion, which might reasonably be taken to raise doubts about their impartiality (though an individual must not be taken to have such a connection simply because they are a Principal/Headteacher at another school) or
- have not had the required training within the last two years (see paragraph 116 of Exclusion from maintained schools, Academies and pupil referral units in England guidance)

**4. Request for a SEN Expert** (see section 8.5 of Exclusion from maintained schools, Academies and pupil referral units in England guidance). If requested by the parents, the person convening the panel must appoint a SEN Expert to attend the independent review panel. Parents have a right to the above, regardless of whether their child has recognised or identified SEN.

### **Role of the Clerk to the Independent Review Panel**

It is strongly advised that the independent review panel has a Clerk. The Clerk, if appointed, provides an independent source of advice on procedures and law for all parties.

### **Conduct and role of the Independent Review Panel**

The role of the panel is to review the Behaviour Committee's decision not to reinstate a permanently excluded pupil. The panel must take account of the circumstances of the excluded pupil and all others in the school. The panel must apply the civil standard of proof (the balance of probabilities).

## **1. Reaching a decision**

Information on what the panel should consider when coming to their decision can be found in section 9 of the [DFE Guidance on Exclusions](#).

## **2. The decision**

An independent review panel can decide to:

- uphold the Behaviour Committee's decision.
- recommend that the Behaviour Committee reconsiders reinstatement; or
- quash the decision and direct that the Behaviour Committee reconsiders reinstatement.

The panel's decision can be decided by a majority vote. The panel can request that a copy of the decision letter is placed on the pupil's record, and the school must comply with this request.

The panel may only quash a decision and direct reconsideration where it considers that the exclusion was flawed when considered in the light of one or more of the Principal's applicable on an application for judicial review, which are illegality, irrationality and procedural impropriety.

## **3. Financial Penalties**

Where a panel directs the LGB to reconsider its decision it has the power to order that a readjustment of the academy budget be made if the governing body does not offer to reinstate the pupil within 10 school days of receiving notification. The sum of this adjustment must be £4000, payable within 28 days, and will be in addition to other monies that follow permanently excluded pupils.

## **4. After the Independent Review Panel**

The independent review panel is independent. Its decision is binding on the parent, the LGB and the Principal. The panel cannot revisit its decision once made.

The panel must let all parties know its decision without delay. The decision letter should give the panel's reasons for its decision in sufficient detail for the parties to understand why the decision was made.

If the panel upholds the permanent exclusion, the Clerk should immediately report this to the Local Authority. If the pupil lives outside the area of the Local Authority, the Clerk should make sure that the home Authority is also informed immediately of the position. If the pupil is of compulsory school age, it is for the Local Authority in whose area the pupil lives to make arrangements as quickly as possible for the pupil to continue in suitable full-time education.

Where the exclusion is upheld, the Clerk should also advise the parent to contact the appropriate person at the home Local Authority about arrangements for their child's continuing education. The Principal should remove the pupil's name from the school roll the day after the conclusion of the independent review panel.

## **5. Reconvening a Behaviour Committee**

If the independent review panel directs or recommends that the LGB reconsider the exclusion, the LGB must meet to reconsider within 10 school days of notification. The DfE Exclusion Guidance gives specific advice as to what the further meeting of the LGB should involve and the requirement that the LGB must have serious justification for continuing to support the exclusion. Where the LGB has reconsidered an exclusion decision it must inform the relevant person, the Principal and the Local Authority of its reconsidered decision and the reasons for it without delay.

## **6. Remedies after the Independent Review Panel**

A parent can complain to the Secretary of State via the Education and Skills Funding Agency at the Department for Education.

Decisions of both governing bodies and independent review panels can be subject to judicial review. If this occurs, immediate legal advice must be sought.

## **7. Claims of Discrimination in relation to exclusion**

Parents can also apply to the First-tier tribunal to hear cases of alleged disability discrimination, in addition to their current right to apply to a County Court to hear other cases of discrimination under the Equality Act 2010. The First-tier Tribunal will be able to direct reinstatement.

## **5. APPENDICES**

### **Appendix 1a      Examples of Misconduct that May Lead to Permanent Exclusion**

Permanent exclusions are extremely serious and should only be used in exceptional circumstances. Permanent exclusions should only be in response to persistent misconduct of a serious nature, where other sanctions have been attempted and not resulted in improved behaviour and conduct.

There are a few single incidents that may lead to a permanent exclusion. These include (but are not restricted to) the follow categories:

- a serious breach of safety requirements likely to endanger other people or yourself;
- use or possession of or supply of alcohol or illegal drugs within the academy premises or during academy organised activities.
- stealing from the academy, employees of the academy, or from students.
- intentional damage to property.
- very serious / extreme abuse of the academy's computer system and of the internet.
- sexual misconduct, abuse or assault.
- serious actual or threatened violence or physical assault against another pupil, member of staff or worker in the academy.
- carrying an offensive weapon (defined as any item made or adapted for causing injury);
- very significant / extreme bullying and/or harassment including racial, sexual or homophobic harassment.
- extreme defiance of the properly exercised authority of the academy and its staff.

## Appendix 1b - Permanent Exclusion Checklist for Heads

### Permanent Exclusion Checklist for Headteachers

United Learning's [Exclusions Policy](#) makes clear Headteachers should consult with their Regional Director before issuing a Permanent Exclusion (PEX). This is so that Regional Directors can help support Heads in ensuring the decision to permanently exclude is sensible, reasonable and has been made having considered all other alternatives. If the Regional Director cannot be reached for consultation beforehand, (e.g. they are supporting an Ofsted inspection) then the Headteacher should go ahead and issue the PEX, ensuring they consult with their Regional Director as soon as possible thereafter and certainly before the PEX goes to Behaviour Committee. It is not appropriate to issue a Fixed Term Exclusion instead of a PEX if the only reason for doing so is to bide time to speak to the Regional Director. Further information on when a Fixed Term Exclusion can be 'converted' into a PEX is set out in the guidance.

|                                                                                                                                    |                |
|------------------------------------------------------------------------------------------------------------------------------------|----------------|
| Have you explained full details of the incident or ongoing incidents to your RD?                                                   | Yes / No / n/a |
| If ongoing incidents, is RD aware of the student concerned?                                                                        | Yes / No / n/a |
| If a one-off incident has caused the possible PEX, has the behaviour of member of staff / other student involved, been considered? | Yes / No / n/a |
| Have you as Principal, met with the student personally?                                                                            | Yes / No / n/a |
| Is the student in any of the following groups – PP, SEN, EAL, CP, LAC and have the circumstances been considered?                  | Yes / No / n/a |
| Has the student had any history of poor mental health, bereavement or bullying?                                                    | Yes / No / n/a |
| Are the parents supportive of the school and have you as Principal, met with them?                                                 | Yes / No / n/a |
| Have you sent the RD the behaviour record with any other exclusions?                                                               | Yes / No / n/a |
| Did appropriate and timely reconciliations happen for any incidents being considered?                                              | Yes / No / n/a |
| Have appropriate interventions (mentoring / support programmes) been provided and engaged with?                                    | Yes / No / n/a |
| Is a managed move possible? How many schools have been contacted? Is there a cluster managed move that may be possible?            | Yes / No / n/a |
| Have you exhausted all possible alternatives for this student?                                                                     | Yes / No / n/a |
| Is the student's behaviour affecting the education of others?                                                                      | Yes / No / n/a |
| Are governors supportive of this possible PEX and are they aware of the governor checklist?                                        | Yes / No / n/a |
| How many FTE and PEX has the school done since September?                                                                          |                |
| Any other comment                                                                                                                  |                |

## Appendix 2

*From the Principal, notifying parent of a suspension of **5 school days or fewer** in one term, and where a public examination is not missed*

Date:

Name Address

Pupil Name: (Full name of pupil) D.O.B:

(Date of birth)

Year Group:

Dear [parent's name]

I am writing to inform you of my decision to suspend [child's name] for a fixed period of [specify period]. This means that he/she will not be allowed in school for this period. The suspension begins/began on [date] and ends on [date]. [Child's name] has been suspended for this fixed period because [reason for exclusion].

I realise that this may well be upsetting for you and your family, but the decision to suspend [child's name] has not been taken lightly. Your child has been suspended for [insert reason for suspension here].

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.

We will set work for [name of child] to be completed on the days specified in the previous paragraph [detail the arrangements for this].

Please ensure that work set by the Academy is completed by the student.

You have the right to make written representations about this decision to the governing body. If you wish to make representations please contact [name of contact] on/at [contact details — address, phone number, email], as soon as possible.

Whilst the governing body 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.

Suspended pupils should be enabled and encouraged to participate at all stages of the suspension process, taking in to account their age and understanding.

You should also be aware that if you think the suspension relates to a disability your child has, and you think disability discrimination has occurred, you have the right to make a claim to the First-tier Tribunal

[www.justice.gov.uk/tribunals/send/appeals](http://www.justice.gov.uk/tribunals/send/appeals)

You and your child are requested to attend a reintegration interview with [insert SLT/Year director name] on [date] at [time]. The purpose of the reintegration interview is to discuss how best your child's return to school can be managed.

You also have the right to see a copy of [name of child]'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 [name of child]'s school record. I will be happy to supply you with a copy if you request it. There may be a charge for photocopying.

Further guidance on the exclusions process can be found at:

<https://www.gov.uk/government/publications/school-exclusion>

Impartial advice for parents can be found at the Coram Children's Legal Centre:

<http://www.childrenslegalcentre.com> 08088 020 008, or ACE Education [www.ace-ed.org.uk](http://www.ace-ed.org.uk).

Helpful information can also be provided [where considered relevant by the head teacher: links to local services, such as Traveller Education Services or the Information Advice and Support Services Network].

[name of child]'s suspension expires on [date] and we expect [name of child] to be back in school on [date] at [time].

Yours sincerely

[name]  
Principal

## Appendix 3

*From the Principal notifying parent of a suspension of **more than 5 and up to and including 15** school days in total in one term where a public examination is not missed.*

Date:

Name

Address

Pupil Name: (Full name of pupil)

D.O.B: (Date of birth)

Year Group:

Dear [parent's name]

I am writing to inform you of my decision to suspend [child's name] for a fixed period of [period]. This means that [child's name] will not be allowed in school for this period. The exclusion begins/began on [date] and ends on [date]. [Child's name] has been excluded for this fixed period because [reason for exclusion].

I realise that this exclusion may well be upsetting for you and your family, but the decision to exclude [child's name] has not been taken lightly.

You have a duty to ensure that your child is not present in a public place in school hours during the first 5 days of this exclusion, that is on [specify dates] unless there is reasonable justification for this.

We will set work for [name of child] to be completed during the first 5 days of this exclusion [detail the arrangements for this]. Please ensure that work set by the school is completed and returned to us promptly for marking.

From the 6th day of this exclusion [specify date] until the expiry of the exclusion, we will provide suitable full time education. On [date] he/she should attend at [name and address of alternative provider if not home school] at [time] and report to [staff member's name].

You have the right to request a meeting of the school's Behaviour Committee to whom you may make representations, and my decision to exclude can be reviewed. As the period of this exclusion is more than 5 school days in a term the Behaviour Committee must meet if you request it to do so. The latest date by which the Behaviour Committee can meet, if you request a meeting is [specify date — no later than the 15th school day after the date on which the Behaviour Committee were notified of this exclusion].

If you wish to make representations to the Behaviour Committee, and wish to be accompanied by a friend or representative please contact [name of contact] on/at [contact details — address, phone number, e-mail], 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.

Excluded pupils should be enabled and encouraged to participate at all stages of the exclusion process, taking in to account their age and understanding. You should also be aware that if you think the exclusion relates to a disability your child has, and you think disability discrimination has occurred, you have the right to make a claim to the First-tier Tribunal:

[www.justice.gov.uk/tribunals/send/appeals](http://www.justice.gov.uk/tribunals/send/appeals)

You and your child are requested to attend a reintegration interview with me on [date] at [time]. The purpose of the reintegration interview is to discuss how best your child's return to school can be managed.

You also have the right to see a copy of [name of child]'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 [name of child]'s school record. I will be happy to supply you with a copy if you request it. There may be a charge for photocopying.

Further guidance on the exclusions process can be found at:

<https://www.gov.uk/government/publications/school-exclusion>

Impartial advice for parents can be found at the Coram Children's Legal Centre:

<http://www.childrenslegalcentre.com> 08088 020 008, or ACE Education [www.ace-ed.org.uk](http://www.ace-ed.org.uk).

Helpful information can also be provided [where considered relevant by the head teacher: links to local services, such as Traveller Education Services or the Information Advice and Support Services Network].

[name of child]'s exclusion expires on [date] and we expect [name of child] to be back in school on [date] at [time].

Yours sincerely

[name]  
Principal

## Appendix 4

*From the Principal notifying parent of a fixed term exclusion of **more than 15 school days in total** in one term  
OR where a public examination / national curriculum test is missed.*

Date:

Name

Address

Pupil Name: (Full name of pupil)

D.O.B: (Date of birth)

Year Group:

Dear [parent's name]

I am writing to inform you of my decision to exclude [child's name] for a fixed period of [period]. This means that [child's name] will not be allowed in school for this period. The exclusion begins/began on [date] and ends on [date]. [Child's name] has been excluded for this fixed period because [reason for exclusion].

I realise that this exclusion may well be upsetting for you and your family, but the decision to exclude [child's name] has not been taken lightly.

You have a duty to ensure that your child is not present in a public place in school hours during the first 5 days of this exclusion, that is on [specify dates] unless there is reasonable justification for this.

We will set work for [name of child] to be completed during the first 5 days of this exclusion [detail the arrangements for this]. Please ensure that work set by the school is completed and returned to us promptly for marking.

From the 6th day of this exclusion [specify date] until the expiry of the exclusion, we will provide suitable full time education. On [date] he/she should attend at [name and address of alternative provider if not home school] at [time] and report to [staff member's name].

As the length of the exclusion means that [ ] has been excluded for more than 15 school days in total in one term and / or [ ] will miss a public examination / national curriculum test, the governing body must meet to consider the exclusion. At the review meeting you may make representations to the governing body if you wish. The latest date on which the governing body can meet is [date here — no later than 15 school days from the date the governing body is notified]. If you wish to make representations to the governing body and wish to be accompanied by a friend or representative please contact [name of contact] on/at [contact details — address, phone number, e-mail], as soon as possible. You will, whether you choose to make representations or not, be notified by the clerk to the governing body 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.

Excluded pupils should be enabled and encouraged to participate at all stages of the exclusion process, taking in to account their age and understanding.

You should also be aware that if you think the exclusion relates to a disability your child has, and you think disability discrimination has occurred, you have the right to make a claim to the First-tier Tribunal

[www.justice.gov.uk/tribunals/send/appeals](http://www.justice.gov.uk/tribunals/send/appeals)

You and your child are requested to attend a reintegration interview with me on [date] at [time]. The purpose of the reintegration interview is to discuss how best your child's return to school can be managed.

You also have the right to see a copy of [name of child]'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 [name of child]'s school record. I will be happy to supply you with a copy if you request it. There may be a charge for photocopying.

Further guidance on the exclusions process can be found at:

<https://www.gov.uk/government/publications/school-exclusion>

Impartial advice for parents can be found at the Coram Children's Legal Centre:

<http://www.childrenslegalcentre.com> 08088 020 008, or ACE Education [www.ace-ed.org.uk](http://www.ace-ed.org.uk).

Helpful information can also be provided [where considered relevant by the head teacher: links to local services, such as Traveller Education Services or the Information Advice and Support Services Network].

[name of child]'s exclusion expires on [date] and we expect [name of child] to be back in school on [date] at [time].

Yours sincerely

[name]  
Principal

## Appendix 5      Model Letter 4

*From the Principal notifying parent of a **permanent exclusion***

Date:

Name

Address

Pupil Name: (Full name of pupil)

D.O.B: (Date of birth)

Year Group:

Dear [parent's name]

I regret to inform you of my decision to permanently exclude [child's name] with effect from [date]. This means that [child's name] will not be allowed back to this school pending a meeting of the Behaviour Committee.

I realise that this exclusion may well be upsetting for you and your family, but the decision to exclude [child's name] has not been taken lightly. [child's name] has been excluded permanently because [reason for exclusion — serious breach (one off incident) or persistent breaches of the school's behaviour policy - also include any other relevant previous history here].

You have a duty to ensure that your child is not present in a public place in school hours during the first 5 days of this exclusion, that is on [specify dates] unless there is reasonable justification for this.

Alternative arrangements for [child's name] education to continue will be made. For the first five days of this exclusion we will set work for him/her and would ask you to ensure this work is completed and returned promptly to school for marking. From the 6th day of the exclusion onwards [specify date] the Local Authority in which you reside will provide suitable full time education. I have also today informed the Local Authority of your child's exclusion and they will be in touch with you about arrangements for his/her education from the 6th school day of exclusion. You can contact them on [insert telephone number and name]

As this is a permanent exclusion the governing body must meet to consider it. At the meeting you may make representations to the governing body if you wish and ask them to reinstate your child. The governing body have the power to reinstate your child immediately or from a specified date, or, alternatively, they have the power to uphold the exclusion in which case you may request an independent review panel to review their decision. The latest date on which the governing body can meet is [specify date — no later than 15 school days from the date the governing body is notified].

If you wish to make representations to the governing body and wish to be accompanied by a friend or representative please contact [name of contact] on/at [contact details — address, phone number, e-mail], as soon as possible. You will, whether you choose to make representations or not, be notified by the Clerk to

the governing body 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 the meeting. Also, please inform [contact] if it would be helpful for you to have an interpreter present at the meeting.

Excluded pupils should be enabled and encouraged to participate at all stages of the exclusion process, taking in to account their age and understanding.

You should also be aware that if you think the exclusion relates to a disability your child has, and you think disability discrimination has occurred, you have the right to make a claim to the First-tier Tribunal

[www.justice.gov.uk/tribunals/send/appeals](http://www.justice.gov.uk/tribunals/send/appeals)

You also have the right to see a copy of [name of child]'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 [name of child]'s school record. I will be happy to supply you with a copy if you request it. There may be a charge for photocopying.

Further guidance on the exclusions process can be found at:

<https://www.gov.uk/government/publications/school-exclusion>

Impartial advice for parents can be found at the Coram Children's Legal Centre:

<http://www.childrenslegalcentre.com> 08088 020 008, or ACE Education [www.ace-ed.org.uk](http://www.ace-ed.org.uk).

Helpful information can also be provided [where considered relevant by the head teacher: links to local services, such as Traveller Education Services or the Information Advice and Support Services Network].

Yours sincerely

[name]  
Principal

## Appendix 6 Model Letter 5

### *Letter from the Clerk **upholding a permanent exclusion***

Date:

Name

Address

Pupil Name: (Full name of pupil)

D.O.B: (Date of birth)

Year Group:

Dear [Parents name],

The meeting of the governing body at [school] on [date] considered the decision by **[Principal]** to permanently exclude your son/daughter **[name of pupil]**. The governing body, after carefully considering the representations made and all the available evidence, have decided to uphold **[name of pupil]**'s permanent exclusion.

The reasons for the governing body's decision are as follows: **[give the reasons in as much detail as possible, explaining how they were arrived at, including details of the relevant evidence considered]**.

You have the right to request an Independent Review Panel to reconsider the exclusion. If you wish to do so, please notify the Clerk to the Independent Review Panel. You must set out the reasons for your request in writing, and send this request to **[insert contact details for Clerk]** by **[specify the latest date — no later than 15 school days from the date the letter is posted, allowing 2 school days for receipt of letter]**. If you have not lodged a request for an Independent Review Panel by **[repeat latest date]**, your right will lapse. Please advise if you have a disability or special needs which would affect your ability to attend the hearing. Also, please inform the Clerk to the Appeal Panel if it would be helpful for you to have an interpreter present at the hearing.

Your request would be heard by an Independent Review Panel. A three or five member panel will comprise one serving, or recently retired (within the last 5 years) headteacher, one serving, or recently serving, experienced governor and one lay member who will be the Chair. The Independent Review Panel will rehear all the facts of the case — if you have fresh evidence to present to the panel you may do so. The panel must meet no later than the 15<sup>th</sup> school day after the date on which your request is lodged. In exceptional circumstances panels may then adjourn a hearing until a later date.

In determining your request for reconsideration, the Independent Review Panel can make one of three decisions: they may uphold the governing body's decision; they may recommend the governing body reconsiders their decision; or they can quash the decision and direct that the governing body reconsiders reinstatement. However, the Independent Review Panel cannot direct your child be reinstated at the school.

You have the right to request an SEN expert to attend the above panel meeting, regardless of whether the excluding school recognises that your child has SEN. You must make it clear if you wish for such an SEN expert to be appointed. Please advise as soon as possible.

Please also note you are permitted, at your own expense, to appoint someone to make written or oral representations to the Independent Review Panel and you may bring a friend to support you.

Excluded pupils should be enabled and encouraged to participate at all stages of the exclusion process, taking in to account their age and understanding.

You should also be aware that if you think the exclusion relates to a disability your child has, and you think disability discrimination has occurred, you have the right to make a claim to the First-tier Tribunal. [www.justice.gov.uk/tribunals/send/appeals](http://www.justice.gov.uk/tribunals/send/appeals)

Further guidance on the exclusions process can be found at:  
<https://www.gov.uk/government/publications/school-exclusion>

Impartial advice for parents can be found at the Coram Children's Legal Centre:  
<http://www.childrenslegalcentre.com> 08088 020 008, or ACE Education [www.ace-ed.org.uk](http://www.ace-ed.org.uk).

Helpful information can also be provided [where considered relevant by the head teacher: links to local services, such as Traveller Education Services or the Information Advice and Support Services Network].

The arrangements currently being made for **[pupil's name]**'s education will continue. The LA / LGB [delete as appropriate] convened panel will shortly send you correspondence and guidance with regards to the Independent Review Panel.

Yours sincerely

**[name]**

Clerk to the Governing body

## 7 Governor checklist

This should be used in the Behaviour Committee to ensure proper process has been followed and a completed checklist should be sent to the relevant Director at the end of the process.

| Pupil Name: |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Date of Meeting: |
|-------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|
| <b>1</b>    | Telephone call to parent/visit from parent on (date):<br><br>Letter of notification using model text sent on (date):<br><br>Copied and sent to Behaviour Committee on (date):                                                                                                                                                                                                                                                                                                                            |                  |
| <b>2</b>    | Date of Behaviour Committee Meeting:<br><br>Within 15 school days from Principal's letter, for permanent and fixed term exclusions of more than 15 school days (or total more than 15 school days in a term), or it would result in the pupil missing a public examination or national curriculum test <b>OR</b><br><br>Within 50 school days from Principal's letter, for fixed term exclusions of less than 15 school days in a term) <i>if</i> the parents make representations.<br><br><b>Yes/No</b> |                  |
| <b>3</b>    | All written statements/evidence circulated in advance of this meeting (at least 5 school days before)<br><br><b>Yes/No</b>                                                                                                                                                                                                                                                                                                                                                                               |                  |
| <b>4</b>    | Procedure for the meeting and confirmation circulated in advance of the meeting<br><br><b>Yes/No</b>                                                                                                                                                                                                                                                                                                                                                                                                     |                  |
| <b>5</b>    | All relevant information provided on pupil, including: SEN Status; Care status if looked after or active case for Social Care; whether disabled and, if so, reasonable adjustments made; academic progress<br><br><b>Yes/No</b>                                                                                                                                                                                                                                                                          |                  |

|   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|---|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 6 | <p>Where it is a permanent exclusion decision that it:</p> <ul style="list-style-type: none"> <li>• meets the legal conditions in which permanent exclusion is appropriate: <ul style="list-style-type: none"> <li>○ in response to a serious breach or persistent breaches of the school's behaviour policy; <b>and</b></li> <li>○ allowing him/her to remain in the academy would seriously harm the education or welfare of the pupil or others in the school</li> </ul> </li> </ul> <p><b>Yes/No</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| 7 | <p>Evidence and use of procedures are satisfactory in relation to:</p> <ul style="list-style-type: none"> <li>• The investigation conducted</li> <li>• Firm evidence collected to support decision to exclude</li> <li>• Pupil has been given the opportunity to give his/her version of events</li> <li>• Provocation/harassment has been taken into account, if appropriate</li> <li>• The school's SEND, behaviour and equality policies were legal, reasonable and procedurally fair and the school adhered to these policies in practice</li> <li>• Where appropriate, a Pastoral Support Programme – or Individual Education Plan has been implemented fully.</li> <li>• There is evidence of all relevant interventions having been made for this specific pupil, including, where appropriate: <ul style="list-style-type: none"> <li>○ alternative or enhanced curriculum</li> <li>○ mediation</li> <li>○ education welfare involvement</li> <li>○ family support</li> <li>○ mentor support for the pupil</li> </ul> </li> <li>• Specifically, equality requirements under the Equality Act 2010 have been considered (disability, race, religion, sexual orientation, gender reassignment, pregnancy or maternity) and any reasonably adjustments required have been made, whether as part of the pupil planning and interventions above or otherwise.</li> <li>• Parent has been given adequate time to make representations</li> <li>• All parties to the meeting know how this decision will be communicated</li> <li>• Satisfactory arrangements in place for pupil to continue their education during exclusion period</li> </ul> <p><b>Yes/No</b></p> <p>If no, what concerns exist:</p> |

|          |                                                                                                                                                                                                                                                                                                                                                                                                     |
|----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>8</b> | <p><b>To be completed after the Behaviour Committee meeting</b></p> <p>Parent, Principal and Local Authority notified of decision on (date):</p> <p>Letter regarding decision sent out on (date):</p> <p><b>Signed (Clerk to the Behaviour Committee):</b></p> <p>Date:</p> <p><b>A copy of this checklist should be <u>sent to the relevant Director</u> at the conclusion of the process.</b></p> |
|----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## Appendix 8 – Monitoring Template

Schools should regularly (termly) monitor their exclusions to ensure inclusivity and transparency. Regular data capture and review should be used by school leaders to inform any changes to their policy and or practice of exclusions and behaviour management more broadly.

The table below is an example of a template which could be used for one term, and would be a useful basis for reporting on Exclusions at Termly-meetings with Directors.

|                                       | YEAR GROUP |   |   |    |    |    |    |
|---------------------------------------|------------|---|---|----|----|----|----|
|                                       | 7          | 8 | 9 | 10 | 11 | 12 | 13 |
| <b>Total students</b>                 |            |   |   |    |    |    |    |
| <b>% EHCP</b>                         |            |   |   |    |    |    |    |
| <b>% SEN Support</b>                  |            |   |   |    |    |    |    |
| <b>No. of incidents of FTE</b>        |            |   |   |    |    |    |    |
| <b>% of incidents w/EHCP</b>          |            |   |   |    |    |    |    |
| <b>% of incidents w/SEN Support</b>   |            |   |   |    |    |    |    |
| (FTE = fixed-term exclusion)          |            |   |   |    |    |    |    |
| <b>No. of children receiving FTEs</b> |            |   |   |    |    |    |    |
| <b>% w/EHCP</b>                       |            |   |   |    |    |    |    |
| <b>% w/SEN Support</b>                |            |   |   |    |    |    |    |
| <b>No of days of FTE</b>              |            |   |   |    |    |    |    |
| <b>No. of Level 1 FTEs</b>            |            |   |   |    |    |    |    |
| <b>No. of Level 2 FTEs</b>            |            |   |   |    |    |    |    |
| <b>No. of children being PX</b>       |            |   |   |    |    |    |    |
| <b>% of PXs w/EHCP</b>                |            |   |   |    |    |    |    |
| <b>% of PXs w/SEN Support</b>         |            |   |   |    |    |    |    |
| (PX = permanent exclusion)            |            |   |   |    |    |    |    |
| <b>Students left during [period]</b>  |            |   |   |    |    |    |    |
| <b>% w/EHCP</b>                       |            |   |   |    |    |    |    |
| <b>% w/SEN Support</b>                |            |   |   |    |    |    |    |