

SHERBORNE AREA SCHOOLS' TRUST

SCHOOLS ACHIEVING SUCCESS TOGETHER



SHERBORNE AREA SCHOOLS' TRUST

Inclusion, Suspension and Exclusion Policy

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A note on terminology:

Within this policy the term *school* or *establishment* relates to any educational setting within SAST. We recognise that some of these places are referred to as Learning Centres or Learning Communities by Local Authorities.

In relation to decisions around suspension and exclusion, the term Headteacher is taken to refer to both the position of Headteacher and Head of School.

Executive Headteachers (where they are in place) will be kept informed of any suspensions and should always be consulted whenever a permanent exclusion is being considered, in conjunction with the SAST Director of Education – as set out in this policy.

Throughout this policy, these acronyms are used:

AC - Academy Committee (previously known as a local governing board/LGB)

ACR - Academy Committee Representative (previously known a governor)

SHERBORNE AREA SCHOOLS' TRUST INCLUSION, SUSPENSION AND EXCLUSION POLICY

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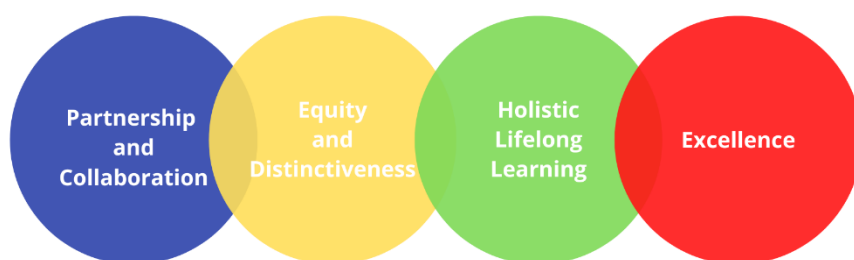
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PART A: Inclusion

1. Introduction

1.1 SAST Values

The Sherborne Area Schools' Trust (SAST) values are:



When children start their education journey, they join a social community with an immeasurable potential to influence their future life. Relationships within their families, peers, adults, school and their wider community are instrumental in developing a sense of identity and place in society: a sense of belonging. Those that feel safe, valued, accepted, and nurtured within their educational setting are much more likely to experience academic success, positive social connections, and a confident perception of connection to their community. Conversely, those that feel that they do not have a place will be more likely to experience unnecessary barriers to learning and deep feelings of isolation and alienation.

There are many reasons why feelings of disconnection from a community can arise – from Adverse Early Childhood Experiences and trauma to additional learning needs, disability, cultural differences, sexual identity and poverty. An authentic inclusive ethos is founded on trusting relationships, a culture where people have their voice heard and listened to, and an ability to recognise and respond swiftly and effectively when there are early signs that things are not going well. Strong partnership working with key partners such as the Local Authority, health, social care, youth workers and the police, are essential in supporting the development of genuinely inclusive provision.

SAST schools are committed to the need to work relentlessly in establishing and maintaining inclusive communities, which are characterised by high ambition and flexibility of approach, so that every person can thrive, especially those who are vulnerable or at greatest disadvantage. We recognise the importance of equity and understand that inclusion is about children getting what they need as an individual, rather than everyone getting the same.

1.2 Working Together

The SAST family of schools share the aspiration to work together and support each other to deliver a curriculum for Excellence which inspires staff and pupils to enjoy learning at every stage of their education and throughout life. We believe that all children and young people should develop into successful learners, confident individuals, responsible citizens and effective, positive contributors to society.

1.3 Striving for Equality

Equality is the elimination of unlawful discrimination, harassment, victimisation, and any other unlawful conduct. It is also the advancement of equality of opportunity and fostering of good relations to tackle prejudice and promote understanding. SAST is committed to upholding and promoting equality as outlined in The Equality Act 2010 which extends legislative protection to the protected characteristics. These are: race, disability, sex, religion and belief, sexual orientation, gender reassignment, pregnancy and maternity. SAST is committed to protect these more vulnerable personal characteristics wherever they apply to adults and children in our care.

1.4 Access and Opportunity

SAST schools actively promote equality of opportunity for all learners and in order to ensure accessibility for all, reasonable adjustments may be required to support individual learners. The underlying principles laid out in the Special Educational Needs and Disability Code of Practice states that *“All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential.”*

1.5 Equality and Inclusion

Inclusion in education aims to ensure the full participation of learners in the curriculum and the wider community, to enable the highest achievements and attainments of all and promote a sense of belonging. This will impact on the cultures, policies and practice of every establishment and service, and in particular, promote the learning and participation of vulnerable children, young people and adults. The outcomes associated with inclusion are key to ensuring equality of opportunity.

1.6 Support For Learning

Any individual may experience barriers to learning and participation during their time in education and is therefore entitled to support. The four over-lapping themes below are given consideration in SAST schools to ensure children who require additional support, whether in the immediate or long term, are helped to make the most of their school education and to be included fully in their learning:

- Learning environment
- Family circumstances
- Disability or health needs
- Social and emotional factors

Support for learning can encompass a wide range of activities which increase the capacity of an educational establishment to meet the needs of all learners. Support will be based on an assessment of needs and strengths within a graduated approach and should ensure:

- The needs of learners are met in age appropriate, inclusive settings, within or as near as possible to, their local area.
- All educational establishments and providers intelligently target the use of available resources, so that all learners are included in the curriculum and wider learning community.

- All learners feel safe, nurtured and valued as individuals, regardless of the diversity of their need.
- All children develop as healthy, active and successful learners; as confident and responsible individuals who are effective, positive contributors to society.

More information about support for learning can be found by contacting SAST Director of Inclusion and the Special Educational Needs and Disability Co-ordinators (SENCOs) in each school.

1.7 Behaviour For Learning Policy

SAST school Behaviour for Learning policies are designed to support the individual character of each school and expected learning outcomes above whilst also setting high expectations of behaviour for pupils. They are underpinned by a clear, relationships-based approach that is attachment aware and trauma informed. School policies should be clear about opportunity for rewards for pupils who display positive attitudes to learning. They should also be clear on when and how sanctions may be applied to encourage positive behaviour and deter pupils in conducting themselves in a way which is detrimental to their education or the education of others. However, these policies must also take account of the need for reasonable and specific adjustments to be made for individual children with additional needs as well as those who have had (or are having) adverse childhood experiences.

1.8 Supporting Diversity

SASTs approach to celebrating and supporting diversity is demonstrated in our day-to-day work and our commitment to providing high quality education that is accessible to all.

1.9 Equality

Outcomes

- All learners work in an open, supportive environment, where everyone has the opportunity to reach their full potential and understand the values and benefits of equality and diversity.
- All learners are treated equitably and have equality of opportunity.
- All SAST staff integrate equality into everything they do.

1.10 Identification and assessment of needs

SAST establishments are committed to the early identification of a child's barriers to learning to ensure that they receive the right help at the right time. The graduated process for doing this is outlined in more detail in the SAST Inclusion and SEND policy.

Outcomes:

- All children have their individual barriers to learning identified as early as possible, alongside their individual strengths, with due regard to pupil and parent voice.
- The needs of learners are met through effective application of the graduated approach. Individual outcomes for those with additional support needs are set out in an appropriate plan.
- Progress is effectively monitored, recorded and shared with the learner and their parents at key points, and at least three times per year.

2. Providing an inclusive and appropriate curriculum

SAST schools provide a Curriculum for Excellence which meets the needs of all learners. This is achieved by inclusive practice which takes account of the needs of individuals whilst planning for all.

Outcomes:

Through the curriculum, all learners:

- Experience challenge and enjoyment, breadth and depth, progression, personalisation and choice, coherence and relevance.
- Develop their understanding of valuing diversity and commonality among people.
- Develop an awareness of their rights and responsibilities as an individual.
- Are supported by appropriate and effective learning and teaching strategies, which meet their individual needs and allow them to achieve their full potential.

3. Involving all learners and parents

SAST staff respect the right of all learners and their parents to be at the centre of the educational process. We understand and adhere to the principles of co-production that underly the Special Educational Needs and Disability Code of Practice and commit to having regard to the views, wishes and feelings of the child and their parents. We understand the importance of their participation in decision making in order to help children achieve the best possible outcomes and to be prepared effectively for adulthood.

Outcomes:

Through positive partnership and appropriate support

- All learners and their parents are able to express their views confidently, so they feel empowered and engaged in the educational process.
- The wishes and feelings of all learners and their parents are given due regard by staff, who respond sensitively and in a timely manner

4. Partnership Working

SAST is committed to working together with partners in other agencies in order to improve educational opportunities for all learners and their families.

Outcomes:

Through effective partnership working, our learners benefit from

- timely, forensic and integrated assessments
- effectively planned and delivered service interventions

5. Continuing Professional Development

SAST is committed to developing staff to promote inclusion and equality in learning through a range of Continuing Professional Development opportunities.

Outcomes:

- All staff undertake regular training and seek development opportunities to deepen their understanding of the characteristics of an inclusive establishment and in order to have a working knowledge of additional support needs.

- Every establishment has an appointed SENDCO, who is a qualified teacher with a more detailed knowledge of the range of needs and the implications of legislation for practice.
- Through undertaking further specialist training, such as the National Award for Special Needs, designated staff are able to advise and support others across their establishments in meeting the needs of children, young people and adults.

6. Effective leadership and management

To enable the effective development of inclusion and equality, all SAST leaders promote inclusive policies, cultures and practice.

Outcomes:

- The development of inclusion and equality is led effectively, both at Trust level and within establishments, in line with legislative requirements and national and local guidance.
- All SAST establishments have and promote an embedded ethos of inclusive practice

7. Staff Responsibilities

It is the **responsibility of everyone** to ensure that:

- The learner is at the centre of all decisions, with due regard to the views, wishes and feelings of children and their parents
- The achievements of all learners are recognised and celebrated.
- All learners are challenged and supported to achieve success in their learning.
- Support and intervention is based on assessment of need, delivered within a graduated approach as laid out in the SEN Code of Practice, and with consideration for pupil strengths.
- Transitions are carefully planned and supported.
- All learners feel safe, nurtured and valued as individuals, regardless of the diversity of their need.
- All children develop as healthy, active and successful learners; and as confident and responsible individuals who are effective, positive contributors to society

It is the **responsibility of SAST schools** to:

- Devise, implement and embed establishment policy and procedures in relation to inclusion and equality, which reflect the SAST approach and promote respectful and constructive relationships, foster high aspirations, and engender responsibility and tolerance
- Provide support and guidance to staff within their establishment to develop and embed good inclusive practice in line with research, best practice, legislation, and guidance.
- Identify staff development opportunities in relation to inclusion and equality, both as a single agency and jointly with other agencies, and support professional development programmes to meet these needs.
- Identify designated members of staff to lead in areas of known vulnerability e.g. SEND, children with a social worker
- Implement the graduated approach outlined in the Special Educational Needs Code of Practice and the SAST SEND Policy, as soon as concerns about the academic or personal development of a child arise.

- Consult with learners and their parents in developing and implementing Learning Support Plans and setting realistic and achievable learning outcomes.
- Through robust and iterative assessment of needs and partnership working, deploy staff and develop diversity and flexibility in provision, to meet the needs of all learners.
- Work effectively with relevant professional partners and agencies, contributing in a timely manner to integrated assessments and requests for educational information.
- Provide all relevant evidence to the Local Authority SEND teams in a timely manner, so that decisions about needs assessment, Education Health and Care Plans (EHCPs) and placement (including specialist provision) are given the fullest consideration by the relevant panels and forums.
- Track, monitor and evaluate a range of data relevant to teaching and learning approaches and relating to additional support needs and equality outcomes.
- Signpost parents to independent services such as SENDIAS, that can provide advice and guidance on most aspects of SEND such as EHC needs assessments and specialist placements to assist all learners and their parents to make informed choices.
- Ensure that parents are fully informed and supported to access and utilise independent mediation services, dispute resolution and tribunals

Within national guidelines and available resources, it is the responsibility of the **SAST Central Team** to:

- Support the development and the principles of, and fulfil responsibilities relating to:
 - The Equality Act 2010
 - Special Educational Needs and Disability Code of Practice: 0 to 25 years
 - Relevant DfE publications such as on Attendance and Behaviour
- Promote a shared vision and strategic direction across education and partner agencies to ensure a common objective of inclusion and equality for all.
- Manage and deliver a range of services and direct resources throughout SAST, to support inclusion, based on intelligent assessment of establishment need
- Monitor the attainment and achievement of all children, young people, and adult learners, with a particular focus on groups at risk of missing out on educational opportunities, including looked after children and young people.
- Ensure there is no adverse effect from this policy on groups with protected characteristics, through the impact assessment process.

8. Learner Responsibility

All learners, supported by their parents, have a responsibility to engage in learning opportunities to the best of their ability and to:

- Actively participate in learning and assessment activities.
- Take responsibility for their own learning.
- Respect the rights of others to be different.
- Work together with others.

PART 2: Suspension and Exclusion

2.1 Introduction

SAST believes that good behaviour in school is essential to ensure that all children and young people can benefit from the opportunities provided by education, in a positive atmosphere based on a sense of community and shared values. In exceptional circumstances, SAST recognises that suspension and exclusion may be required to secure that environment for others.

This policy describes the principles, approach and practice that our establishments will adopt and follow in order to ensure that the suspension and/or exclusion of pupils occurs as infrequently as possible. Such exclusions will only ever be implemented when an academy can demonstrate with adequate evidence that all reasonable steps have been taken (including multi-agency working and the use of alternative provision) and/or that the presence of the pupil is likely to be severely detrimental to themselves, other pupils or to staff.

This policy also aims to ensure that:

- pupils in school are safe and happy
- the exclusions process is applied fairly and consistently
- Academy Committee Representatives (ACR's), staff, parents and pupils understand the exclusions process
- all suspensions and permanent exclusions are carried out lawfully.

Exclusion is the most drastic step that any school can take because it runs contrary to SAST's commitment to inclusion. Permanent exclusion will only ever be used as a last resort, in response to a serious breach or persistent breaches, of SAST's behaviour principles and school policies; and where allowing the pupil to remain in school would seriously harm their welfare or that of others. We are striving to eradicate suspension and exclusion in SAST academies.

2.1.1 A note on off-rolling

SAST schools are aware that off-rolling is unlawful. OFSTED define off-rolling as:

“A form of gaming where a school:

- *removes a pupil from the school roll without a formal, permanent exclusion or*
- *encourages a parent to remove their child from the school roll or*
- *encourages a sixth form student not to continue with their course of study or*
- *retains a pupil on the school roll but does not allow them to attend school normally, without a formal permanent exclusion or suspension*

and that decision is made primarily in the interests of the school and not the pupil.”

We will not suspend or exclude pupils unlawfully by directing them off site, or not allowing pupils to attend school:

- Without following the statutory procedure or formally recording the event
- Because they have special educational needs and/or a disability (SEND) that the school feels unable to support
- Due to poor academic performance
- Because they haven't met a specific condition, such as attending a reintegration meeting
- By exerting undue influence on a parent to encourage them to remove their child from the school

2.2 Legislation, statutory guidance and linked SAST policies

This policy is based on statutory guidance from the Department for Education: [Suspension and permanent exclusion guidance September 2023](#)

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

- Section 51a of the [Education Act 2002](#), as amended by the [Education Act 2011](#)
- [The School Discipline \(Pupil Exclusions and Reviews\) \(England\) Regulations 2012](#)

In addition, the policy is based on:

- Part 7, chapter 2 of the [Education and Inspections Act 2006](#), which sets out parental responsibility for excluded pupils
- Section 579 of the [Education Act 1996](#), which defines 'school day'
- The [Education \(Provision of Full-Time Education for Excluded Pupils\) \(England\) Regulations 2007](#), as amended by [The Education \(Provision of Full-Time Education for Excluded Pupils\) \(England\) \(Amendment\) Regulations 2014](#)
- [The Equality Act 2010](#)
- [Children and Families Act 2014](#)

Furthermore, this policy should be read in conjunction with the following statutory guidance and policies:

- [Keeping children safe in education \(2023\)](#)
- [Behaviour in Schools Advice for Headteachers and school staff \(2022\)](#)
- [Working Together to Improve School Attendance Guidance \(2023\)](#)
- [Special Educational Needs and Disabilities Code of Practice 0 – 25 \(2015\)](#)
- SAST SEND Policy
- SAST Policy for Children with a Social Worker, Looked After and Previously Looked After Children
- SAST Attendance Policy
- SAST / Academy Child Protection and Safeguarding Policy
- SAST Equality and Diversity Policy
- SAST Supporting Children with Medical Needs Policy
- SAST Behaviour Principles
- School establishment policies on behaviour and anti-bullying
- Any guidance from a school's own Local Authority relating to suspension and exclusion.

Where there are discrepancies because of a more recent DFE publication, the most recent legislation will take precedence over this policy, until such time as it can be updated.

2.3 Definitions

Alternative Provision (AP): suitable full-time education that is arranged for a pupil from the sixth school day (or earlier) of a suspension or the sixth school day (or earlier) after the first day of a permanent exclusion. In other circumstances, AP may refer to education arranged for pupils who are unable to attend mainstream or special school and who are not educated at home, whether for behavioural, health, or other reasons.

Managed move: when a pupil is transferred to another school, permanently, in a planned process. This can only be initiated with parental consent and must be in the best interests of the pupil. A managed move should not be used as a sanction.

Off-site direction: When an academy requires a pupil to attend another education setting temporarily, to improve their behaviour.

Parent: in addition to the child's birth parents, references to parents in this policy include any person who has parental responsibility (which includes the local authority where it has a care order in respect of the child) and any person (for example, a foster carer) with whom the child lives. Where practical, all those with parental responsibility should be involved in the suspensions and permanent exclusions process.

Permanent Exclusion: is where a child is no longer allowed to attend a school (unless the pupil is reinstated)

School: within this policy, the term is used to refer to any nursery, primary school, secondary school or SAST learning centre establishment.

Suspension: is where a child is temporarily unable to attend the educational setting where they are on roll, for one or more fixed periods. A suspension may be for all or part of a school day for example, over lunchtime.

2.4 Principles

- Our establishments will fulfil and comply with their duties under the Equality Act (2010) and Children and Families Act (2014). They will not discriminate against pupils on the basis of protected characteristics. Our establishments will give particular consideration to the fair treatment of pupils from groups who are vulnerable to exclusion and ensure that all reasonable adjustments have been considered and implemented.
- Disruptive behaviour can be an indication of unmet needs. Where there are concerns about a pupil's behaviour the first steps will be to identify whether there are any causal factors and intervene early in order to support the child. Where concerns are ongoing, the school will undertake risk assessments, and implement behaviour action plans or pastoral support plans. It may be appropriate to place the child on the SEN register and to implement the graduated response (see SAST Inclusion/SEND policy). As part of that process, it is expected that the school will make timely, appropriate referrals to professional agencies for assessment, advice

and support for the child. This may include Speech and Language, Occupational Therapy, Community Paediatrics, Educational Psychology, CAMHS or Early Help (the list is not exhaustive). In some circumstances, a multi-agency approach – one that goes beyond the pupil’s educational needs - will be required. In all cases the involvement of these professionals and agencies will be with the agreement of parents/carers.

- SAST recognises that parents/carers are profoundly affected by the exclusion of their children and expects our schools to work with them closely to ensure that only in very rare circumstances will exclusion come as a surprise. In most instances parents/carers will already have been working with the school to prevent their child from being excluded as part of the graduated approach. Suspensions should be as short in duration as possible.
- Every effort will be made to avoid suspension and exclusion where a child is disabled; has an Education, Health and Care Plan; is Child in Care or has previously been in Local Authority care; has a social worker; or is the subject of a Child Protection plan. The school’s SENCO, Designated Teacher and DSL will involve parents, the SAST Director of Inclusion, the relevant local authority SEND officers, the Virtual School Headteacher and Social Care, at the earliest opportunity, if there is any likelihood of this occurring.
- All pupils who return to school following a suspension or off-site direction will be subject to a re-integration process that offers a fresh start – communicating to the pupil that they are valued, and that previous behaviour is not an obstacle for future success. The process will seek to foster a renewed sense of belonging within the school community and build engagement with learning.
- Where parents dispute the decision of the Academy Committee not to reinstate a permanently excluded pupil, they can ask for this decision to be reviewed by an independent review panel to be arranged by SAST (the Multi Academy Trust). Where there is an allegation of discrimination (under the Equality Act 2010) in relation to permanent exclusion, parents can also make a claim to the First-tier Tribunal (for disability discrimination) or a County Court (for other forms of discrimination).
- All parents have the right to request the presence of a SEN expert at an independent review panel. The SEN expert’s role is to provide impartial advice to the panel about how SEN could be relevant to the exclusion
- Where suspension is becoming a regular occurrence for an individual child, the decision to exclude and the reintegration process should be reconsidered in conjunction with the Director of Education, the Director of Inclusion and the Head of Safeguarding. The purpose of this is to review the provision and support on offer for the child, from within the school and from external agencies, to explore what steps can be taken to prevent further suspension and escalation of concerns.
- SAST establishments will not make use of ‘informal’ or ‘unofficial’ exclusions, such as sending pupils home ‘to cool off’. These are unlawful – even when they occur with the agreement of parents. Any exclusion of a pupil, even for short periods of time, will be formally recorded as such.
- All SAST establishments are committed to eradicating suspension and exclusion within the Trust.

2.5 The decision to exclude

- Only the Headteacher can suspend or exclude a pupil, and this must only be on disciplinary grounds. The decision can be made in respect of behaviour inside or outside of school.
- A pupil may be excluded for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently.
- The decision to exclude must be lawful, reasonable, fair and proportionate.
- Pupils whose behaviour at lunchtime is disruptive may be excluded from the school premises for the duration of the lunchtime period.
- The Headteacher may withdraw an exclusion that has not been reviewed by SAST.
- The Headteacher will take account of their legal duty of care when sending a pupil home following an exclusion.
- The Headteacher will use the civil standard of proof, i.e. 'on the balance of probabilities' when making judgements in relation to exclusions.

A decision to exclude a pupil permanently 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 in the school.

Before taking the decision to permanently exclude, Headteachers should always confer with the Executive Headteacher (where in post) and the SAST Director of Education.

The Headteacher will ensure that the details of any exclusion of a pupil, even for short periods, is formally recorded in the school MIS records (with attendance coded as E).

2.6 Factors to consider before making a decision to exclude

Before deciding whether to suspend or exclude a pupil, the Headteacher will:

- consider all the relevant facts and evidence on the balance of probabilities, including whether the incident(s) leading to the exclusion were provoked, recording these in writing
- take account of any contributing factors that are identified after an incident of poor behaviour has occurred. For example, where it comes to light that a pupil has suffered bereavement has mental health issues or has been subject to bullying.
- consider whether the pupil has special educational needs (SEN)
- consider whether the pupil is especially vulnerable (e.g. the pupil has a social worker, or is a Child in Care)
- consider the safeguarding implications of exclusion for the pupil
- allow the pupil to give their version of events
- consider the views of the pupil, in light of their age and understanding, before deciding to suspend or exclude, unless it would not be appropriate to do so.
- consider whether all alternative solutions have been explored and exhausted, such as changes to supervision and provision, off-site direction or managed moves

The Headteacher will not reach their decision until they have heard from the pupil, and will inform the pupil of how their views were taken into account when making the decision.

2.6.1 Children with Special Educational Needs

Where a school has concerns about the behaviour, or risk of suspension and permanent exclusion, of a pupil with SEN, a disability or an EHC plan it should, in partnership with others (including where relevant, the local authority), consider what additional support or alternative placement may be required. This should involve assessing the suitability of provision for a pupil's SEN or disability.

Where a pupil has an EHC plan, schools should contact the local authority about any behavioural concerns at an early stage and consider requesting an early annual review prior to making the decision to suspend or permanently exclude.

For those with SEN but without an EHC plan, the school should review, with the SAST Director of Inclusion and external specialists as appropriate, whether the current support arrangements are appropriate and what changes may be required. This may provide a point for schools to request an EHC assessment or a review of the pupil's current package of support.

2.6.2 Alternatives to exclusion

Alternative Provision (AP), Managed Moves and specialist outreach services can play a vital role in managing behaviour and providing alternatives to exclusion. These could include:

- outreach support for pupils in mainstream schools
- short-term Alternative Provision (AP) places to pupils who need a time limited intervention, either on site or away from their mainstream school
- off-site provision through directing attendance at another mainstream school
- offering a fresh start in another setting through a managed move

When possible, in-school interventions or targeted support from AP providers should be used to meet a pupil's individual needs and circumstances. However, it may be more appropriate for SAST schools to arrange for off-site provision where interventions or targeted support have not been successful in improving a pupil's behaviour.

SAST schools work with high quality AP providers in Dorset, Somerset and Wiltshire. The AP must only be used to support a child or young person to improve their future behaviour and not as a sanction or punishment for past misconduct. When selecting and using an AP, consideration must be given to

- an understanding of the child's needs (including SEN and Health needs)
- the DfE Statutory Guidance on [Alternative Provision](#)
- the expectations of monitoring and review set out in the DfE Statutory Guidance on [Suspension and permanent exclusion September 2023](#)

Off-site direction could be used to arrange time-limited placements at an AP or at another mainstream school. It could be full-time or a combination of part-time support in AP and continued mainstream education. A proposed maximum period of time should be discussed and agreed upon as part of the planning phase for an off-site direction. As part of planning,

alternative options should be considered once the time limit has been reached, including a managed move on a permanent basis (if a pupil is in a mainstream school) upon review of the time-limited placement.

The length of time a pupil spends in another mainstream school or AP will depend on what best supports the pupil's needs and potential improvement in behaviour.

When pupils are identified as being at risk of permanent exclusion, a managed move could be considered, which is the process which leads to the transfer of a pupil to another mainstream school permanently. They should be offered as part of a graduated response to intervention and support, be entered into voluntarily and with the agreement of all parties, including the parents and the admission authority of the new school. Managed moves should not be used as sanctions.

Headteachers considering a managed move must give due regard to information about planning and implementing them, outlined in the DfE Statutory Guidance on [Suspension and permanent exclusion September 2023](#)

Headteachers are also expected to work with the relevant Local Authority teams e.g., North Locality team, Statutory SEND team.

2.7 Informing parties about an exclusion

2.7.1 Informing parents

Whenever a pupil is excluded, the Headteacher will notify parents of the period of the exclusion and the reasons for it as soon as is immediately practical.

The Headteacher will also provide the following information, in writing, without delay:

- the reason(s) for the suspension or permanent exclusion
- the period of a suspension or, for a permanent exclusion, the fact that it is permanent
- parents' right to make representations about the suspension or permanent exclusion to the Academy Committee (AC) and Trust and how the pupil may be involved in this
- parents' (or an excluded pupil if they are 18 years or older) right to make a request to hold the meeting via the use of remote access and how and to whom to make this request
- how any representations should be made
- where there is a legal requirement for the Academy Committee (AC) to consider the suspension or permanent exclusion, that parents (or a pupil if they are 18 years old) have a right to attend a meeting, to be represented at that meeting (at their own expense) and to bring a friend.

The Headteacher will also notify parents without delay and by the end of the afternoon session on the first day their child is suspended or permanently excluded, that:

- For the first five school days of an exclusion (or until the start date of any alternative provision or the end of the suspension, where this is earlier), the

parents are legally required to ensure that their child is not present in a public place during school hours without a good reason. This will include specifying on which days this duty applies

- Parents may be given a fixed penalty notice or prosecuted if they fail to do this

If alternative provision is being arranged, then the following information must be included with this notice where it can reasonably be found out within the timescale:

- the start date for any provision of full-time education that has been arranged for the child during the suspension or permanent exclusion
- the start and finish times of any such provision, including the times for morning and afternoon sessions where relevant
- the address at which the provision will take place
- any information required by the pupil to identify the person they should report to on the first day

If the Headteacher does not have the all the information about the alternative provision arrangements by the end of the afternoon session on the first day of the suspension or permanent exclusion, they can provide the information at a later date, without delay and no later than 48 hours before the provision is due to start. The only exception to this is where alternative provision is to be provided before the sixth day of a suspension or permanent exclusion, in which case the school reserves the right to provide the information with less than 48 hours' notice, with parents' consent.

In addition, the school will draw attention to relevant sources of free and impartial information including:

- The local area SENDIAS service who can provide information, advice and support to children and young people with SEND, including on exclusions.
- A link to the Coram Children's Legal Centre:
 - www.childrenslegalcentre.com
 - Telephone 0300 330 5485
- A link to the ACE education service
 - <http://www.ace-ed.org.uk>
 - Telephone 0300 0115 142 (Monday to Wednesday from 10am to 1pm during term time)
- A link to the Independent Provider of Special Education Advice (IPSEA) which 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
 - www.ipsea.org.uk

Letter templates are provided (Appendix D), which schools are expected to use.

2.7.2 Informing SAST, Social Workers and/or Virtual School Head (VSH)

The Headteacher will, without delay, notify the Academy Committee, the SAST Director of Education, the SAST Director of Inclusion, the SAST Head of Safeguarding and (if applicable) the children's social worker and/or Virtual School Head (VSH) of:

- any suspension or exclusion (of any length of time) for children who are disabled, have an EHC Plan, are in local authority care, are previously looked after, have a social worker or are the subject of a Child Protection Plan – and the reason for it
- any suspension or exclusion which would result in the pupil being excluded for more than five school days (or more than ten lunchtimes) in a term
- any suspension or exclusion which would result in the pupil missing a public examination or national curriculum test.
- a permanent exclusion

All other exclusions will be notified to the Academy Committee (AC) and SAST, once per term, via the written Headteacher's Report.

2.7.3 Informing the Local Authority (LA)

The Headteacher will notify the LA of all suspensions and permanent exclusions without delay, *regardless* of the length of a suspension. (The only exception to this requirement is for Dorset schools that are linked to the LA via Orchestra. They do not need log suspensions (FTEs) on Nexus separately, as this will happen automatically).

The notification will include:

- The reason(s) for the suspension or permanent exclusion
- The length of a suspension or, for a permanent exclusion, the fact that it is permanent

For a permanent exclusion, if the pupil lives outside the LA in which the school is located, the Headteacher must also, without delay, inform the pupil's 'home authority' of the exclusion and the reason(s) for it.

2.7.4 Cancelling suspensions and permanent exclusions

The Headteacher may cancel a suspension or permanent exclusion that has already begun, where it has not yet been reviewed by SAST. Where there is a cancellation:

- The parents, AC and LA will be notified without delay
- Where relevant, any social worker and VSH will be notified without delay
- Parents will be offered the opportunity to meet with the Headteacher to discuss the cancellation
- As referred to above, the Headteacher will report to the Academy Committee once per term on the number of cancellations
- The pupil will be allowed back in school

2.8 Arranging education for excluded pupils

During the first 5 days of a suspension, if the pupil is not attending alternative (AP) provision, the Headteacher must take steps to ensure that achievable and accessible work is set and marked for the pupil. Online pathways such as Oak Academy may be used for this. If the pupil has a special educational need or disability, the Headteacher must make sure that reasonable adjustments are made to the provision where necessary.

If the pupil is looked after or if they have a social worker, the school will work with the LA to arrange AP from the first day following the suspension or permanent exclusion. Where this isn't possible, the school will take reasonable steps to set and mark work for the pupil, including the use of online pathways.

For a suspension of more than five school days, the AC (or Local Authority for a pupil suspended from a PRU) must arrange suitable full-time education for any pupil of compulsory school age. This provision is commonly called alternative provision and must begin no later than the sixth school day of the suspension. The AC does not have to arrange such provision for pupils in their final year of compulsory education who do not have any further public exams to sit.

For permanent exclusions, the Local Authority must arrange suitable full-time education for the pupil to begin from the sixth school day after the first day the permanent exclusion took place.

In addition, where a pupil has an EHCP, the Local Authority may need to review the plan or reassess the child's needs, in consultation with parents, with a view to identifying a new placement.

2.9 School registers

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

- 15 school days have passed since the parents were notified of Academy Committee's decision to not reinstate the pupil and no application has been made for an independent review panel, or
- The parents have stated in writing that they will not be applying for an independent review panel

Where an application for an independent review has been made within 15 school days, the Headteacher will wait until that review has concluded before removing a pupil's name from the register.

While the pupil's name remains on the school's admission register, the pupil's attendance will still be recorded appropriately. Where alternative provision has been made for an excluded pupil and they attend it, code B (education off-site) or code D (dual registration) will be used on the attendance register.

Where excluded pupils are not attending alternative provision, code E (absent) will be used.

2.10 Making a return to the Local Authority (LA)

Where a pupil's name is to be removed from the school admissions register because of a permanent exclusion, the school will make a return to the LA. The return will include:

- The pupil's full name
- The full name and address of any parent with whom the pupil normally resides

- At least one telephone number at which any parent with whom the pupil normally resides can be contacted in an emergency
- The grounds upon which their name is to be deleted from the admissions register (i.e., permanent exclusion)
- Details of the new school the pupil will attend, including the name of that school and the first date when the pupil attended or is due to attend there, if the parents have told the school the pupil is moving to another school
- Details of the pupil's new address, including the new address, the name of the parent(s) the pupil is going to live there with, and the date when the pupil is going to start living there, if the parents have informed the school that the pupil is moving house

This return must be made as soon as the grounds for removal is met and no later than the removal of the pupil's name.

2.11 Reintegration after a suspension or off-site direction

All pupils who return to school following a suspension or off-site direction will be subject to a re-integration strategy that offers a fresh start and communicates to the pupil that they are valued, and that previous behaviour is not an obstacle for future success. The process should foster a renewed sense of belonging within the school community and build engagement with learning.

The first step in the strategy will be to hold a re-integration meeting involving the pupil, parents, the Headteacher /senior staff, and other staff where appropriate. At the request of the school, the SAST Director of Inclusion or a member of the SAST Improvement team will also endeavor to attend the re-integration meeting. The Local Authority Inclusion Office (or equivalent) may also be invited.

Schools can consider a range of measures to enable the pupil's successful reintegration which can include, but are not limited to:

- Maintaining regular contact during the suspension or off-site direction and welcoming the pupil back to school
- Daily contact with a designated pastoral professional in-school
- Use of a report card with personalised targets leading to personalised rewards
- Ensuring the pupil follows an equivalent curriculum during their suspension or off-site direction or 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
- Informing the pupil, parents and staff of potential external support

Where necessary, schools will work with relevant staff and multi-agency organisations, such as teachers, pastoral staff, mentors, social workers, educational psychologists or family and social workers, to identify if the pupil has any SEND and/or health needs.

As part of the reintegration strategy, and only in rare cases, a part-time timetable may be considered. It must only be in place for the shortest time necessary (usually no longer than 6 weeks) by which point the pupil is expected to attend full-time, either at school or alternative provision. There should also be formal arrangements in place for regularly reviewing it with the pupil and their parents (usually weekly). In agreeing to a part-time timetable, a school has agreed to a pupil being absent from school for part of the week or day and therefore must treat absence as authorised (Code C).

The strategy will be regularly reviewed and adapted where necessary throughout the reintegration process in collaboration with the pupil, parents, and other relevant parties.

2.12 The Academy Committee's duty to consider an exclusion

Responsibilities regarding exclusions are delegated to the Academy Committee (AC), who should seek support from the SAST Governance Professional and Trust Exclusion Clerk to ensure the duty is correctly discharged.

The AC has a duty to consider parents' representations about a suspension or permanent exclusion. It has a duty to consider the reinstatement of a suspended or permanently excluded pupil in certain circumstances. This duty will be fulfilled by a panel.

2.12.1 Convening the Panel

The Trust Exclusion Clerk (or other suitably trained professional) will convene the panel on behalf of the AC.

When forming the panel, the Trust Exclusion Clerk will:

- Consider which Academy Committee Representatives (ACR's) have the best understanding of the suspension and exclusion process, the school's behaviour policy and/or have received appropriate training
- Consider who might Chair the Panel Meeting. This person may not be the same person who chairs the school's AC.
- Ensure that panel members have no personal interest in the case and have minimal knowledge of the situation. They may know that a pupil has been suspended or excluded but should not know the details or have had any prior involvement, so that they are able to review the situation objectively.
- Ensure that the panel consists of three ACR's, including at least one ACR from a school that is different to the one the pupil attends.
- Ensure that Panel members understands they must adhere to confidentiality and must not discuss the suspension or permanent exclusion with any party outside of the process.

This panel will consider and decide on the reinstatement of a suspended or permanently excluded pupil within 15 school days of receiving the notice of the suspension or exclusion if:

- The exclusion is permanent

- It is a suspension which would bring the pupil's total number of days out of school to more than 15 in a term; or
- It would result in a pupil missing a public exam or National Curriculum test

Where the pupil has been suspended, and the suspension does not bring the pupil's total number of days of suspension to more than 5 in a term, the AC must consider any representations made by parents. However, it is not required to arrange a meeting with parents, and it cannot direct the Headteacher to reinstate the pupil.

Where the pupil has been suspended for more than 5 days, but less than 16 days, in a single term, and the parents make representations to the AC, the AC will consider and decide on the reinstatement of a suspended pupil within 50 school days of receiving notice of the suspension. If the parents do not make representations, the AC is not required to meet and it cannot direct the Headteacher to reinstate the pupil.

Where a suspension or permanent exclusion would result in a pupil missing a public exam or National Curriculum test, the AC will, as far as reasonably practicable, consider and decide on the reinstatement of the pupil before the date of the exam or test. If it is not practical for sufficient ACR's to consider the reinstatement before the examination or test, the Chair of the AC may do so alone.

2.12.2 Invitations to the Panel Meeting

The Trust Exclusion Clerk will invite the following parties to the Panel meeting so that they can make representations or share information:

- Parents or the pupil if they are 18 or over
- The Headteacher
- The pupil's social worker, if they have one
- The Virtual School Head, if the pupil is looked after

The pupil should also be made aware of their right to attend, where appropriate, and should be enabled to make a representation on their own behalf if they wish to do so. Be aware that:

- where a pupil under 18 is invited as a witness, parental consent should be sought
- neither the parents nor the pupil *has* to attend, though if they wish to make representations it would be more appropriate if they were there in order to put forward their views
- parents and pupils can be accompanied by a friend or representative at the meeting

The Panel need to ensure they have fulfilled their responsibility to make reasonable adjustments so that all parties can attend and contribute fully to the meeting. This may include, for example, adjustments for pupils or parents with disabilities. The pupil should be encouraged to attend and speak on their own behalf. This could involve allowing them to bring a friend, or, if their attendance is impossible, suggesting an alternative means of feeding in their views.

Parents may also request that a representative from the LA/Home Authority attends as an observer. However, it is important to note that as an Academy, this representative may only make representations if the panel consents to this.

Note - In the case of exclusion from a Pupil Referral Unit (such as Harbour Vale Learning Centre), the LA/Home Authority does have the right to make representation to the panel, so should be invited to the meeting by the Trust Exclusion Clerk. The LA/Home Authority may choose to make their representation in person or via a written statement.

The Trust Exclusion Clerk will try to arrange the meeting within the statutory time limits set out above and at a time that suits all relevant parties. However, its decision will not be invalid simply on the grounds that it was not made within these time limits.

2.12.3 The School Evidence Pack

In advance of the Panel meeting, the Headteacher will prepare a school evidence pack as documentary evidence for the decision to exclude.

The school evidence pack must include:

- The letter(s) from the Headteacher to parents advising of the exclusion
- A profile sheet including basic information about the student
- Pupil Attendance, behaviour and academic reports
- An overview of the case including a detailed account and evidence of the reason(s) for the exclusion. This should include copies of all witness statements.
- Confirmation that the current DfE exclusion guidance has been adhered to
- Where relevant, details of any graduated support - including behaviour strategies - which have been used previously and information on the impact of this support. Schools are strongly encouraged to use the SAST School Review Tool Template (available in the *Resources to Support the ISE Policy* document) to evidence this support.
- A statement explaining-how the sanction applied is consistent with the School's Relationship/Behaviour Policy
- Alternative sanctions that were considered (if applicable)
- Where relevant and possible, statements from the pupil's social worker and/or Virtual School Headteacher
- Copies of relevant policies such as SAST's Behaviour Principles, the school's individual Behaviour Policy, the SAST SEND Policy and the SAST CWSC, LAC and pLAC policy
- In the case of a student with SEN, or a looked-after or disabled student, confirmation that these characteristics were considered before the decision to exclude was taken
- That in reaching the decision, equal opportunity legislation was complied with.

Evidence will be redacted where necessary to comply with GDPR.

The school evidence pack will be sent the Trust Exclusion Clerk at least 7 days before the scheduled Panel Meeting. The Trust Exclusion Clerk will then circulate copies to all parties, including parents, at least 5 days before the Panel Meeting. They will also send a copy to the SAST Director of Inclusion and to the Manager for Inclusion Services at the relevant LA.

After receiving the school evidence pack, the panel may wish to hold a preliminary meeting with the clerk, to ensure that they have all of the information they require and that they are prepared for an effective meeting. It is important to note that this meeting is not a time for

discussing the case and reaching a decision: it is purely to ensure that the Panel are prepared.

2.12.4 The Meeting

Panel members must consider whether the decision to exclude the pupil was lawful, reasonable and procedurally fair, taking account of the legal duties of the Headteacher. They must take into account both the interests and circumstances of the suspended or permanently excluded pupil, and that of other pupils, staff, and school community.

The Panel Meeting should proceed according to the following guidance:

Arrival and introductions

The chair welcomes all parties, outlining the stages of the meeting and expected conduct. In the case of remote meetings, this should include guidance on how participants should indicate that they wish to speak and how any 'chat' functions should be used (including how 'chat' functions or other messages will be monitored by the clerk and be included within minutes). The chair should also remind all parties of confidentiality.

Considering relevant information and evidence

The panel seeks to establish the facts and circumstances of the decision to exclude, as well as the circumstances of the excluded pupil. Those making representations or giving evidence should be invited by the chair to speak and have their views heard. Sufficient time should be given for this and for the panel to ask questions or clarify points. However, it is reasonable for the chair to intervene and move the meeting on if they feel this is necessary and in the interests of all concerned.

Final statements

It is appropriate for the chair to invite those making representations to give a brief final statement. This may also extend to those giving evidence if the panel deems it necessary.

Concluding the meeting

The chair concludes the meeting by thanking all parties for their attendance and requesting that they withdraw to allow the panel to consider its decision.

The decision stage

The panel must decide whether to uphold the decision and decline to reinstate the pupil, or to reinstate the pupil either immediately or on a specific date. In some cases, a decision to reinstate will make no practical difference; the pupil may already have returned to school following a suspension or the parents make clear they do not want their child reinstated. However, the panel should still consider, on the basis of the evidence, whether or not it would have upheld the decision to suspend or exclude.

The Trust Exclusion Clerk should take detailed minutes throughout the meeting which state the evidence and information considered by the panel, including questions and answers. The minutes should clearly state how decisions were reached as they may be referred to by an independent panel if called upon to review the AC panel's decision.

2.12.5 Written Notification of Decision

The Panel must, without delay, notify the relevant parties of their decision and the justification for it, in writing. The Trust Exclusion Clerk may assist in the wording of the decision letter, using the SAST template, and ensure that it is circulated to the correct parties.

Where an exclusion is permanent, the Panel decision letter will also include the following:

- The fact it is permanent
- If the decision has been upheld, notice of parents' right to ask for the decision to be reviewed by an independent review panel, and:
 - The date by which an application for an independent review must be made
 - The name and address to whom an application for a review should be submitted
 - That any application should set out the grounds on which it is being made and that, where appropriate, reference to how the pupil's SEN are considered to be relevant to the exclusion
 - That, regardless of whether the excluded pupil has recognised SEN, parents have a right to request an SEN expert attend the review
 - Details of the role of the SEN expert and that there would be no cost to parents for this appointment
 - That parents must make clear if they wish for an SEN expert to be appointed in any application for a review
 - That parents may, at their own expense, appoint someone to make written and/or oral representations to the panel, and parents may also bring a friend to the review
- That if parents believe that the exclusion has occurred as a result of discrimination, they may make a claim under the Equality Act 2020 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 6 months of the date on which the discrimination is alleged to have taken place.

2.13 Independent Review Panel

If applied for by parents within the legal time frame, SAST will arrange for an independent review panel hearing to review the decision of the AC not to reinstate a permanently excluded pupil, according to the DfE Statutory Guidance on [Suspension and permanent exclusion guidance September 2023](#)

The legal time frame for an application is:

- Within 15 school days of notice being given to the parents by the governing body of their decision to uphold a permanent exclusion or
- Where an application has not been made within this time frame, within 15 school days of the final determination of a claim of discrimination under the Equality Act 2010, in relation to the exclusion.

Any application made outside of the legal time frame will be rejected by SAST.

2.14 Monitoring and analysing suspensions and exclusions data

Each school will collect data on the following:

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

The Headteacher will ensure that the data is analysed every term and shared with the AC and SAST Central Team. The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- By time of day/week/term
- By protected characteristic

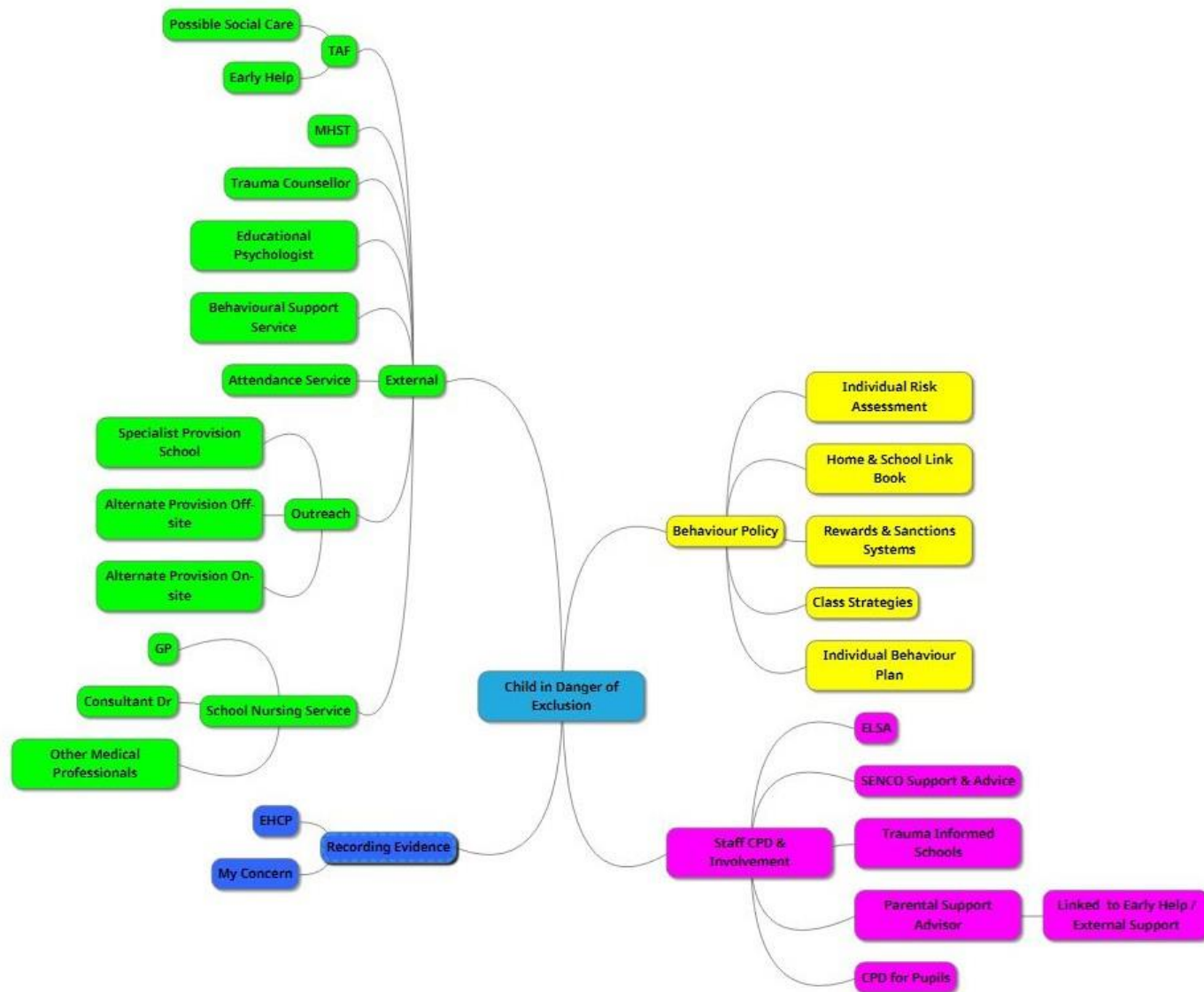
The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any patterns or disparities between groups of pupils are identified by this analysis, the school will review its policies and procedures in order to tackle it.

The SAST Central Team will consider and evaluate the data on the academy's use of suspension, exclusion, off-site direction to alternative provision and managed moves. They will analyse whether there are patterns across the trust, recognising that numbers in any one academy may be too low to allow for meaningful statistical analysis.

The SAST Central Team will review:

- How effectively and consistently the school's behaviour policy is being implemented
- The school register and absence codes
- Instances where pupils receive repeat suspensions
- Interventions in place to support pupils at risk of suspension or permanent exclusion
- Any variations in the rolling average of permanent exclusions, to understand why this is happening, and to make sure they are only used when necessary
- Timing of moves and permanent exclusions, and whether there are any patterns, including any indications which may highlight where policies or support are not working
- The characteristics of suspended and permanently excluded pupils, and why this is taking place
- Whether the placements of pupils directed off-site into alternative provision are reviewed at sufficient intervals to assure that the education is achieving its objectives and that pupils are benefiting from it
- The cost implications of directing pupils off-site

3. Appendix A: The Graduated Response - ideas to minimise suspension and exclusion



Each graduated response will differ in detail, according to the presenting and assessed needs, and the strengths, of each child. Beyond Tier 2, the provision and outcomes will be recorded according to the principles outlined in the SAST Inclusion and SEND policy, and each school's individual procedures.

Strategies to consider include (but are not restricted to):

Tier 1 – Universal (class teacher / tutor / subject teachers)

- Whole school approach to understanding Adverse Childhood Experiences, and to promoting resilience and well-being
- A Behaviour for Learning Policy which is underpinned by a clear, relationships-based approach that is trauma aware and attachment informed
- Use of restorative approaches to build, maintain and repair relationships
- Use of PSHE, Circle Time and other whole class curriculum approaches to explicitly teach rules and routines, build self-confidence and develop social skills
- Explicitly teaching de-escalation and self-management strategies
- Modelling of expected behaviours
- Zones of Regulation
- Anti-bullying work
- Identification of a key adult (class teacher/form tutor) to build positive and trusting relationships
- Class Strategies - Reward Charts / Class Rewards etc.
- Buddy / peer mentor system
- Regular home/school communication (phone calls, book, meetings etc.)
- Health checks – hearing and vision
- My Concern - monitoring
- Attendance monitoring
- Class wellbeing screening e.g. Thrive, PASS survey, Motional Toolkit, Pupil and parent surveys

Tier 2 - Initial Support

- Raising concerns with SENCO for additional assessment, observation, monitoring and advice
- Curriculum adaptation, scaffolding and differentiation
- Reasonable adjustments e.g. sensory reduction equipment or space, visual timetables and cues, memory support and movement breaks, modified language use by adults
- Use of distraction techniques and giving responsibility for something/someone
- Providing limited choices that allow the child some control with the same end result (for example, “Would you like to talk to me now or in 5 minutes?” “Would you like to sit on the red chair or the blue chair?”). Ensure “pause to process” time is given to respond whenever possible.
- Backward chaining – for example, bringing learner in at the end of assembly, activity, session or day to build up confidence
- Use agreed positive scripts for routines, re-direction and reinforcement of expectations
- Gather individual Pupil Voice informally
- Creating a 5-point scale and/or Reducing Anxiety Management Plan (RAMP), with the pupil where possible
- Individual behaviour plans, with explicit, creative and negotiated rewards and sanctions (“catch them being good”)
- Frequent communication agreed between home and school, to understand what is going on and to share and agree strategies
- Referral to the School Nurse for support with health, behaviours and low-level anxiety

- Diagnostic Screening/Assessment tools such as Speech and Language checklists, Motional IT, Boxall Profile, Strength and Difficulties questionnaire
- Attendance meetings and possible attendance plan
- Consideration for adding to the SEND register

Tier 3 – Additional Support (Child is most likely to now be on SEND register)

- Encourage and seek to understand the individual Pupil Voice
- Learning Support Plan/Passport
- Pastoral Support Plans
- Designating a Learning Mentor or additional key adult(s) (beyond class teacher / form tutor)
- Small group school-based interventions such as ELSA, MHST, Trauma Informed Schools intervention, Thrive, Forest School, Speech and Language, Social Stories and Comic Strip Conversations, Nurture time; and for specific areas of curriculum learning
- Support for unstructured time e.g. lunch club
- Refinement of Individual behaviour plans – including reporting to another teacher/senior member of staff/subject teachers – ensure adjustments made in line with Equalities Legislation
- Emotion Coaching techniques to support relationships after an incident
- Individual Risk Assessment (using Dorset RA Toolkit or similar)
- Review RAMP
- Review of Personal Education Plan with Virtual School Lead
- Detailed transition time planning e.g. Meet and Greet, for the end of the day
- Staff-Student Solution Circle approach (INSET, Briefings, Staff Meeting)
- Onward referral to agencies for assessment such as Speech and Language, Occupational Therapy, Paediatrician, Early Mental Health Practitioners – and then incorporating advice and provision into pupil's plans
- Undertake/signpost for further cognitive diagnostic assessment e.g. dyslexia
- Regular liaison, collaboration and reviews with parents to understand the context and discuss progress in school
- TAF or TAC (Team Around the Child or Family) - SENCO, Teacher, SLT etc.
- Case discussion with other SENCOs
- Onward referrals for support e.g. Family support workers, parental support advisor
- Parenting Workshops/Courses Signposting to the Local Authority Offer, SENDIAS services, Children with Additional Needs Team and any relevant specialist groups in the area
- Outreach from Behaviour Hubs / Specialist teachers / TADSS

Tier 4 – Further Support

- Shorten the Assess, Plan, Do, Review, Cycle to ensure progress towards small step targets is planned for, delivered and evaluated.
- Consider Modified Curriculum plans (short term, agreed with parents, reviewed at least fortnightly)
- Further onward referrals, with consideration given to a wider range of other agencies or avenues of support such as CAMHS, play therapists, trauma counselling, PCSOs, safeguarding colleagues
- Initiate further support from the Dorset Locality Inclusion Team professionals such as the Early Help Manager, Virtual School Lead, Targeted Youth Worker, Attendance Support Worker
- Wider TAF or TAC (Team Around the Child or Family) - SENCO, Teacher, SLT, social worker, external agencies etc.
- Case discussion at a Dorset Inclusion Panel
- Educational Psychologist Review

- SAST Director of Inclusion Review
- SAST Head of Safeguarding Review

Tier 5 - At Risk of Exclusion

- Dorset Local Inclusion Panel (LIP) / Fair Access Panel
- Critical self-review of the graduated response
- Consideration given to interventions and avenues of support not previously considered
- If the child has an EHC Plan, work with parents and request that the responsible LA conducts an Emergency Annual Review
- Team Around the School (including Director of Education, Director of Inclusion, Head of Safeguarding, and the relevant LA representative e.g. from the Dorset North Locality Team)

4. Appendix B: The Exclusion Process: day by day guidance for Headteachers

*This process is to be read alongside the most up to date DfE publication (currently [Suspension and permanent exclusion guidance September 2023](#) **Where there are discrepancies because of a more recent DfE publication, the most recent legislation will take precedence over this policy, until such time as it can be updated.***

DAYS 1 and 2

- 1- A child either seriously or persistently breaches school behaviour policy.
- 2- The incident is reported to Headteacher in school, who may delegate the investigation to a designated senior member of staff.
- 3- Student or students are kept out of mainstream circulation whilst a full investigation is carried out. The investigation must include the gathering of:
 - Statements from student facing exclusion, signed and dated (if not possible, document why)
 - Witness statements from students and teachers (ensure all are signed and dated)
 - Any photographic evidence (next to a ruler if a weapon)
 - Any CCTV evidence (in accordance with advice from the Data Protection Officer)
- 4- The Headteacher alone may authorise a suspension or permanent exclusion. Before taking the decision to permanently exclude, the Headteacher should always confer with the Executive Headteacher (where in post) and the SAST Director of Education, who may in turn wish discuss this with the SAST Director of Inclusion and Head of Safeguarding.
- 5- The parent is then contacted, via telephone where possible, regarding the need to collect their child from school because of the decision to suspend. In some cases, it may be appropriate for the parent to be informed that their child has been excluded for 5 days whilst an investigation is underway which could result in permanent exclusion.
- 6- **ALL SUSPENSIONS/EXCLUSIONS MUST BE RECORDED on the school MIS and My Concern ON THE DAY THEY ARE ISSUED.** This is a statutory requirement.
- 7- Using the SAST template, the fixed term suspension letter is prepared and added to the child's MIS record. The original letter is given to the parent.
- 8- Depending on the child and type of suspension/exclusion, copies of the letter may be sent to the following people:
 - LA (dependent on where the student lives)
 - SAST Governance Professional
 - SAST Director of Education, Director of Inclusion and Head of Safeguarding
 - Social Worker (if relevant)
 - Virtual School Headteacher (if relevant)
 - Chair of Academy Committee
- 9- The suspension paperwork is collated, including all evidence statements/emails and images that are relevant

DAYS 3 – 5 (If the suspension is/may be a permanent exclusion)

- 1- A summative report is prepared by the Headteacher.
- 2- The Headteacher should set up a meeting to hear from parents/pupil before deciding to permanently exclude (PEX)
- 3- The Headteacher decides the outcome. If PEX, then contact is made on the same day by Headteacher with:
 - a. Parent/carer
 - c. Local Authority Exclusions Team

- d. Chair of Academy Committee
- e. SAST Governance Professional

5- SAST Governance Professional to inform Trust Exclusion Clerk, who will convene the panel and agree date for the PEX panel meeting.

6 - Trust Exclusion Clerk prepares a letter of invitation to panel meeting that is sent home to parents via recorded delivery.

6- Copies of the letter are distributed as per policy

Suspension review/Exclusions Panel Meeting

Suspension/PEX paperwork is collated into the School Evidence Pack and sent to the Trust Exclusion Clerk at least 7 days before the meeting. The clerk will ensure it is saved on the secure One Drive in the Panel Pack Folder. Copies must be sent to the family, review panel, SAST Directors of Education/Inclusion and the LA Exclusions Team at least 5 working days before the meeting.

The Panel Pack File will contain:

- Letter of invite to parents from the school informing them of panel date and time
- Guidance for parents and carers on suspension and exclusion, and what to expect during the review meeting
- Front cover of School Evidence Pack
- Contents page
- Headteacher's Statement
- Appendix 1 – Incident Reports, Witness Statements, Emails
- Appendix 2 – Notification to Parents and Exclusion Letters
- Appendix 3 – Documents relating to support and interventions
- Appendix 4 – Pupil Attendance, behaviour and academic reports
- Appendix 6 – Relevant SAST and school policies

5. Appendix C: Contacts

DORSET:

Education and Early Help (North Locality):

Team Manager: Stuart Gosney
Email: stuart.gosney@dorsetcouncil.gov.uk
Tel: 01305 208 003

North Dorset Locality Team

Email: northlocality@dorsetcouncil.gov.uk
Tel: 01258 474036

Dorchester Locality Team

Email: dorchesterlocality@dorsetcouncil.gov.uk
Tel: 01305 224220

Purbeck Locality Team

Email: purbecklocality@dorsetcouncil.gov.uk
Tel: 01929 557000

West Dorset Locality Team

Email: westlocality@dorsetcouncil.gov.uk
Tel: 01308 425241

Principal Teacher/Virtual School Head

Name: Amanda Davis
Email: amanda.davis@dorsetcouncil.gov.uk
Tel: 01305 228587

SEND information, advice and support service (SENDIASS):

Email: sendiass@dorsetcc.gov.uk
Mobile: 07748 624609

SOMERSET:

Exclusion Notification Contacts

exclusions@somerset.gov.uk
Toby.Jenkins@somerset.gov.uk
jen.cox@somerset.gov.uk
samantha.dowell@somerset.gov.uk
Tel: 0300 123 2224 – Education Engagement Service

Principal Teacher/Virtual School Head

Name: Julia Ridge
Email: julia.ridge@somerset.gov.uk
Tel: 01823 356694
General enquires: thevirtualschool@somerset.gov.uk
Website: <https://www.somersetvirtualschool.co.uk>

SEND information, advice and support service (SENDIASS):

Email: somersetSENDIAS@somerset.gov.uk
Tel: 01823 355578
Website: www.somersetsend.org.uk

WILTSHIRE

Head of Targeted Education:

Name: Kathryn Davis
Email: kathryn.davis@wiltshire.gov.uk / virtualschool@wiltshire.gov.uk
Tel: 01225 718644

Virtual School Head Teacher:

Name: John Spring
Email: john.spring@wiltshire.gov.uk / virtualschool@wiltshire.gov.uk
Tel: 01225718637

Strategic Lead for Alternative Provision

Name: Teresa Mcilroy
Email: teresa.mcilroy@wiltshire.gov.uk
Tel: 01225 756193 / 07794822138
Web: rightchoice.wiltshire.gov.uk

Alternative Provision Business Support Officer

Name: Victoria Rossiter
Email: victoria.rossiter@wiltshire.gov.uk
Tel: 01225 757955

Wiltshire SENDIASS

Email: Wiltshire.Sendiass@family-action.org.uk
Telephone: 01225 255266
Website: family-action.org.uk

6. Appendix D: Letter templates

a	Suspensions of 5 school days or fewer (cumulative total in one term)
b	Suspensions of 6 days of more up to an including 15 days (cumulative in one term)
c	Suspensions of more than 15 school days (cumulative total in one term)
d	PEX Letter Dorset
e	PEX Letter Somerset
f	PEX Letter Wiltshire
g	From Trust Exclusion Clerk to parent(s) confirming panel meeting arrangements
h	From Panel to parent(s) - Decline to Reinstate Letter

LETTER A

Suspensions of 5 school days or fewer (cumulative total in one term) and where a public examination is not missed.

SCHOOL ADDRESS

DATE

Dear [Parent's Name]

I am writing to inform you of my decision to suspend [Child's Name] for [specify period]. This means that they will not be allowed in school for this period. The suspension [begins/began] on [date] and ends on [date]. I realise that this suspension may well be upsetting for [Child's Name], you and your family, but the decision to suspend [Child's Name] has not been taken lightly.

[Child's Name] has been suspended for this fixed period because [reasons for the suspension — as a minimum should include a summary of the incident and behaviour which led to taking the decision to suspend the pupil].

[NB The subsequent paragraph can be removed for reception pupils who are not yet of compulsory school age]

Since your child is of compulsory school age, you have a duty to ensure that your child is not present in a public place during school hours for the duration of this suspension [specify dates] unless there is reasonable justification for this. I must inform you that you may be prosecuted or receive a fixed penalty notice from the local authority if your child is present in a public place during school hours on the specified dates. It will be for you to show that there is reasonable justification.

We will set work for [Child's Name] to be completed on the days specified in the previous paragraph as school days during the period of their suspension. [Detail the arrangements for this]. Please ensure that work set by the school is completed and returned to us promptly for marking.

You and [Child's Name] have the right to express your views and make representations about this decision to the Academy Committee, but it cannot direct reinstatement and is not required to arrange a meeting with parents.

If you wish to make representations, please contact the clerk to the Academy Committee [Name of Contact] via [contact details — address, phone number, email], as soon as possible, so that your views can be addressed. It is important to note that whilst the Academy Committee has no power to direct reinstatement, they must consider any representations you make and may place a copy of their findings on your child's school record.

You should also be aware that if you think the suspension occurred as a result of discrimination, you can 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. If you wish to make a claim of discrimination, please be aware that such a claim must be lodged within six months of the date in which the discrimination is alleged to have taken place.

Information on disability discrimination and other forms of discrimination claims are available on the [HM Courts and Tribunal Service](http://www.gov.uk/courts-tribunals/first-tier-tribunal-special-educational-needs-and-disability) website (www.gov.uk/courts-tribunals/first-tier-tribunal-special-educational-needs-and-disability)

Making a claim would not affect your right to make representations to the Academy Committee.

You may wish to contact the Local Authority Inclusion Team for advice and information:

DELETE INCORRECT LA

Dorset

- North Dorset locality
- Email: northlocality@dorsetcouncil.gov.uk
- Tel: 01258 474036

Somerset

- Senior Education Engagement Officer
- Email: Exclusions@somerset.gov.uk
- Tel: 0300 123 2224 – Education Engagement Service

Wiltshire

- Single Point of Contact for Early Help
- Email: IYSReferrals@wiltshire.gov.uk
- Tel: 01225 718 230

The Department for Education (DfE) has developed guidance for parents which can be accessed via the following web links:

- <http://www.gov.uk/school-discipline-exclusions/exclusions>
- <https://www.gov.uk/government/publications/school-exclusions-guide-for-parents>

You may also find it useful to contact:

- Coram Children's Legal Centre <http://www.childrenslegalcentre.com>
- ACE education <http://www.ace-ed.org.uk/>.
- The National Autistic Society (Schools Exclusion Service (England))
<http://www.autism.org.uk/services/helplines/school-exclusions>
- Independent Provider of Special Education Advice <http://www.ipsea.org.uk>

The statutory exclusions guidance can be found via www.education.gov.uk

[Child's Name]'s suspension expires on [date] and we expect [Child's Name] to be back in school on [date] at [time].

Yours sincerely

[Name]

DELETE INCORRECT TITLE

Head or School

Or

Headteacher

cc:

- Executive Headteacher (if applicable)
- Academy Committee Chair

CHECK HEADER/FOOTER HAS NOT BEEN OVER-WRITTEN

READ THIS, ADD TO CC IF NEEDED AND DELETE THIS SECTION BEFORE SENDING

If the C/YP:

- Is disabled
- Has an EHC Plan
- Is in local authority care
- Is previously looked after
- Has a social worker
- Is the subject of a Child Protection Plan

then a copy of this letter must also be sent to:

- SAST Director of Education
- SAST Director of Inclusion
- SAST Head of Safeguarding
- (if applicable) the children's social worker
- (if applicable) the Virtual School Headteacher

LETTER B

Suspension of 6 school days or more / up to and including 15 school days (cumulative total in a term)

SCHOOL ADDRESS

DATE

Dear **[Parent's Name]**

I am writing to inform you of my decision to suspend **[Child's Name]** for **[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]**. I realise that this suspension may well be upsetting for **[Child's Name]**, you and your family, but the decision to suspend **[Child's Name]** has not been taken lightly.

[Child's Name] has been suspended for this fixed period because **[reasons for the suspension — as a minimum should include a summary of the incident and behaviour which led to taking the decision to suspend the pupil]**.

[NB The subsequent paragraph can be removed for reception pupils who are not yet of compulsory school age]

Since your child is of compulsory school age you have a duty to ensure that your child is not present in a public place during school hours for the duration of the first 5 school days **[or specify dates if suspension is for fewer than 5 days]** of this suspension, that is on **[specify dates]**. I must inform you that you may be prosecuted or receive a penalty notice from the local authority if your child is present in a public place on the specified dates without reasonable justification. It will be for you to show that there is reasonable justification for this.

We will set work for **[Child's Name]** during the **[first 5 or specify other number as appropriate]** school days of their suspension. **[specify the arrangements for this]**. Please ensure that work set by the school is completed and returned to us promptly for marking.

[NB – Only include the subsequent paragraph for suspensions of over five consecutive school days regardless of whether this is a result of one or more than one suspension]

From the 6th school day of the pupil's suspension until the expiry of the suspension, we will provide suitable full-time education. On **[date]** **[Child's Name]** should attend **[give name and address of provision]** at **[specify the time]** and report to **[staff member's name]**. The start and finish times are as follows **[state times.]** **[NB If not known at this time, it may be provided by subsequent notice, but it must be provided without delay, and no later than 48 hours before the provision is due to start].**

You and **[Child's Name]** have the right to request a meeting of the Academy Committee panel, to whom you may present your views and make representations. At this meeting of the Academy Committee panel the decision to suspend can be reviewed. As the period of this suspension is more than 5 school days and up to and including 15 school days in a term the Academy Committee will meet **only** if you request it to do so. This meeting can be held via the use of remote access (for example, live video link) if requested by you. Please see Annex A page 76 of the Department for Education guidance 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement' dated May 2023 which sets out a number of matters you may want to consider before requesting a remote access meeting.

If you request a meeting the Academy Committee panel must take all reasonable steps to meet to discuss reinstatement within 50 school days of receiving the notice of suspension **[specify the date — the 50th school day after the suspension decision date]**.

[NB – Only include the subsequent paragraph if the pupil will miss a public exam or national curriculum test]

If **[Child's Name]** will miss a public exam or national curriculum test and you request a meeting of the Academy Committee panel, then the panel must take reasonable steps to meet before the date of examination. If this is not practical, the chair of the Academy Committee may consider the pupil's reinstatement alone.

If you do wish to make representations to the Academy Committee panel and wish to be accompanied by a friend or representative (at your own expense), please contact the clerk to Academy Committee **[name of contact]** via **[contact details — address, phone number, email]**, as soon as possible. Your child may also be involved in this meeting to speak on their own behalf if it is appropriate, taking into account their age and level of understanding. Please advise if you have a disability or special needs so that suitable arrangements may be made for you to attend the meeting at school. Also, please inform **[contact as above]** if it would be helpful for you to have an interpreter present at the meeting.

You should also be aware that if you think the suspension occurred as a result of discrimination, you can 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. If you wish to make a claim of discrimination, please be aware that such a claim must be lodged within six months of the date in which the discrimination is alleged to have taken place.

Information on disability discrimination and other forms of discrimination claims are available on the [HM Courts and Tribunal Service](http://www.gov.uk/courts-tribunals/first-tier-tribunal-special-educational-needs-and-disability) website (www.gov.uk/courts-tribunals/first-tier-tribunal-special-educational-needs-and-disability)

Making a claim would not affect your right to make representations to the Academy Committee.

You may wish to contact the Local Authority Inclusion Team for advice and information:

DELETE INCORRECT LA

Dorset

- North Dorset locality
- Email: northlocality@dorsetcouncil.gov.uk
- Tel: 01258 474036

Somerset

- Senior Education Engagement Officer
- Email: Exclusions@somerset.gov.uk
- Tel: 0300 123 2224 – Education Engagement Service

Wiltshire

- Single Point of Contact for Early Help
- Email: IYSReferrals@wiltshire.gov.uk
- Tel: 01225 718 230

The Department for Education (DfE) has developed guidance for parents which can be accessed via the following web links:

- <http://www.gov.uk/school-discipline-exclusions/exclusions>
- <https://www.gov.uk/government/publications/school-exclusions-guide-for-parents>

You may also find it useful to contact:

Coram Children's Legal Centre <http://www.childrenslegalcentre.com>

- ACE education <http://www.ace-ed.org.uk/>.
- The National Autistic Society (Schools Exclusion Service (England))
<http://www.autism.org.uk/services/helplines/school-exclusions>
- Independent Provider of Special Education Advice <http://www.ipsea.org.uk>

[Child's Name]'s suspension expires on [date] and we expect [Child's Name] to be back in school on [date] at [time].

Yours sincerely

[Name]

DELETE INCORRECT TITLE

Head of School

Or

Headteacher

CC:

- Executive Headteacher (if applicable)
- Academy Committee Chair
- SAST Director of Education
- SAST Director of Inclusion
- SAST Head of Safeguarding
- (if applicable) the children's social worker
- and (if applicable) the VSH

CHECK HEADER/FOOTER HAS NOT BEEN OVER-WRITTEN

LETTER C

Suspensions of more than 15 school days (cumulative total in one term).

SCHOOL ADDRESS

DATE

Dear [Parent's Name]

I am writing to inform you of my decision to suspend [Child's Name] for [specify period]. This means that they will not be allowed in school for this period. The suspension [begins/began] on [date] and ends on [date]. I realise that this suspension may well be upsetting for [Child's Name], you and your family, but the decision to suspend [Child's Name] has not been taken lightly.

[Child's Name] has been suspended for this fixed period because [reasons for the suspension — as a minimum should include a summary of the incident and behaviour which led to taking the decision to suspend the pupil].

[NB The subsequent paragraph can be removed for reception pupils who are not yet of compulsory school age]

Since your child is of compulsory school age you have a duty to ensure that your child is not present in a public place during school hours for the duration of [the first 5 school days or specify dates if suspension is for fewer than 5 days] of this suspension, that is on [specify dates]. I must inform you that you may be prosecuted or receive a penalty notice from the local authority if your child is present in a public place on the specified dates without reasonable justification. It will be for you to show that there is reasonable justification for this.

We will set work for [Child's Name] during the [first 5 or specify dates as appropriate] school days of their suspension. [Specify the arrangements for this]. Please ensure that work set by the school is completed and returned to us promptly for marking.

From the 6th school day of the pupil's suspension until the expiry of the suspension, we will provide suitable full-time education. On [date] [Child's Name] should attend [give name and address of provision] at [specify the time] and report to [staff member's name]. The start and finish times are as follows [state times.] **[NB If not known at this time, it may be provided by subsequent notice, but it must be provided without delay, and no later than 48 hours before the provision is due to start].**

You have the right to attend a meeting of a meeting of the Academy Committee panel, to whom you may present your views and make representations. This can be held via the use of remote access (for example, live video link) if requested by you. Please see Annex A page 76 of the Department for Education guidance 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement' dated May 2023 which sets out a number of matters you may want to consider before requesting a remote access meeting. If you do not request a remote meeting it will be held in person.

As the length of the suspension is more than 15 school days in total in one term the Academy Committee panel **must** meet to consider the suspension. The panel must take all reasonable steps to meet to consider the decision within 15 school days of receiving the notice of suspension **[specify the date — the 15th school day after the suspension decision date].**

[NB – Only include the subsequent paragraph if the pupil will miss a public exam or national curriculum test]

If **[Child's Name]** will miss a public exam or national curriculum test and you request a meeting of the Academy Committee panel, then the panel must take reasonable steps to meet before the date of examination. If this is not practical, the chair of the Academy Committee may consider the pupil's reinstatement alone.

If you wish to make representations to the Academy Committee and wish to be accompanied by a friend or representative (at your own expense), please contact the clerk to the Academy Committee **[name of contact]** via **[contact details — address, phone number, email]**, as soon as possible. Your child may also be involved in this meeting to speak on their own behalf if it is appropriate, taking into account their age and level of understanding.

Please advise if you have a disability or special needs so that suitable arrangements may be made for you to attend the meeting at school. Also, please inform **[contact as above]** if it would be helpful for you to have an interpreter present at the meeting.

Whether you choose to make representations or not, you will be notified by the clerk to the Academy Committee of the time, date and location of the panel meeting. You will also be provided with a copy of the school evidence pack which will be considered at the panel meeting.

You should also be aware that if you think the suspension occurred as a result of discrimination, you can 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. If you wish to make a claim of discrimination, please be aware that such a claim must be lodged within six months of the date in which the discrimination is alleged to have taken place.

Information on disability discrimination and other forms of discrimination claims are available on the [HM Courts and Tribunal Service](http://www.gov.uk/courts-tribunals/first-tier-tribunal-special-educational-needs-and-disability) website (www.gov.uk/courts-tribunals/first-tier-tribunal-special-educational-needs-and-disability)

Making a claim would not affect your right to make representations to the Academy Committee.

You may wish to contact the Local Authority Inclusion Team for advice and information:

DELETE INCORRECT LA

Dorset

- North Dorset Locality
- Email: northlocality@dorsetcouncil.gov.uk
- Tel: 01258 474036

Somerset

- Senior Education Engagement Officer
- Email: Exclusions@somerset.gov.uk
- Tel: 0300 123 2224 – Education Engagement Service

Wiltshire

- Single Point of Contact for Early Help
- Email: IYSReferrals@wiltshire.gov.uk
- Tel: 01225 718 230

The Department for Education (DfE) has developed guidance for parents which can be accessed via the following web links:

- <http://www.gov.uk/school-discipline-exclusions/exclusions>
- <https://www.gov.uk/government/publications/school-exclusions-guide-for-parents>

You may also find it useful to contact:

Coram Children's Legal Centre <http://www.childrenslegalcentre.com>

- ACE education <http://www.ace-ed.org.uk/>.
- The National Autistic Society (Schools Exclusion Service (England))
<http://www.autism.org.uk/services/helplines/school-exclusions>
- Independent Provider of Special Education Advice <http://www.ipsea.org.uk>

[Child's Name]'s suspension expires on [date] and we expect [Child's Name] to be back in school on [date] at [time].

Yours sincerely

[Name]

DELETE INCORRECT TITLE

Head of School

Or

Headteacher

CC:

- Executive Headteacher (if applicable)
- Academy Committee Chair
- SAST Director of Education
- SAST Director of Inclusion
- SAST Head of Safeguarding
- SAST Governance Professional
- (if applicable) the children's social worker
- (if applicable) the Virtual School Headteacher

CHECK HEADER/FOOTER HAS NOT BEEN OVER-WRITTEN

LETTER D

Permanent exclusion notification letter – DORSET RESIDENT

(NB. CHECK THIS IS THE LA in which the family reside)

SCHOOL ADDRESS

DATE

Dear [Parent's Name]

I am writing to inform you of my decision to permanently exclude [Child's Name] with effect from [date]. This means that they will not be allowed in this school unless they are reinstated by the Academy Committee.

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

[Child's Name] has been excluded because [reasons for the exclusion - as a minimum should include a summary of the incident and behaviour which led to taking the decision to exclude the pupil].

Both of the following two thresholds for permanent exclusion have been met:

- a serious breach or persistent breach of the school's behaviour policy has occurred;
and
- allowing the pupil to remain in school would seriously harm the education and welfare of the pupil or others in the school

[Include a summary of how the threshold has been met].

[NB The subsequent paragraph can be removed for reception pupils who are not yet of compulsory school age]

Since your child is of compulsory school age you have a duty to ensure that your child is not present in a public place during school hours for the duration of the first 5 school days of this exclusion i.e. on [specify dates], unless there is reasonable justification for this. I must inform you that you could be prosecuted or receive a penalty notice if your child is present in a public place during school hours on these dates. It will be for you to show that there is reasonable justification.

Alternative arrangements for [Child's Name]'s education to continue will be made. For the first five school days of the exclusion, we will set work for [Child's Name] and would ask you to ensure this work is completed and returned promptly to school for marking. From the sixth school day of the exclusion onwards — i.e. from [specify the date] Dorset Local Authority will provide a full-time education.

I have also today informed the North Locality Team at Dorset Local Authority of your child's exclusion and they will be in touch with you about arrangements for [Child's Name]'s education from the sixth school day of exclusion.

You have the right to attend a meeting of the Academy Committee panel. This can be held via the use of remote access (for example, live video link) if requested by you. Please see Annex A page 76 of the Department for Education guidance 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'

dated May 2023 which sets out a number of matters you may want to consider before requesting a remote access meeting. If you do not request a remote meeting it will be held in person.

As this is a permanent exclusion the Academy Committee panel **must** meet to consider the decision to exclude. At the meeting you may make representations to the Academy Committee if you wish and ask them to reinstate your child in school. The Academy Committee has the power to reinstate your child immediately or from a specified date, or, alternatively, they have the power to decline to reinstate, in which case you may have the decision reviewed by an Independent Review Panel. The Academy Committee must take all reasonable steps to meet to consider the decision within 15 school days of receiving the notice of exclusion [specify the date — the 15th school day from the exclusion decision date].

[NB – Only include the subsequent paragraph if the pupil will miss a public exam or national curriculum test]

If [Child's Name] will miss a public exam or national curriculum test and you request a meeting of the Academy Committee panel, then the panel must take reasonable steps to meet before the date of examination. If this is not practical, the chair of the Academy Committee may consider the pupil's reinstatement alone.

If you wish to make representations to the Academy Committee and wish to be accompanied by a friend or representative (at your own expense), please contact the clerk to Academy Committee [name of contact] on/at [contact details — address, phone number, email], as soon as possible.

Your child may also be involved in this meeting to speak on their own behalf if it is appropriate, taking into account their age and level of understanding.

Please advise if you have a disability or special needs so that suitable arrangements may be made for you to attend the meeting at school. Also, please inform [contact as above] if it would be helpful for you to have an interpreter present at the meeting.

Whether you choose to make representations or not, you will be notified by the clerk to the Academy Committee of the time, date and location of the panel meeting. You will also be provided with a copy of the school evidence pack which will be considered at the panel meeting.

You should also be aware that if you think the suspension occurred as a result of discrimination, you can 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. If you wish to make a claim of discrimination, please be aware that such a claim must be lodged within six months of the date in which the discrimination is alleged to have taken place.

Information on disability discrimination and other forms of discrimination claims are available on the [HM Courts and Tribunal Service](http://www.gov.uk/courts-tribunals/first-tier-tribunal-special-educational-needs-and-disability) website (www.gov.uk/courts-tribunals/first-tier-tribunal-special-educational-needs-and-disability)

Making a claim would not affect your right to make representations to the Academy Committee.

You may wish to contact the Local Authority Inclusion Team for advice and information:

Dorset

- North Dorset locality
- Email: northlocality@dorsetcouncil.gov.uk

- Tel: 01258 474 036

The Department for Education (DfE) has developed guidance for parents which can be accessed via the following web links:

- <http://www.gov.uk/school-discipline-exclusions/exclusions>
- <https://www.gov.uk/government/publications/school-exclusions-guide-for-parents>

You may also find it useful to contact:

- Coram Children's Legal Centre <http://www.childrenslegalcentre.com>
- ACE education <http://www.ace-ed.org.uk/>.
- The National Autistic Society (Schools Exclusion Service (England)) <http://www.autism.org.uk/services/helplines/school-exclusions>
- Independent Provider of Special Education Advice <http://www.ipsea.org.uk>

Yours sincerely

[Name]

DELETE INCORRECT TITLE

Head of School

Or

Headteacher

CC:

- Executive Headteacher (if applicable)
- Academy Committee Chair
- SAST Director of Education
- SAST Director of Inclusion
- SAST Head of Safeguarding
- SAST Governance Professional
- (if applicable) the children's social worker
- (if applicable) the Virtual School Headteacher

CHECK HEADER/FOOTER HAS NOT BEEN OVER-WRITTEN

LETTER E

Permanent exclusion notification letter – SOMERSET RESIDENT

(NB. CHECK THIS IS THE LA in which the family reside)

SCHOOL ADDRESS

DATE

Dear [Parent's Name]

I am writing to inform you of my decision to permanently exclude [Child's Name] with effect from [date]. This means that they will not be allowed in this school unless they are reinstated by the Academy Committee.

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

[Child's Name] has been excluded because [reasons for the exclusion - as a minimum should include a summary of the incident and behaviour which led to taking the decision to exclude the pupil].

Both of the following two thresholds for permanent exclusion have been met:

- a serious breach or persistent breach of the school's behaviour policy has occurred;
and
- allowing the pupil to remain in school would seriously harm the education and welfare of the pupil or others in the school

[Include a summary of how the threshold has been met].

[NB The subsequent paragraph can be removed for reception pupils who are not yet of compulsory school age]

Since your child is of compulsory school age you have a duty to ensure that your child is not present in a public place during school hours for the duration of the first 5 school days of this exclusion i.e. on [specify dates], unless there is reasonable justification for this. I must inform you that you could be prosecuted or receive a penalty notice if your child is present in a public place during school hours on these dates. It will be for you to show that there is reasonable justification.

Alternative arrangements for [Child's Name]'s education to continue will be made. For the first five school days of the exclusion, we will set work for [Child's Name] and would ask you to ensure this work is completed and returned promptly to school for marking. From the sixth school day of the exclusion onwards — i.e. from [specify the date] Somerset Local Authority will provide a full-time education.

I have informed Somerset Local Authority of your child's exclusion and they will be in touch with you about arrangements for [Child's Name]'s education from the sixth school day of exclusion.

You have the right to attend a meeting of a meeting of the Academy Committee panel, to whom you may present your views and make representations. This can be held via the use of remote access (for example, live video link) if requested by you. Please see Annex A page 76 of the Department for Education guidance 'Suspension and Permanent Exclusion from maintained

schools, academies and pupil referral units in England, including pupil movement' dated May 2023 which sets out a number of matters you may want to consider before requesting a remote access meeting. If you do not request a remote meeting it will be held in person.

As this is a permanent exclusion the Academy Committee panel **must** meet to consider the decision to exclude. At the meeting you may make representations to the Academy Committee if you wish and ask them to reinstate your child in school. The Academy Committee has the power to reinstate your child immediately or from a specified date, or, alternatively, they have the power to decline to reinstate, in which case you may have the decision reviewed by an Independent Review Panel. The Academy Committee must take all reasonable steps to meet to consider the decision within 15 school days of receiving the notice of exclusion [specify the date — the 15th school day from the exclusion decision date].

[NB – Only include the subsequent paragraph if the pupil will miss a public exam or national curriculum test]

If [Child's Name] will miss a public exam or national curriculum test and you request a meeting of the Academy Committee panel, then the panel must take reasonable steps to meet before the date of examination. If this is not practical, the chair of the Academy Committee may consider the pupil's reinstatement alone.

If you wish to make representations to the Academy Committee and wish to be accompanied by a friend or representative (at your own expense), please contact the clerk to Academy Committee [name of contact] on/at [contact details — address, phone number, email], as soon as possible.

Your child may also be involved in this meeting to speak on their own behalf if it is appropriate, taking into account their age and level of understanding.

Please advise if you have a disability or special needs so that suitable arrangements may be made for you to attend the meeting at school. Also, please inform [contact as above] if it would be helpful for you to have an interpreter present at the meeting.

Whether you choose to make representations or not, you will be notified by the clerk to the Academy Committee of the time, date and location of the panel meeting. You will also be provided with a copy of the school evidence pack which will be considered at the panel meeting.

You should also be aware that if you think the suspension occurred as a result of discrimination, you can 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. If you wish to make a claim of discrimination, please be aware that such a claim must be lodged within six months of the date in which the discrimination is alleged to have taken place.

Information on disability discrimination and other forms of discrimination claims are available on the [HM Courts and Tribunal Service](http://www.gov.uk/courts-tribunals/first-tier-tribunal-special-educational-needs-and-disability) website (www.gov.uk/courts-tribunals/first-tier-tribunal-special-educational-needs-and-disability)

Making a claim would not affect your right to make representations to the Academy Committee.

You may wish to contact the Local Authority Inclusion Team for advice and information:

Somerset

- Senior Education Engagement Officer

- Email: Exclusions@somerset.gov.uk
- Tel.: 0300 123 2224 – Education Engagement Service

The Department for Education (DfE) has developed guidance for parents which can be accessed via the following web links:

- <http://www.gov.uk/school-discipline-exclusions/exclusions>
- <https://www.gov.uk/government/publications/school-exclusions-guide-for-parents>

You may also find it useful to contact:

- Coram Children’s Legal Centre <http://www.childrenslegalcentre.com>
- ACE education <http://www.ace-ed.org.uk/>.
- The National Autistic Society (Schools Exclusion Service (England)) <http://www.autism.org.uk/services/helplines/school-exclusions>
- Independent Provider of Special Education Advice <http://www.ipsea.org.uk>

Yours sincerely

[Name]

DELETE INCORRECT TITLE

Head of School

Or

Headteacher

CC:

- Executive Headteacher (if applicable)
- Academy Committee Chair
- SAST Director of Education
- SAST Director of Inclusion
- SAST Head of Safeguarding
- SAST Governance Professional
- (if applicable) the children’s social worker
- (if applicable) the Virtual School Headteacher

CHECK HEADER/FOOTER HAS NOT BEEN OVER-WRITTEN

LETTER F

Permanent exclusion notification letter – WILTSHIRE RESIDENT

(NB. CHECK THIS IS THE LA in which the family reside)

SCHOOL ADDRESS

DATE

Dear [Parent's Name]

I am writing to inform you of my decision to permanently exclude [Child's Name] with effect from [date]. This means that they will not be allowed in this school unless they are reinstated by the Academy Committee.

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

[Child's Name] has been excluded because [reasons for the exclusion - as a minimum should include a summary of the incident and behaviour which led to taking the decision to exclude the pupil].

Both of the following two thresholds for permanent exclusion have been met:

- a serious breach or persistent breach of the school's behaviour policy has occurred;
and
- allowing the pupil to remain in school would seriously harm the education and welfare of the pupil or others in the school

[Include a summary of how the threshold has been met].

[NB The subsequent paragraph can be removed for reception pupils who are not yet of compulsory school age]

Since your child is of compulsory school age you have a duty to ensure that your child is not present in a public place during school hours for the duration of the first 5 school days of this exclusion i.e. on [specify dates], unless there is reasonable justification for this. I must inform you that you could be prosecuted or receive a penalty notice if your child is present in a public place during school hours on these dates. It will be for you to show that there is reasonable justification.

Alternative arrangements for [Child's Name]'s education to continue will be made. For the first five school days of the exclusion, we will set work for [Child's Name] and would ask you to ensure this work is completed and returned promptly to school for marking. From the sixth school day of the exclusion onwards — i.e. from [specify the date] Wiltshire Local Authority will provide a full-time education.

I have informed Wiltshire Local Authority of your child's exclusion and they will be in touch with you about arrangements for [Child's Name]'s education from the sixth school day of exclusion.

You have the right to attend a meeting of a meeting of the Academy Committee panel, to whom you may present your views and make representations. This can be held via the use of remote access (for example, live video link) if requested by you. Please see Annex A page 76 of the Department for Education guidance 'Suspension and Permanent Exclusion from maintained

schools, academies and pupil referral units in England, including pupil movement' dated May 2023 which sets out a number of matters you may want to consider before requesting a remote access meeting. If you do not request a remote meeting it will be held in person.

As this is a permanent exclusion the Academy Committee panel **must** meet to consider the decision to exclude. At the meeting you may make representations to the Academy Committee if you wish and ask them to reinstate your child in school. The Academy Committee has the power to reinstate your child immediately or from a specified date, or, alternatively, they have the power to decline to reinstate, in which case you may have the decision reviewed by an Independent Review Panel. The Academy Committee must take all reasonable steps to meet to consider the decision within 15 school days of receiving the notice of exclusion [specify the date — the 15th school day from the exclusion decision date].

[NB – Only include the subsequent paragraph if the pupil will miss a public exam or national curriculum test]

If [Child's Name] will miss a public exam or national curriculum test and you request a meeting of the Academy Committee panel, then the panel must take reasonable steps to meet before the date of examination. If this is not practical, the chair of the Academy Committee may consider the pupil's reinstatement alone.

If you wish to make representations to the Academy Committee and wish to be accompanied by a friend or representative (at your own expense), please contact the clerk to Academy Committee [name of contact] on/at [contact details — address, phone number, email], as soon as possible.

Your child may also be involved in this meeting to speak on their own behalf if it is appropriate, taking into account their age and level of understanding.

Please advise if you have a disability or special needs so that suitable arrangements may be made for you to attend the meeting at school. Also, please inform [contact as above] if it would be helpful for you to have an interpreter present at the meeting.

Whether you choose to make representations or not, you will be notified by the clerk to the Academy Committee of the time, date and location of the panel meeting. You will also be provided with a copy of the school evidence pack which will be considered at the panel meeting.

You should also be aware that if you think the suspension occurred as a result of discrimination, you can 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. If you wish to make a claim of discrimination, please be aware that such a claim must be lodged within six months of the date in which the discrimination is alleged to have taken place.

Information on disability discrimination and other forms of discrimination claims are available on the [HM Courts and Tribunal Service](http://www.gov.uk/courts-tribunals/first-tier-tribunal-special-educational-needs-and-disability) website (www.gov.uk/courts-tribunals/first-tier-tribunal-special-educational-needs-and-disability)

Making a claim would not affect your right to make representations to the Academy Committee.

You may wish to contact the Local Authority Inclusion Service for advice and information:

WILTSHIRE

- Email: IYSReferrals@wiltshire.gov.uk

- Tel: 01225 718 230 (Single Point of Contact for Early Help)

The Department for Education (DfE) has developed guidance for parents which can be accessed via the following web links:

- <http://www.gov.uk/school-discipline-exclusions/exclusions>
- <https://www.gov.uk/government/publications/school-exclusions-guide-for-parents>

You may also find it useful to contact:

- Coram Children's Legal Centre <http://www.childrenslegalcentre.com>
- ACE education <http://www.ace-ed.org.uk/>.
- The National Autistic Society (Schools Exclusion Service (England))
<http://www.autism.org.uk/services/helplines/school-exclusions>
- Independent Provider of Special Education Advice <http://www.ipsea.org.uk>

Yours sincerely

[Name]

DELETE INCORRECT TITLE

Head of School

Or

Headteacher

CC:

- Executive Headteacher (if applicable)
- Academy Committee Chair
- SAST Director of Education
- SAST Director of Inclusion
- SAST Head of Safeguarding
- SAST Governance Professional
- (if applicable) the children's social worker
- (if applicable) the Virtual School Headteacher

CHECK HEADER/FOOTER HAS NOT BEEN OVER-WRITTEN

LETTER G

From Trust Exclusion Clerk to parent(s) confirming panel meeting arrangements, to consider the suspension or permanent exclusion of a pupil.

Please note – everyone with parental responsibility for the child should be invited to make representations at the hearing, even if the child does not live with them.

SCHOOL ADDRESS

DATE

Dear [Parent's Name]

With reference to the decision by the head teacher to [permanently exclude/suspend] your child and recent telephone conversations, I would like to confirm the arrangement for you and [pupil's name] to attend a meeting of the Academy Committee panel at [address of venue] to consider the [permanent exclusion/suspension]. This has been arranged for [date] at [time]. You may wish to be accompanied by a friend for support, and/or bring a representative who will speak on your behalf.

NB The subsequent two paragraphs should be deleted if not applicable

[Only add if Child X is a looked-after child] The Virtual School Headteacher [insert details] has also been invited to attend the panel meeting.

[Only add if the child has a Social Worker] Your child's Social Worker [insert details] has also been invited to attend the panel meeting.

The school will provide the panel with information about your child and the events which led to the decision to [suspend/exclude]. This information is called the school evidence pack. This pack will be shared with everyone who is attending the panel meeting, including you, at least five days before the meeting. This will enable everyone to have time to consider the contents carefully. You and your child can also submit written statements to the panel before the meeting if you wish. If you decide that you want to do this, please could you send your statements to me by [insert date – seven working days before the panel date]. I will then be able to share your statements with everyone at the same time as the school evidence pack.

The panel will be made up of three Academy Committee Representatives from SAST schools. The Headteacher will attend the meeting to explain their decision to [suspend/exclude]. Other senior members of school staff may also be present. The panel members will ask the Headteacher questions about their decision.

The panel will then invite you or your representative to speak on your child's behalf and ask you questions. Your child may also want speak about the events if it is appropriate for them to do so.

Delete if not applicable: The panel may also want to listen to the Virtual School Headteacher and/or Social Worker, and ask them questions.

The meeting is likely to last around 2 hours.

Once the panel has listened and asked all their questions, everyone will be asked to leave so that the panel members can discuss the [suspension/exclusion] evidence and reach a decision. They

will tell you about their decision by writing a letter to you, as quickly as possible. They will tell you what the decision was and why they made it.

I will be present at the panel meeting to take minutes and ensure that the correct procedures are followed.

Meetings are usually held in person, however if you would prefer to meet via remote access (video call), this can be arranged. If you require any other adjustments to participate in this meeting, such as an interpreter, please could you let me know so that we can discuss your requirements and make arrangements.

Please contact me on [telephone number and email if available] if this is no longer a convenient date and time so we may re-arrange a suitable time for you to attend a meeting. It will not necessarily be possible for the Panel to meet on your alternative date, and it should be noted that changing the date may lead to a delay.

I will forward all evidence to you five school days prior to the meeting.

Yours sincerely,

[Name]

Trust Exclusion Clerk

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LETTER H

Permanent exclusion – Academy Committee panel declined reinstate decision letter

SCHOOL ADDRESS

DATE

Dear [Parent's Name]

The meeting of the Academy Committee panel at [school's name/ or virtual information if appropriate] on [date] considered the decision by [head teacher] to permanently exclude your child, [name of pupil]. After carefully considering both the oral and written representations made, and all the available evidence, the panel has decided to decline to reinstate [Child's Name]'s.

The reasons for the decision are as follows:

[give the reasons in as much detail as possible, explaining how they were arrived and how you applied the legal test of whether the decision to permanently exclude the pupil was lawful, reasonable, and procedurally fair]

You have the right to have the decision of the Academy Committee panel reviewed by an independent review panel. You must set out the reasons for wanting the review in your application and include any written evidence you wish to submit. If appropriate, you may also include reference to any special educational needs that your child has that are relevant to this exclusion. The Independent Review Panel can be held via the use of remote access (for example, live video link) if requested by you. Please see Annex A page 76 of the Department for Education guidance 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement' dated May 2023 which sets out a number of matters you may want to consider before requesting a remote access meeting.

If you would like to request a review, please apply in writing to:

- SAST Governance Professional
- Email: clerk@sast.org.uk
- Post: St. Aldelm's House, Bristol Road, Sherborne, Dorset, DT9 4EQ

The request for review must be received by the SAST Governance Professional, no later than [state date - 15 school days from the date on which notice in writing of the Academy Committee's decision is given to parents, or directly to the pupil if they are 18 or above]. If you wish for the Independent Review Panel to be held remotely, please confirm this in your request for a review.

Please advise if you have a disability or special needs, so that suitable arrangements may be made for you to attend the review hearing. Also, please inform the SAST Governance Professional if it would be helpful for you to have an interpreter present at the review hearing. You can have someone to make written and/or oral representations to the Independent Review Panel on your behalf and at your own expense. You may also wish to bring a friend with you to the review hearing.

If you have not lodged an application by [repeat latest date], you will lose your right to have the decision to exclude your child reviewed by an independent review panel.

Irrespective of whether the school regards your child as having special educational needs, you are entitled to have a Special Educational Needs (SEN) expert at the review hearing. The role of

the SEN expert is to provide impartial specialist advice to the panel on how special educational needs might be relevant to the exclusion but does not include making an assessment of your child's special educational needs. The SEN expert's advice will focus on whether the school's policies which relate to SEN, or the application of these policies in relation to this case, were lawful, reasonable and procedurally fair. If you wish to have a SEN expert at the review hearing, please clearly indicate this on your application and be aware that the cost of appointment of the SEN expert will be met by SAST.

Your review hearing will be heard by an independent review panel. A three-member panel will comprise of: one serving, or recently retired (within the last five years), head teacher; one serving, or recently serving, experienced Academy Committee Representative; and one lay member who will be the Chairman.

[Use the following paragraph only if there is a possibility that a five-member panel may sit]

[A five-member panel will comprise of: two serving, or recently retired (within the last 5 years), head teachers; two serving, or recently serving, experienced Academy Committee Representatives and one lay member who will be the Chairman.]

The 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 should meet no later than the 15th school day after the date on which your application for a review is lodged.

In reviewing the Academy Committee's decision, the panel can decide to make one of three decisions:

- i. uphold the Academy Committee's decision not to reinstate;
- ii. recommend that the Academy Committee reconsiders reinstatement; or
- iii. quash the Academy Committee's decision and direct reinstatement.

In addition to your right to apply for an independent review hearing, if you believe that the exclusion occurred as a result of discrimination, you can 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. If you wish to make a claim of discrimination, please be aware that such a claim must be lodged within six months of the date on which the discrimination is alleged to have taken place.

Information on disability discrimination and other forms of discrimination claims are available on the [HM Courts and Tribunal Service](http://www.gov.uk/courts-tribunals/first-tier-tribunal-special-educational-needs-and-disability) website (www.gov.uk/courts-tribunals/first-tier-tribunal-special-educational-needs-and-disability)

You may wish to contact the Local Authority Inclusion Team for advice and information:

DELETE INCORRECT LA
Dorset

- North Dorset locality
- Email: northlocality@dorsetcouncil.gov.uk
- Tel: 01258 474 036

Somerset

- Senior Education Engagement Officer
- Email: Exclusions@somerset.gov.uk

- Tel: 0300 123 2224 – Education Engagement Service

Wiltshire

- Single Point of Contact for Early Help
- Email: IYSReferrals@wiltshire.gov.uk
- Tel: 01225 718 230

The Department for Education (DfE) has developed guidance for parents which can be accessed via the following web links:

- <http://www.gov.uk/school-discipline-exclusions/exclusions>
- <https://www.gov.uk/government/publications/school-exclusions-guide-for-parents>

You may also find it useful to contact:

- Coram Children’s Legal Centre <http://www.childrenslegalcentre.com>
- ACE education <http://www.ace-ed.org.uk/>.
- The National Autistic Society (Schools Exclusion Service (England)) <http://www.autism.org.uk/services/helplines/school-exclusions>
- Independent Provider of Special Education Advice <http://www.ipsea.org.uk>

Yours sincerely

[Name]

Clerk to the Academy Committee

cc:

- Chair of Academy Committee
- Head of School/Headteacher (delete as applicable)
- (if applicable) Executive Headteacher
- SAST Director of Education
- SAST Director of Inclusion
- SAST Head of Safeguarding
- SAST Governance Professional
- (if applicable) the children’s social worker
- (if applicable) the Virtual School Headteacher

CHECK HEADER/FOOTER HAS NOT BEEN OVER-WRITTEN