

Suspensions & Permanent Exclusions Policy

Date Approved by Trustees	16th July 2026
Date of Next Review	July 2029

Contents

1	Introduction	3
2	Application of Policy	3
3	Types of Suspension	3
4	Roles and Responsibilities	3
5	CCTV, witness evidence and pupil views	5
6	Reintegration strategy meetings following suspension or off-site direction	5
7	Suspensions before a Permanent Exclusion	6
8	Directing off-site and managed moves	6
9	Requirements on a local governing body when considering a Suspension or Permanent Exclusion .	8
10	Independent review panels (IRPs)	11
11	Reconsideration by the local governing body	11
12	Complaints	11
13	Equality impact	11
14	Monitoring arrangements	11
15	Head Teacher/Principal's Suspension Checklist	13
16	Template letter suspending a pupil for up to (and including) five days in a term	15
17	Template letter suspending a pupil where number of suspensions is 6-15 days in a term	17
18	Template letter suspending a pupil where total number of suspensions is 15.5 days or more in a term	19
19	Template Permanently Excluding a pupil	22
20	Template letter setting out details of alternative provision from sixth school day of suspension	24
21	Template letter formally setting out a direction off-site	25
22	Example Head Teacher/Principal Report to Governors	26
23	Student witness statement form	30

1 Introduction

- 1.1 This policy aims to set out the process that will be followed and the additional considerations around suspensions and exclusions that schools will apply. Good behaviour and self-discipline lead to effective learning and help prepare children and young people for life beyond the school gate.
- 1.2 Where the school's approaches towards behaviour management have been exhausted, then suspensions and exclusions will sometimes be necessary as a last resort. This is to ensure that other pupils and teaching staff are protected from disruption and can learn in safe, calm, and supportive environments.
- 1.3 The school will always have regard to the latest guidance: *Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units in England, Including Pupil Movement*, when making decisions on suspensions and exclusions and will follow the law, as set out in the relevant School Discipline (Pupil Exclusions and Reviews) (England) Regulation 2012 (as amended).
- 1.4 This policy should be read in conjunction with the behaviour policy and the SEND policy for the relevant school.

2 Application of policy

- 2.1 This policy applies to all schools within the Trust and all members of those school communities. Each school within the Trust will apply suspensions and exclusions in accordance with this policy and ensure that its contents are relayed to all staff, parents and pupils.

3 Types of exclusion

Suspensions and permanent exclusions are different:

- 3.1 Suspensions (previously called fixed-term exclusions) are where a pupil is prevented from attending school for a fixed period. At the end of the period, they are expected to return to school following a reintegration meeting. A pupil may receive a maximum 45 days of suspension in an academic year before being permanently excluded.
- 3.2 Permanent exclusions are where, subject to a decision of the local governing body to reinstate the pupil to the school, the pupil is prevented from attending the school again. A decision to permanently exclude will only be taken in response to a serious breach or persistent breaches of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.

4 Roles and responsibilities

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

The Head Teacher

- 4.1 All decisions to suspend or permanently exclude a pupil will be taken by the Head Teacher after considering all the circumstances. Every decision made will be proportionate to the seriousness of the behaviour with reference to the school's behaviour policy.
- 4.2 As the Head Teacher, you must inform parents/carers of their right to make a request for a remote meeting when notifying them of the suspension/permanent exclusion.
- 4.3 The Head Teacher will also, at the earliest opportunity, issue notice of the suspension or permanent exclusion to the Clerk to the local governing body (via governance@endeavour-mat.co.uk).
- 4.4 In the event of decision by the Head Teacher to apply a Direction Off-site (see section 8 below), the Head Teacher will notify parents in writing and provide information about the placement, (including a proposed maximum period of time, as well as location and whether the provision will be full-time or a combination with some continued attendance in school) as soon as practicable after the direction has been made and no later than two school days before the relevant date. It is expected that this will be a formality and that parents will have been involved in discussions regarding the planning for the direction off-site. The Head Teacher will also, at the earliest opportunity issue notice of the direction to the Clerk to the local governing body (via governance@endeavour-mat.co.uk).

The Clerk

- 4.5 The Clerk to the local governing body is responsible for informing the Chair of the relevant local governing body that a suspension, permanent exclusion or direction off-site has occurred, tracking suspensions and exclusions and for advising and supporting the Chair of the relevant local governing body in necessary actions to be taken.

The Governors

- 4.6 The local governing body is responsible for forming committees to review suspensions, permanent exclusions and directions off-site when it is required to do so, it is requested by parents, or it is, in its view, prudent to review an individual decision. In each case, the decision of the Governors' Discipline Committee, formed by the local governing body to hold a governor review meeting, will be to decide whether to uphold the suspension or permanent exclusion, or, where there is scope to do so, to reinstate the pupil to the school.

Parents

- 4.7 Parents will be informed without delay of any suspension or permanent exclusion and there is an ability to make representations in regard to any suspension or permanent exclusion decision. Details will be provided on the rights parents have.

Pupils

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

5 CCTV, witness evidence and pupil views

- 5.1 Where the school uses Close Circuit Television (CCTV) within its premises this is to provide a safe and secure environment for pupils, staff and visitors. If behavioural incidents are recorded on CCTV, the footage may be viewed as part of the investigation and the content considered before imposing a sanction. If CCTV is relied upon for a decision on a suspension or permanent exclusion, then it will be shown in some format (redacted as necessary) at any governor review meeting. Please see the Trust's CCTV policy and privacy notices for more information.
- 5.2 Where witness evidence is relied upon, whether that be from a pupil or a staff member, the statement(s) will be provided at any governor review meeting. All statements will be signed and dated unless the Head Teacher has good reason to protect the anonymity of the relevant witness. Reasons may include threats of reprisals.
- 5.3 Before taking a decision to suspend or permanently exclude, and where otherwise appropriate, the Head Teacher will take the pupil's views into account, considering these in light of their age and understanding, and inform the pupil about how their views have been factored into any decision made. Where relevant, the pupil will be given support to express their view, including through advocates such as parents, another key adult or, if the pupil has one, a social worker. The Head Teacher will also take account of any contributing factors identified after an incident of misbehaviour has occurred.

6 Reintegration strategy meeting following suspension or off-site direction

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

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

so that further suspensions are not needed. School staff will work with the pupil to understand what led to the behaviour and to establish if any changes can be made or further support implemented from a pastoral or practical perspective that might reduce the chance of repeat behaviours. Previous behaviour is not seen as an obstacle to future success. The reintegration meeting can be either in person, by telephone or using Teams in order to facilitate and support constructive engagement.

- 6.2 Schools are expected to consider and, use as appropriate, various measures to support a pupil's successful reintegration, including but not limited to:
- increased contact with a designated pastoral professional in-school;
 - use of a report card with personalised targets leading to personalised rewards;
 - ensuring the pupil receives academic support upon return to catch up on any lost

progress;

- planned pastoral interventions;
- regular reviews with the pupil and parents to praise progress being made and raise and address any concerns at an early stage; and
- informing the pupil, parents and staff of potential external support.

- 6.3 Whilst reintegration meetings are highly encouraged pupils will not be prevented from being admitted to school or being put in mainstream classes because a meeting has not taken place.

7 Suspensions before a permanent exclusion

- 7.1 In exceptional circumstances, pupils may receive a suspension prior to a permanent exclusion. For each decision, the Head Teacher will send the relevant letter setting out the rights of parents. A suspension cannot be converted into a permanent exclusion and so any subsequent permanent exclusion would be a fresh decision due to commence immediately after the suspension had ended. Exceptional circumstances may include where further evidence has come to light or where the incident was serious and time is required to fully investigate the circumstances and consider alternatives.

8 Directing off-site and managed moves

- 8.1 Before taking any decision to permanently exclude a pupil, the Head Teacher will consider whether a direction off-site to attend alternative provision would be a reasonable alternative that should be considered.
- 8.2 A managed move is used to initiate a process leading to a permanent transfer of a pupil to another mainstream school, as part of a behaviour management process.
- 8.3 Where a temporary move (i.e. a time-limited placement at another education setting) needs to occur to improve a pupil's behaviour, you should use off-site direction instead. During the review of an off-site direction placement you may identify alternative options, including a permanent managed move.
- 8.4 A pupil must not be permanently excluded because of an unwillingness by the pupil and/or their parents/carers to agree to a managed move.
- 8.5 In the case of directing a pupil off-site to alternative provision, the aim of any direction is for it to be used as a short-term measure as part of the school's behaviour management strategy to improve a pupil's behaviour where in-school interventions and/or outreach have been unsuccessful or are deemed inappropriate. While parental consent is not needed, discussions should take place with parents to feed in their views about the options. Depending on the individual needs and circumstances of the pupil, an off-site direction into alternative provision can be full-time or a combination of part-time support in alternative provision and continued mainstream education. Use of direction off-site is intended to be fixed term and should be planned with reintegration into school life in mind.
- 8.6 Parents (or pupils aged 18 or over) and, where the pupil has an EHCP the local authority, can request, in writing, that the local governing body hold a review meeting in relation to a direction off-site. Such a review meeting should be facilitated as soon as reasonably practicable, unless there

has already been a review meeting in the previous 10 weeks.

- 8.7 A managed move (a preventative measure to exclusion which can be offered as part of a planned intervention) is used to initiate a process which leads to the transfer of a pupil to another mainstream school permanently. Managed moves should be voluntary and agreed with all parties involved, including parents and the admission authority of the new school and is likely to be facilitated through the engagement schools have with the Local Inclusion Forum. If a temporary move needs to occur to improve a pupil's behaviour, then offsite direction (as described above) should be used. Managed moves should only occur when it is in the pupil's best interests, as determined by the Head Teacher. If a parent feels they are being pressured into a managed move or is unhappy with a managed move then the appropriate mechanism, after pursuing engagement with the school, is through the Trust's Complaints Policy in the usual way.
- 8.8 Managed moves must comply with the School Admissions Code (unless the pupil has an education, health and care (EHC) plan). This means that managed moves cannot bypass normal admissions rules. The admission authority must apply its published oversubscription criteria. A pupil cannot jump ahead of others on a waiting list unless they meet the criteria more closely. Managed moves are separate from the Fair Access Protocol (FAP). Only children in prescribed categories (see paragraph 3.17 of the admissions code) can be placed via the FAP. If a pupil is not eligible for the FAP, published admission arrangements apply
- 8.9 **Before a managed move:**
The original school should involve the pupil – support them to share their views and explain how you'll consider this as part of the decision-making process
The original school should be able to evidence that appropriate initial intervention has been carried out, including, where relevant, multi-agency support or any statutory assessments
The original school and the new school should make sure that relevant information is shared between them and the LA as appropriate, including:
- Data on prior and current attainment
 - Academic potential
 - A current risk assessment
 - Advice on effective ongoing risk management and/or other pupil support strategies
- 8.10 The points above also apply to **off-site direction**.
- 8.11 Following a managed move, the original school should delete the pupil's name from their admission register as it will be added to the new school's admission register.
- 8.12 Where a managed move follows a period of off site direction, the pupil will already have been registered at the school where they are receiving education off site. In these circumstances, the deletion from the original school's register only takes place when the move becomes permanent. The pupil should be registered at one school only.
- 8.13 **Notify relevant parties in advance of a managed move for pupils with a social worker**

The school is expected to notify relevant parties as soon as they start contemplating a managed move for a pupil with a social worker.
- 8.14 They should make the following people aware:

- The social worker
- Your DSL
- The pupil's parents/carers, unless this would lead to safeguarding risks
- The virtual school head (VSH), if the child is looked-after

8.15 If it's decided that a managed move is in the pupil's best interests, the original school and new school should make sure any personal education plan (PEP) the pupil has is reviewed and amended to take account of the move.

8.16 For Off Site Directions, academies are required to make sure that parents/carers (or the pupil if they're aged 18 or over, and the LA if the pupil has an EHC plan) are notified in writing about an off-site direction, as soon as practicable and no later than 2 school days before the placement begins.

The notice must include the following information:

- The address where the educational provision will be provided
- The person the pupil should report to when they first attend the provision
- The number of days the requirement is to be imposed
- The reasons for, and objectives of, imposing the requirement; and in relation to the educational provision:
- Where 2 sessions per day are provided, what time the morning session starts, the afternoon session ends and the break between them starts and ends, or
- Where a single session per day is provided, what time the session starts and ends

8.13 Off rolling

Off-rolling is using unlawful means to remove a pupil from a school roll. The following would be considered off-rolling:

- Moving a pupil to off-site AP where this is not in their best interests
- Encouraging a post-16 student not to continue with their course of study when this is against the best interests of that pupil
- Sending a pupil home without a formal suspension regardless of whether it occurs with the agreement of parents/carers
- Placing a pupil on a part-time timetable for behavioural reasons
- Intentionally removing a pupil from the school roll without correctly following regulations

9 Keeping Pupils temporarily off-site for safeguarding purposes

9.1 **Schools may temporarily forbid a pupil from attending the premises if there is a need to separate 2 or more pupils for safeguarding purposes. This is not considered an exclusion on disciplinary grounds.**

This protocol should only be used in in "rare circumstances" and only when:

- Separating pupils is essential, **and**
- There isn't a practical way to allow one or more pupils involved to remain on school premises

This could, for example, follow an allegation of harm by one pupil against another which requires physically separating a pupil from others.

Decisions should be made on a case-by-case basis, with your designated safeguarding lead (DSL) taking a lead role and using their professional judgement, supported by agencies like children's social care and the police as required.

Where a pupil is temporarily forbidden from attending school:

- the school should inform their parents/carers of the reason why, and the governing board without delay
- The local authority (LA) must arrange education for the pupil, unless your school or the pupil's parents/carers choose to do so
- the school should support the pupil to reintegrate into school life once they return

10 Requirements on a local governing body to review

Suspensions and permanent exclusions

Type of suspension/ exclusion	Period of suspension/ exclusion	Requirements	Timeframe
Permanent		Must consider reinstatement. Must invite parents or pupil if over 18; Head Teacher; the pupil's social worker if the pupil has one; the VSH for a LAC and allow oral and written representations to be made.	Within 15 school days of receiving notice of the suspension/ exclusion
Suspension	Any — if exclusion results in pupil missing a public examination or national curriculum test	Must consider reinstatement. Must invite parents or pupil if over 18; Head Teacher; the pupil's social worker if the pupil has one; the VSH for a LAC and allow oral and written representations to be made. Up to two friends or representatives may accompany the parents/ carers and their child	Within 15 school days of receiving notice of the suspension/ exclusion
Suspension	Brings total to 16 days or more in a single term (Autumn, Spring or Summer)	Must consider reinstatement. Must invite parents or pupil if over 18; Head Teacher; the pupil's social worker if the pupil has one; the VSH for a LAC and allow oral and written representations to be made. Up to two friends or representatives may accompany the parents/ carers and their child	Within 15 school days of receiving notice of the suspension/ exclusion
Suspension	Brings total to 6-15 days in a single term	If requested to do so by parents, must convene a meeting to consider reinstatement. Must invite parents or pupil if over 18; Head Teacher; the pupil's social worker if the pupil has one; the VSH for a LAC and allow oral and written representations to be made. If parents do not request a meeting, the local governing body is not required to consider the suspension, but does have the power to consider the reinstatement of the pupil should it so choose.	Within 50 school days of receiving notice of the suspension/ exclusion
Suspension	Brings total to 5 days or less in a single term	Must consider any written representation made by parents at a meeting but cannot direct reinstatement.	No deadline. Should happen within a reasonable amount of time.

Directions off-site and managed moves

Type arrangement	Requirements	Timeframe
Direction off-site	Hold a review if requested by parents if one has not already been held within the preceding 10 weeks.	As soon as reasonably practicable
Managed Move	Apply the usual procedures set out in the Trust's Complaints Policy should a parent take up an issue in respect of the handling of a managed move that cannot be resolved at the informal stage and by constructive engagement with the school.	In accordance with the Complaints Policy

Parents/carers can request the meeting be held remotely

We encourage holding meetings in person, and this is still the default. But now parents/carers can request that a meeting be held via the use of remote access (carried out by electronic means, e.g. live video link using Teams).

The Head Teacher **must** inform parents/carers of their right to make a request for a remote meeting when notifying them of the suspension.

Meetings can also be held remotely to deal with unforeseen or extraordinary circumstances

Examples of when a meeting may be appropriate to hold remotely relate to school closure, such as for:

- Floods
- Fire
- Infectious illness / disease

Note that where these extraordinary circumstances do not apply and parent/carers have not requested a remote meeting, then the meeting **must** be held in person.

If meetings are held remotely these will generally not be recorded. If, on an exceptional basis, this is considered desirable then explicit permission from each participant will be sought and documented in advance.

Ensuring conditions are met for remote meetings

Chairs of review meetings should:

- Confirm that all the participants have access to the technology which will allow them to:
 - Hear
 - Speak
 - See
 - Be seen
- Make sure all the participants will be able to participate fully
- Make sure that the remote meeting can be held fairly and transparently

If the Chair is not satisfied that a remote meeting can be held fairly and transparently, then the Clerk should consult with parents/carers to decide how a face-to-face meeting can be arranged.

If technical issues occur, rearrange to meet in person

Where you cannot resolve technical difficulties that prevent participants holding the meeting fairly or transparently, the Clerk should arrange a face-to-face meeting without delay.

Social workers and virtual school heads (VSHs) can join remotely, even if the meeting is held in person, as long as they can contribute effectively.

11 Independent review panels (IRPs)

- 11.1 The Trust arranges IRPs through an appropriate external provider and requests for an IRP where a permanent exclusion has been upheld should be made to The Clerk via governance@endeavour-mat.co.uk or by post to: The Clerk, Endeavour MAT, Wilmington Grange, Parsons Lane, Dartford, DA2 7BB) within 15 school days.
- 11.2 Further details on the role and powers of IRPs can be found in Part Ten of the statutory guidance on exclusions.

12 Reconsideration by the local governing body

Where an IRP either recommends or directs reconsideration of the initial decision of the local governing body, the decision will be considered within 10 school days. This may involve a rehearing with oral evidence given by the school and parents or may be a reconsideration with only the local governing body members and the Clerk present.

13 Complaints

If parents have any concerns or complaints over the application or implementation of this policy, they should raise their concerns with the Head Teacher or Chair of the Local Governing Body in accordance with the Trust's complaints policy. If the concern relates to a suspension, then the statutory procedure set out in the Suspensions and Permanent Exclusion statutory guidance will be followed.

14 Equality impact

The Trust does all it can to ensure that its policies do not discriminate against pupils or others, either directly or indirectly, in line with any Equality Act 2010 protected characteristics. This includes race, religion, disability, sexual orientation, and sex.

15 Monitoring arrangements

Both governors and trustees review appropriate data on suspensions and permanent exclusions to ensure that their use is appropriate. The following are monitored by the local governing body to ensure the processes and support for pupils are appropriate:

- the interventions put in place for pupils at risk of suspension and permanent exclusion
- the processes in place for determining and reviewing directions off-site to alternative provision and that such placements are reviewed to assure that the education is achieving its objectives

and that pupils are benefiting from it

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

The role of your school's governing board remains to challenge and evaluate school data and leaders' decisions, but there is now greater detail around what they should be doing. This includes:

- Carefully considering the levels and characteristics of pupils leaving the school, whether through permanent exclusion, removal from the admission register, off-site direction, or any other form of pupil movement, to ensure that such actions are taken only as a last resort when necessary
- Using "maximum challenge" to school leadership to understand these movements and identify any emerging patterns that may require further scrutiny or action
- Reviewing data on the separation of pupils for safeguarding purposes, where this approach is used

This is set out on page 41 of the [updated guidance](#).

Using performance data and benchmarking

To effectively hold leaders to account and make informed decisions, your governing board should consider understanding and making use of performance data in the following areas:

- Pupil numbers, attendance and exclusions
- Attainment and progress
- Curriculum planning and class sizes
- Financial management and governance
- Quality assurance
- Safeguarding and wellbeing
- The school community, including staff, pupils, parents/carers, and the governing board

In addition, your board should consider building an evidence base from the most recent and accessible data to identify successes and root causes of issues, and using data to benchmark and analyse trends to improve educational and financial outcomes.

16 Head Teacher's Suspension Checklist

The Department for Education's statutory guidance on Suspensions and Permanent Exclusion from school, requires decisions to be lawful, reasonable, fair and proportionate. As such, the following matters will need to be taken into account and evidenced.

Do you have sufficient evidence to satisfy the tests for suspension or permanent exclusion?

- What evidence is there to show a breach of the school's behaviour policy?
- What evidence is there to satisfy the test at paragraph 11 of the statutory guidance for permanent exclusion (i.e., serious breach or persistent breaches of the behaviour policy and where allowing the pupil to remain in school would seriously harm the education and/or welfare of the pupil or others such as staff or pupils in the school)?
- Does the available evidence satisfy the tests on the balance of probabilities?
- Have the pupil's views been captured and considered, in light of their age and understanding?
- Are there witness statements? Are they signed and dated? If not, what is the reason for this?
- Do the reasons for suspension or permanent exclusion accord with the potential grounds for suspension or exclusion as set out in the guidance or are they of similar severity?

For suspensions

- What length of suspension is appropriate and proportionate in the circumstances?
- What arrangements have been made for work to be provided on days 1 to 5? Or has alternative provision been arranged? Has alternative provision been arranged from day 6 of the suspension (if applicable)?
- Has a reintegration strategy been organised and communicated to the parents as set out in paragraphs 27-31 of the statutory guidance?

Extending the length of a suspension or issuing of a permanent exclusion following a period of suspension

- Is there new information to justify the new suspension or permanent exclusion and is it sufficient to justify the new decision on the balance of probabilities?
- Has the new decision letter been sent to the parents and other relevant stakeholders?

Is suspension or permanent exclusion the last resort or an appropriate sanction?

- What alternatives to suspension or permanent exclusion have been considered, including but not limited to off-site directions, managed moves, engagement with parents, provision of mentoring/coaching, use of pupil support units, assessment and support under the SEND framework, and multi-agency support under the "working together" framework?
- Have the circumstances of the pupil been considered and taken into account?
- Are there any safeguarding concerns that require a multi-agency approach?
- Does the pupil have SEND? Is an assessment required? Have any reasonable adjustments to school practices and/or procedures been considered and implemented? If the pupil has an EHCP, have the school called an interim/emergency annual review?
- If the child is looked after, has contact been made with the social worker or virtual school headteacher and has a PEP review been called?

Notification

- Have parents been notified without delay?
- Has the school told parents that during the first 5 days of the suspension or exclusion (or until any full-time alternative provision begins) the parent must ensure that the child is not in a public place during school hours?
- Have parents received the formal written notification with reasons within three school days?
- Have other relevant stakeholders been notified — Clerk to local governing body, local authority, social worker, virtual school headteacher?

Cancelling exclusions

The headteacher can cancel any exclusion that has already begun (or one that has not yet begun),

but this can only happen when the local governing body has not yet met to consider whether the pupil should be reinstated.

Where an exclusion is cancelled:

- The Head Teacher must notify the parents, the Clerk to the local governing body, the LA and the pupil's social worker and VSH as applicable, without delay. The notification must also provide the reason for the cancellation;
- The local governing body's duty to consider reinstatement ceases, and there is no requirement to hold a meeting to consider reinstatement;
- Parents (or the excluded pupil if they are 18 years or older) should be offered the opportunity to meet the Head Teacher to discuss the circumstances that led to the exclusion being cancelled which should be arranged without delay;
- The pupil must be allowed back into the school from which they were excluded without delay;
- Any days spent out of school as a result of any exclusion, prior to the cancellation will count towards the maximum of 45 school days permitted in any school year.

A permanent exclusion cannot be cancelled if the pupil has already been excluded for more than 45 school days in a school year or if they will have been so by the time the cancellation takes effect.

17 Template letter suspending a pupil for up to (and including) five days in a term

[Name of Parent(s)] [Address]

[Date]

Dear [Name of Parent(s)]

Re: Suspension of [name of pupil]

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

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

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

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

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

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

You have the right to make written representations to the Governor's Discipline Committee. [[name of pupil] may also make written representations about their suspension]. The Governor's Discipline Committee must meet following receipt of any representations but does not have the power to reinstate [name of pupil].

If you and [name of pupil] wish to make written representations to the Governor's Discipline Committee please send these through to the Clerk at governance@endeavour-mat.co.uk as soon as possible. If you think this suspension relates to a disability your child has, and you think discrimination has occurred, you may raise the issue with the Governor Discipline Committee.

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

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

- Statutory guidance on suspensions and exclusions: <https://www.gov.uk/government/publications/school-exclusion>
- Coram's Child Law Advice service can be accessed through their website <https://childlawadvice.org.uk/information-pages/school-exclusion/> or contacted on 0300 330 5485 from Monday to Friday, 8am – 6pm.
- ACE education run a limited service and can be reached on 0300 0115 142 on Monday to Wednesday from 10am to 1pm during term time. Information can be found on the website: <http://www.ace-ed.org.uk/>.
- Independent Provider of Special Education Advice (known as IPSEA – www.ipsea.org.uk) is a registered charity. It offers free and independent information, advice and support to help get the right education for children and young people with all kinds of special educational needs (SEN) and disabilities.
- SEN Information Advice & Support Services Network (formerly known as the local parent partnership).

Yours sincerely

[name]

[Head Teacher]

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

18 Template letter suspending a pupil where the cumulative number of suspensions is 6-15 days in a term

[Name of Parent(s)]

[Address]

[Date]

Dear [Name of Parent(s)]

Re: Suspension of [name of pupil]

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

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

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

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

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

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

[If provision is being arranged from the sixth day] [As [name of pupil] is of compulsory school age, you are legally required to ensure that [name of pupil] attends for all sessions each day to ensure that any disruption to their education is kept to a minimum. Please note that failure to attend the provision could result in a referral to the Local Authority for consideration of a Fixed Penalty Notice or court action. Please refer to the school's Attendance Policy for further details.]

You have the right to make written representations to the Governor Discipline Committee and ask it to

reinstate your child in school. [[name of pupil] may also make written representations about their suspension and may attend the meeting]. The Governor's Discipline Committee] must meet within 50 school days following receipt of any representations and has the power to reinstate [name of pupil] or, alternatively, it has the power to uphold the suspension.

If you wish to make representations to the Governor's Discipline Committee and attend the meeting, please contact the Clerk at governance@endeavour-mat.co.uk as soon as possible. You have the right to be accompanied by a friend and/or representative and [name of pupil]'s [social worker] [Virtual School Head] will be invited to attend].

You may request that a representative of the local authority attends the meeting, together with a representative of your home local authority if different from the school's. However, this will be as an observer only unless permission is granted by the Governor's Discipline Committee for representations to be made.

If you choose to make representations you will be notified by the Clerk of the time, date and location of the meeting. Please advise the Clerk if [name of pupil] will attend the meeting and whether they would like to make any written and/or oral representations. You may also advise the Clerk if you have a disability or special needs which would affect your ability to attend the meeting. Also, please inform the Clerk if it would be helpful for you to have an interpreter present at the meeting. If you think this suspension relates to a disability your child has, and you think discrimination has occurred, you may raise the issue with the Governor's Discipline Committee.

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

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

- Statutory guidance on suspensions and exclusions: <https://www.gov.uk/government/publications/school-exclusion>
- Coram's Child Law Advice service can be accessed through their website [https://childlawadvice.org.uk/information- pages/school-exclusion/](https://childlawadvice.org.uk/information-pages/school-exclusion/) or contacted on 0300 330 5485 from Monday to Friday, 8am – 6pm.
- ACE education run a limited service and can be reached on 0300 0115 142 on Monday to Wednesday from 10am to 1pm during term time. Information can be found on the website: <http://www.ace-ed.org.uk/>.
- Independent Provider of Special Education Advice (known as IPSEA – www.ipsea.org.uk) is a registered charity. It offers free and independent information, advice and support to help get the right education for children and young people with all kinds of special educational needs (SEN) and disabilities.
- SEN Information Advice & Support Services Network (formerly known as the local parent partnership).

Yours sincerely

[name]
[Head Teacher]

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

19 Template letter suspending a pupil where the cumulative total number of suspensions is 15.5 days or more in a term

[Name of Parent(s)] [Address]

[Date]

Dear [Name of Parent(s)]

Re: Suspension of [name of pupil]

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

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

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

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

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

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

[If provision is being arranged from the sixth day] [As [name of pupil] is of compulsory school age, you are legally required to ensure that [name of pupil] attends for all sessions each day to ensure that any disruption to their education is kept to a minimum. Please note that failure to attend the provision could result in a referral to the Local Authority for consideration of a Fixed Penalty Notice or court action. Please refer to the school's Attendance Policy for further details.]

As [name of pupil] has been suspended for more than 15 days in a single term, the Governor's Discipline Committee must meet to consider whether to reinstate [name of pupil] within 15 school days of receiving

notice of the suspension. At the review meeting you may make representations to the Governor's Discipline Committee if you wish and ask them to reinstate your child. The Governor's Discipline Committee has the power to reinstate your child immediately or from a specified date, or, alternatively, it has the power to uphold the suspension. The latest date by which the Governor's Discipline Committee should meet is [date – 15 school days after receiving notice of suspension].

Parents/carers have the right to request that this meeting take place virtually by the use of remote access e.g., live video link which the clerk will set up and ensure meets the conditions for remote meetings. If you would like to request a virtual meeting as opposed to in person, please contact the Clerk at governance@endeavour-mat.co.uk as soon as possible.

If you wish to make representations to the Governor's Discipline Committee and wish to be accompanied by a friend and/or representative, please contact the Clerk at governance@endeavour-mat.co.uk as soon as possible. [[name of pupil]'s [social worker] [Virtual School Head] will be invited to attend].

You may request that a representative of the local authority attends the meeting, [together with a representative of your home local authority if different from the school's]. However, this will be as an observer only, unless permission is granted by the Governor's Discipline Committee for representations to be made.

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

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

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

- Statutory guidance on suspensions and exclusions: <https://www.gov.uk/government/publications/school-exclusion>
- Coram's Child Law Advice service can be accessed through their website [https://childlawadvice.org.uk/information- pages/school-exclusion/](https://childlawadvice.org.uk/information-pages/school-exclusion/) or contacted on 0300 330 5485 from Monday to Friday, 8am – 6pm.
- ACE education run a limited service and can be reached on 0300 0115 142 on Monday to Wednesday from 10am to 1pm during term time. Information can be found on the website: <http://www.ace-ed.org.uk/>.
- Independent Provider of Special Education Advice (known as IPSEA – www.ipsea.org.uk) is a registered charity. It offers free and independent information, advice and support to help get the right education for children and young people with all kinds of special educational needs (SEN) and disabilities.
- SEN Information Advice & Support Services Network (formerly known as the local parent partnership).

Yours sincerely

[name]

[Head Teacher]

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

20 Template letter permanently excluding a pupil

[Name of Parent(s)] [Address]

[Date]

Dear [Name of Parent(s)]

Re: Permanent exclusion of [name of pupil]

[I write further to my decision to suspend [name of pupil] on [date] for [number] days while an investigation [into the incident that took place on [date]] was carried out.]

[The investigation is now complete and] I regret to inform you of my decision to permanently exclude [name of pupil] with effect from [date]. This means that [name of pupil] will not be allowed in this school unless they are reinstated by the [governing board/ discipline committee].

I realise that this exclusion may well be upsetting for you and your family, but the decision to permanently exclude [name of pupil] has not been taken lightly. [name of pupil] has been excluded because [set out reasons and whether decision is for a single serious breach or persistent breaches of the behaviour policy. Where the investigation following a suspension has resulted in a permanent exclusion, set out the findings and new reason for the permanent exclusion].

[Where the pupil has a disability, or additional needs/special educational needs which may amount to a disability, confirm what adjustments have previously been made for the pupil to avoid permanent exclusion.]

You have a duty to ensure that your child is not present in a public place in school hours during the first five school days of this exclusion unless there is reasonable justification. You could be prosecuted or receive a penalty notice if your child is present in a public place during school hours on those days. It will be for you to show reasonable justification.

Alternative arrangements for [name of pupil]'s education will be made. For the first five school days of the exclusion we will set work for [name of pupil] and would ask you to ensure this work is completed and returned promptly to school for marking. [Set out how work will be set and whether it should be collected or will be sent to the parent OR if alternative provision is being arranged during the first five days, set out the following details if known at this stage: the start date for any provision of full-time education that has been arranged for the child during the 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.] From the sixth school day of the exclusion onwards, the local authority will provide suitable full-time education. The arrangements for this will be set out in a further letter.

As this is a permanent exclusion the Governor's Discipline Committee must meet to consider it. At the review meeting you may make representations to the Governor's Discipline Committee if you wish and ask them to reinstate your child in school. The Governor's Discipline Committee has the power to reinstate your child immediately or from a specified date, or, alternatively, it has the power to uphold the exclusion, in which case you may request that its decision be reviewed by an independent review panel. The latest date by which the Governor's Discipline Committee should meet is [date – 15 school days after receiving notice of exclusion].

Parents/carers have the right to request that this meeting take place virtually by the use of remote access e.g., live video link which the clerk will set up and ensure meets the conditions for remote meetings. If you would like to request a virtual meeting as opposed to in person, please contact the Clerk at governance@endeavour-mat.co.uk as soon as possible.

If you wish to make representations to the Governor's Discipline Committee and wish to be accompanied by a friend and/or representative, please contact the Clerk at governance@endeavour-mat.co.uk as soon as possible. You will, whether you choose to make representations or not, be notified by the Clerk of the time, date and location of the meeting. Please let us know if [name of pupil] will attend the meeting and whether they would like to make any written and/or oral representations. [[name of pupil]'s [social worker] [Virtual School Head] will be invited to attend]. Please advise the clerk if you have a disability or special needs which would affect your ability to attend the meeting. Also, please inform the clerk if it would be helpful for you to have an interpreter present at the meeting. If you think this exclusion relates to a disability your child has, and you think discrimination has occurred, you may raise the issue with the Governor's Discipline Committee.

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

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

- Statutory guidance on suspensions and exclusions: <https://www.gov.uk/government/publications/school-exclusion>
- Coram's Child Law Advice service can be accessed through their website [https://childlawadvice.org.uk/information- pages/school-exclusion/](https://childlawadvice.org.uk/information-pages/school-exclusion/) or contacted on 0300 330 5485 from Monday to Friday, 8am – 6pm.
- ACE education run a limited service and can be reached on 0300 0115 142 on Monday to Wednesday from 10am to 1pm during term time. Information can be found on the website: <http://www.ace-ed.org.uk/>.
- Independent Provider of Special Education Advice (known as IPSEA – www.ipsea.org.uk) is a registered charity. It offers free and independent information, advice and support to help get the right education for children and young people with all kinds of special educational needs (SEN) and disabilities.
- SEN Information Advice & Support Services Network (formerly known as the local parent partnership).

Yours sincerely

[name]
[Head Teacher]

[cc. local authority, where applicable, home local authority, the pupil's social worker and the VSH if the pupil is a LAC]

21 Template letter setting out details of alternative provision from sixth school day of suspension

[Name of Parent(s)] [Address]

[Date]

Dear [Name of Parent(s)]

Re: Alternative provision for [name of pupil]

Further to my letter dated [date], I am writing to confirm the arrangements for [name of pupil] to commence alternative full- time education from the sixth school day of the suspension issued by me on [date].

Arrangements have been made for [name of pupil] to attend [venue] at [address] from Monday to Friday between the hours of [time] and [time] for the morning session and [time] and [time] for the afternoon session.

[name of pupil] must attend on [day of week], [date], at [time] and report to [contact name for first day], who will provide further information.

As [name of pupil] is of compulsory school age, you are legally required to ensure that [name of pupil] attends for all sessions each day to ensure that any disruption to their education is kept to a minimum.

Please note that failure to attend the provision could result in a referral to the Local Authority for consideration of a Fixed Penalty Notice or court action. Please refer to the school's Attendance Policy for further details.

If you have any queries, please do not hesitate to contact me.

Yours sincerely

[name]

[Head Teacher]

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

22 Template letter formally setting out a direction off-site

[Name of Parent(s)] [Address]

[Date]

Dear [Name of Parent(s)]

Re: Direction to Off-Site Provision for [name of pupil]

I write to formally set out details of the arrangements we discussed on [date] regarding my decision to direct [name of pupil] to off-site provision at [name, location] for a period anticipated to end on [date]. This means that [name of pupil] will be expected to attend the off-site provision for the period identified and return to school on [date]. A reintegration strategy meeting has been arranged to take place on [date] at [time] to discuss how [name of pupil]'s return to school and future behaviour will be managed.

I realise that this decision may raise some concerns for you and has not been taken lightly. [name of pupil] has experienced challenges with meeting the school's expected standard of behaviour and this is the latest step I feel is necessary to support [name of pupil] to improve their behaviour.

Please note that failure to attend the provision could result in a referral to the Local Authority for consideration of a Fixed Penalty Notice or court action. Please refer to the school's Attendance Policy for further details.]

You have the right to request that the Local Governing Body review the arrangements of this direction off-site if there has not already been a review meeting within the preceding 10 weeks (to which you would have been invited) and should you wish to do so please contact the Clerk at governance@endeavour-mat.co.uk as soon as possible.

There are sources of free and impartial advice available to you:

- Statutory guidance on suspensions and exclusions (which includes information on directions off-site): <https://www.gov.uk/government/publications/school-exclusion>
- Coram's Child Law Advice service can be accessed through their website <https://childlawadvice.org.uk/information-pages/> or contacted on 0300 330 5485 from Monday to Friday, 8am – 6pm.
- ACE education run a limited service and can be reached on 0300 0115 142 on Monday to Wednesday from 10am to 1pm during term time. Information can be found on the website: <http://www.ace-ed.org.uk/>.
- Independent Provider of Special Education Advice (known as IPSEA – www.ipsea.org.uk) is a registered charity. It offers free and independent information, advice and support to help get the right education for children and young people with all kinds of special educational needs (SEN) and disabilities.
- SEN Information Advice & Support Services Network (formerly known as the local parent partnership).

Yours sincerely

[name]

[Head Teacher]

23 Example Contents for Head Teacher Report to Local Governing Body Discipline Committee

To consider the [suspension/permanent] exclusion of [name]

Checklist for Head Teachers

Head Teacher report to Governors

Appendix 1 Behaviour and Exclusion policies

Appendix 2 Relevant correspondence including permanent exclusion letter and relevant suspension letters

Appendix 3 Witness [and other] evidence re incident

Appendix 4 Behaviour logs

Appendix 5 Details of support [and reintegration strategy meeting records]

Appendix 6 SEN Report

Appendix 7 Attendance Certificate

Appendix 8 Other relevant reports

Appendix 9 Other relevant policies

Suspension/Permanent Exclusion from School Checklist for Headteachers

Please complete this checklist and attach to the front of the Report to Governors

Pupil Name: _____

Date of Birth: _____

Type SUS / PEX (please circle as applicable)

Date of SUS/PEX: _____

Length in days (for SUS): _____

Item	Completed by (initials)	Date completed
Verbal Notification to Parent/Carer		
Written notification to Parent/carers		
Notification to LA		
Notification to Clerk		
Packs checked by Clerk		
Pack delivered to Parent/Carer		
Pack delivered to Governors		
Pack delivered to LA/Other parties		

Head Teacher report to Governors

Introduction

[Set out details re child — DOB, when joined school, year group, whether the pupil is in receipt of PP, FSM, is LAC, has SEND etc. as well as nature of review — PEX arising from serious breach or persistent breaches of behaviour policy. Refer to extracts of behaviour and exclusion policies. If relevant set out transition information from previous school]

Incident details

A chronology of suspensions is below:

- [Xxxx
- Xxxx
- Xxxx]

[Set out details of behaviour over school period and sanctions imposed — refer to behaviour log and any records of reintegration strategy meetings where behavioural expectations were reiterated.

If the exclusion is for a one-off serious incident, explain background to incident referring to witness and any other evidence in support. Explain how the pupil knew the behaviour exhibited was contrary to the behaviour policy and that it could result in exclusion e.g. how the behaviour policy's expectations are communicated to pupils etc.

Explain impact of behaviour on the pupil and others (staff and fellow pupils) in the school.]

Support for [name]

[Set out what has been put in place internally and externally to support the pupil in a clear timeline — provide details of all family and pupil support and interventions offered and comment on effectiveness/engagement etc. including any referrals e.g. for Early Help, CAMHS, EP etc. If the pupil has SEND, refer to the SEND policy and any evidence of the graduated approach of assess, plan, do, review. If the pupil has an EHCP explain whether a review of that plan was called. Explain level of communication/dialogue with parents.]

Alternatives to permanent exclusion

The following alternatives were considered:

[e.g. more lenient/different sanctions, direction to be educated off-site at an alternative provider, time spent in Pupil Support Unit, managed moves etc.]

Intervention	Date(s)	Purpose	Outcome

Conclusion

Legality

E.g. The decision to exclude was made by the Head Teacher and has been made on disciplinary grounds. It is not due to academic ability or the actions of [name]'s family or failure to meet specific conditions. It is for [a serious breach] [persistent breaches] of the school's behaviour policy, and because allowing [name] to remain in school would seriously harm the education or welfare of others in the school. It is a decision of last resort [and an acknowledgment that the school has exhausted all available strategies to support [name] remaining in school]. Therefore, the decision is legal.

Procedural impropriety

E.g. There is [a full and thorough documented timeline of persistent breaches of the school's behaviour policy] [full and thorough documented evidence of the serious one-off incident]. Review meetings took place with key staff. The decision was made within the statutory timeframes and all stakeholders were informed at all stages. The PEX is in line with school policies, all of which are well publicised to parents and students and letters of notification were sent out. Therefore, there is no procedural impropriety.

Rationality

E.g. The decision to permanently exclude is based on fact and not assumption. It was not rushed. [name] was given an opportunity to provide a statement [for the latest incident] and a number of key staff have always been involved. Therefore, the decision is rational.

[Name]

Head Teacher

[date]

24 Student witness statement form

Name: Staff/Student (please circle as applicable)	Year:
Why statement is needed:	
Details:	
Signed: Dated:	
Staff member(s) present:	