



Suspension and Exclusion Policy



The Stour Federation

1. INTRODUCTION

This policy must be read alongside the following documents:

- [DfE Behaviour in Schools guidance.](#)
- [DfE School suspensions and permanent exclusions guidance.](#)
- Trust Child Protection and Safeguarding Policy.
- Trust Online Safety Policy.
- Trust Attendance Policy.
- Individual school Behaviour Policy.
- Individual school Anti-Bullying Policy.
- Individual school SEND Policy.

This policy has been updated in line with the [DfE 'Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'](#) which reflects the government's ambition to create high standards of behaviour in schools so that children and young people are protected from disruption and can learn and thrive in a calm, safe, and supportive environment. This guidance provides schools and other bodies involved in this process with information so that they can continue to use suspensions and permanent exclusions appropriately. In addition, specific changes to the legislation governing the disciplinary school suspension and permanent exclusion process have been made and so changes have been made to the guidance to reflect this. Permanent exclusions will sometimes be necessary as a last resort to maintain this environment.

Our vision is for all staff, children and families to learn, grow and succeed together.

Good discipline in schools is essential to ensure that all children can benefit from the opportunities provided by education. The Government supports headteachers in using suspension as a sanction where it is warranted. However, permanent exclusion should only be used as a last resort, in response to a serious breach or persistent breaches of the school's Positive Behaviours, Relationships and Wellbeing Policy; and where allowing the child to remain in school would seriously harm the education or welfare of the child or others in school.

We believe that in order for our children to achieve their maximum potential, and to enable effective teaching and learning to take place, the highest standard of behaviour in all aspects of school life is essential. Each member of staff has responsibility for upholding standards of behaviour in our schools, both within their classroom, around our school sites and whilst supervising children outside of our academies, as well as implementing each school's individual positive behaviour and well being policy and procedure both fairly and consistently.

Our expected standards of behaviour are clearly communicated to children, staff and parents in the relevant sections of behaviour policies and home-school agreements for individual schools.

We always consider whether the behaviour under review gives cause to suspect that a child is suffering from, or is likely to suffer, significant harm. Where this may be the case, staff follow our safeguarding policy.

We take a graduated response to a child whose behaviour may be the result of educational, mental health or other needs or vulnerabilities. This response is individualised to meet the

needs of the child and includes:

- An assessment to establish a clear analysis of the child's needs.
- A plan setting out how the child will be supported.
- The required action to provide the support.
- Regular reviews to assess the effectiveness of the provision and identify any necessary changes.

We consider a child's special educational needs when dealing with their behaviours and the need for multi-agency assessments will be considered where necessary.

2. USE OF SUSPENSION AND/OR PERMANENT EXCLUSION

Only the Head of School/Headteacher can suspend or permanently exclude a pupil on disciplinary grounds. In the Trust's academies, 'Headteacher' includes Acting Headteacher/Head of School by virtue of regulation 21 of the School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012.

The decision to suspend or exclude a child is a serious one and will only be taken in response to a serious breach or persistent breaches of the school's Behaviour Policy, and if allowing the child to remain in the school would seriously harm the education or welfare of the child or others in the school.

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

With regards to persistent breaches of this policy, any decision to exclude permanently will be the final step in a process where a wide range of other strategies have been tried, without success. It is an acknowledgement that we have exhausted all available strategies for dealing with the child and will only be used as a last resort.

Children can be suspended or permanently excluded, for behaviour outside of the school, where their behaviour brings a school in The Stour Federation Multi Academy Trust into disrepute or when there is a serious chance the incident may affect school order and discipline.

Before deciding whether to suspend or exclude a child, the Head will:

- Consider all the relevant facts and evidence, including whether the incident(s) leading to the exclusion were provoked.
- Allow the child to give their version of events.
- Consider if the child has special educational needs (SEN).

A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently excluded. A pupil's behaviour outside school can be considered grounds for a suspension or permanent exclusion. Any decision of a Headteacher, including suspension or permanent exclusion, must be made in line with the principles of administrative law, i.e., that it is: lawful (with respect to the legislation relating directly to suspensions and permanent exclusions and a school's wider legal duties); reasonable; fair; and proportionate.

The Head of School/Headteacher may cancel any exclusion that has already begun, but this should only be done where it has not yet been reviewed by the Local Academy Council (LAC) discipline committee. Where exclusions are cancelled, then:

- Parents, the LAC, and the LA should be notified without delay and, if relevant, the social worker and Virtual School Head (VSH).
 - Written notification of the cancellation and reason for the cancellation can be provided by delivering it directly to the recipient, leaving it at their usual or last known home address, or posting it to that address. A notification to a parent can only be given electronically (e.g. by text message or email) if it is sent to a number or address that the parent has agreed can be used for notifications of this kind.
- Parents should be offered the opportunity to meet with the Headteacher to discuss the circumstances that led to the exclusion being cancelled.
- Schools should report to the LAC once per term on the number of exclusions which have been cancelled. This should include the circumstances and reasons for the cancellation enabling the LAC to have appropriate oversight.
- The pupil should 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.

When establishing the facts in relation to a suspension or permanent exclusion decision the Headteacher must apply the civil standard of proof, i.e., 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt.' This means that the Headteacher should accept that something happened if it is more likely that it happened than that it did not happen. The Headteacher must take account of their legal duty of care when sending a pupil home following an exclusion.

Heads of School/Headteachers should also take the pupil's views into account, considering these in light of their age and understanding, before deciding to exclude, unless it would not be appropriate to do so. They should inform the pupil about how their views have been factored into any decision made. Where relevant, the pupil should be given support to express their view, including through advocates such as parents or, if the pupil has one, a social worker. Whilst an exclusion may still be an appropriate sanction, the Head of School/Headteacher should also take account of any contributing factors identified after an incident of misbehaviour has occurred and consider paragraph 45 of the DfE Behaviour in Schools Guidance.

3. SUSPENSION

A suspension, where a pupil is temporarily removed from the school, is an essential behaviour management tool that should be set out within a school's behaviour policy.

A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year). A suspension does not have to be for a continuous period.

A suspension may be used to provide a clear signal of what is unacceptable behaviour as part of the school's behaviour policy and show a pupil that their current behaviour is putting them at risk of permanent exclusion. Where suspensions are becoming a regular occurrence for a

pupil, Headteachers and schools should consider whether suspension alone is an effective sanction for the pupil and whether additional strategies need to be put in place to address behaviour.

It is important that during a suspension, pupils still receive their education. Headteachers should take steps to ensure that work is set and marked for pupils during the first five school days of a suspension. This can include utilising any online pathways such as Google Classroom or Oak National Academy.

The school's legal duties to pupils with disabilities or special educational needs remain in force, for example, to make reasonable adjustments in how they support disabled pupils during this period. Any time a pupil is sent home due to disciplinary reasons and asked to log on or utilise online pathways should always be recorded as a suspension.

A suspension can also be for parts of the school day. For example, if a pupil's behaviour at lunchtime is disruptive, they may be suspended from the school premises for the duration of the lunchtime period. The legal requirements relating to the suspension, such as the Headteacher's duty to notify parents, apply in all cases. Lunchtime suspensions are counted as half a school day in determining whether a LAC discipline committee meeting is triggered.

The law does not allow for extending a suspension or 'converting' a suspension into a permanent exclusion. In exceptional cases, usually where further evidence has come to light, a further suspension may be issued to begin immediately after the first period ends; or a permanent exclusion may be issued to begin immediately after the end of the suspension.

For a suspension of more than five school days, the LAC 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.

Where a child receives consecutive suspensions, these are regarded as a cumulative period of suspension for the purposes of this duty. This means that if a child has more than five consecutive school days of suspension, then education must be arranged for the sixth school day of suspension, regardless of whether this is because of one decision to suspend the pupil for the full period or multiple decisions to suspend the pupil for several periods in a row.

It is important for schools to help minimise the disruption that suspension or permanent exclusion can cause to a pupil's education. Whilst the statutory duty on schools is to arrange full-time education from the sixth day of a suspension or permanent exclusion, there is an obvious benefit to the pupil in starting this provision as soon as possible. In the case of a looked-after child or child with a social worker, the school and the local authority should work together to arrange alternative provision from the first day following the suspension or permanent exclusion.

4. PERMANENT EXCLUSION

A permanent exclusion is when a pupil is no longer allowed to attend a school (unless the pupil is reinstated). The decision to exclude a pupil permanently should only be taken: in response to a serious breach or persistent breaches of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.

For any permanent exclusion, Heads of School/Headteachers should take reasonable steps to ensure that work is set and marked for pupils during the first five school days where the pupil will not be attending alternative provision. Any appropriate referrals to support services or

notifying key workers (such as a pupil's social worker) should also be considered.

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. This will be the pupil's 'home authority' in cases where the school is in a different local authority area. The school should collaborate with the local authority when the pupil might be eligible for free home to school travel, arranged by the local authority, to the place where they will be receiving education.

Where a looked-after child is excluded, the school should document the provision of immediate suitable education in the child's PEP.

With regards to persistent breaches of this policy, any decision to exclude permanently will be the final step in a process where a wide range of other strategies have been tried, without success. It is an acknowledgement that the school has exhausted all available strategies and is a last resort.

A pupil may be permanently excluded for committing a single serious breach of the academy's behaviour policy, even if they have never been in trouble before. The reasons below are examples of the types of circumstances that may warrant a suspension or permanent exclusion:

- Physical assault against a pupil.
- Physical assault against an adult.
- Verbal abuse or threatening behaviour against a pupil.
- Verbal abuse or threatening behaviour against an adult.
- Use, or threat of use, of an offensive weapon or prohibited item that has been prohibited by a school's behaviour policy.
- Bullying.
- Racist abuse.
- Abuse against sexual orientation or gender reassignment.
- Abuse relating to disability.

This list is non-exhaustive and is intended to offer examples rather than be complete or definitive.

Where a pupil is involved in breaking the law the Police will be informed.

We are aware that off-rolling is unlawful. Ofsted defines off-rolling as "the practice of removing a pupil from the school roll without a formal, permanent exclusion or by encouraging a parent to remove their child from the school roll, when the removal is primarily in the interests of the school rather than in the best interests of the pupil."

We are committed to following all statutory suspension and exclusion procedures to ensure that every child receives an education in a safe and caring environment.

5. PREVENTATIVE MEASURES TO SCHOOL EXCLUSION

In addition to the strategies set out in initial intervention (see page 29 of the DfE Behaviour in Schools Guidance), Heads of School/Headteachers should also consider the following:

- An off -site direction (temporary measure that maintained schools and academies for similar purposes can use); or
- Managed moves (permanent measure) as preventative measures to exclusion.

Any use of alternative provision (AP) should be based on an understanding of the support a child needs in order to improve their behaviour, as well as any SEND or health needs. Off-site direction may only be used as a way to improve future behaviour and not as a sanction or punishment for past misconduct. Off-site direction should only be used where in-school interventions and/or outreach have been unsuccessful or are deemed inappropriate and should only be used to arrange a temporary stay in AP.

The nature of the intervention, its objectives, and the timeline to achieve these objectives should be clearly defined and agreed with the provider upfront. The plan should then be frequently monitored and reviewed. Pupils must continue to receive a broad and balanced education, and this will support reintegration into mainstream schooling.

Heads of School/Headteachers must have due regard to the [DfE Alternative Provision guidance](#): see pages 20-23 in the [DfE Suspensions and Exclusions guidance](#) for further detail on off-site direction and managed moves.

6. PUPILS WITH DISABILITIES AND SPECIAL EDUCATIONAL NEEDS (SEN) INCLUDING THOSE WITH EDUCATION, HEALTH AND CARE PLANS (EHC PLANS)

The Equality Act 2010 requires schools to make reasonable adjustments for disabled pupils. This duty can, in principle, apply both to the suspensions and permanent exclusions process and to the disciplinary sanctions imposed. Under the Children and Families Act 2014, governing boards (Local Academy Councils) of relevant settings must use their 'best endeavours' to ensure the appropriate special educational provision is made for pupils with SEND, which will include any support in relation to behaviour management that they need because of their SEND. Schools should engage proactively with parents in supporting the behaviour of pupils with additional needs.

Where a school has concerns about the behaviour, or risk of suspension and permanent exclusion, of a pupil with SEND 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 SEND.

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 SEND but without an EHC plan, the school should review, with 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.

7. PUPILS WHO HAVE A SOCIAL WORKER, INCLUDING LOOKED-AFTER CHILDREN, AND PREVIOUSLY LOOKED-AFTER CHILDREN

For the majority of children who have a social worker, this is due to known safeguarding risks at home or in the community: over half are in need due to abuse or neglect. For children with a social worker, education is an important protective factor, providing a safe space for children to access support, be visible to professionals and realise their potential. When children are not in school, they miss the protection and opportunities it can provide, and become more vulnerable to harm. However, headteachers should balance this important reality with the need to ensure calm and safe environments for all pupils and staff, so should devise strategies that take both

of these aspects into account.

Where a pupil has a social worker, e.g., because they are the subject of a Child in Need Plan or a Child Protection Plan, and they are at risk of suspension or permanent exclusion, the Headteacher should inform their social worker, the Designated Safeguarding Lead (DSL) and the pupil's parents to involve them all as early as possible in relevant conversations.

Where a looked-after child is likely to be subject to a suspension or permanent exclusion, the Designated Teacher (DT) should contact the local authority's VSH as soon as possible. The VSH, working with the DT and others, should consider what additional assessment and support need to be put in place to help the school address the factors affecting the child's behaviour and reduce the need for suspension or permanent exclusion. Where relevant, the school should also engage with a child's social worker, foster carers, or children's home workers.

All looked-after children should have a Personal Education Plan (PEP) which is part of the child's care plan or detention placement plan. This should be reviewed every term and any concerns about the pupil's behaviour should be recorded, as well as how the pupil is being supported to improve their behaviour and reduce the likelihood of exclusion. Monitoring of PEPs can be an effective way for VSHs to check on this.

Where previously looked-after children face the risk of being suspended or permanently excluded, the school should engage with the child's parents and the school's DT. The school may also seek the advice of the VSH on strategies to support the pupil.

8. COMMUNICATING A DECISION TO EXCLUDE

Whenever a Headteacher suspends or permanently excludes a pupil they must, without delay, notify parents of the period of the suspension or permanent exclusion and the reason(s) for it. Notification should be in person or by telephone in the first instance as this would give the parents an opportunity to ask any initial questions or raise concerns directly with the Head of School/Headteacher.

Model letters have been provided in this document and must be used; they incorporate all the information the Head of School / Headteacher is required to provide to the parents and a list of people to send a copy of the letter to, to ensure that all relevant parties have been advised of the exclusion.

When notifying parents about an exclusion, the Head of School/Headteacher should set out what arrangements have been made to enable the pupil to continue their education prior to the start of any alternative provision or the pupil's return to school.

Effective methods for providing the information may include email or text message, giving the notice directly to the parents, and with the pupil, the Head of School/Headteacher must send a duplicate copy by an alternative method or confirming that the information has been received. The Head of School/Headteacher should ensure that information provided to parents is clear and easily understood, including for parents who may have particular communication needs relating to a disability or English as an additional language (EAL).

Heads of School/Headteachers must notify the CEO of The Stour Federation without delay.

The Local Academy Council must also be notified via the termly Headteacher's Report.

Informing Social Workers and Virtual School Heads About an Exclusion

Whenever a Headteacher suspends or permanently excludes a pupil they must, without delay, after their decision, also notify the social worker, if a pupil has one, and the VSH, if the pupil is a looked-after child, of the period of the suspension or permanent exclusion and the reason(s) for it. The information listed above and included in the model letters must be provided in writing to the local authority.

Both the social worker and/or VSH, must be informed when the Local Academy Council meeting is taking place, in order to share information. The social worker and/or the VSH can attend the meeting, should they wish to do so. Further guidance to social workers and VSHs on attending an LAC meeting can be found in paragraphs 126 to 128 of the [DfE Suspensions and Exclusions Guidance](#).

Informing the Local Academy Council (LAC) About an Exclusion

The Headteacher must, without delay, notify the LAC of:

- Any permanent exclusion (including where a suspension is followed by a decision to permanently exclude the pupil).
- Any suspension or permanent exclusion which would result in the pupil being suspended or permanently excluded for a total of more than five school days (or more than ten lunchtimes) in a term.
- Any suspension or permanent exclusion which would result in the pupil missing a public examination or national curriculum test.

When removing a pupil from the school roll, the LAC must ensure this is done under the circumstances prescribed by the Education (Pupil Registration) (England) Regulations 2006, as amended. If applicable, the pupil's name should be removed from the school roll at the appropriate time.

Informing the Local Authority About an Exclusion

The Local Authority must be informed without delay of all school exclusions regardless of the length of the exclusion.

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

Notifications must include the reason(s) for the suspension or permanent exclusion and the duration of any suspension or, in the case of a permanent exclusion, the fact that it is permanent.

9. REPRESENTATION FROM PARENTS AND THE LOCAL ACADEMY COUNCIL

Parents may make a representation to the Local Academy Council about a suspension or permanent exclusion. Details of how to make a representation are included in the model letters.

Local Academy Council reinstatement meetings and independent review panels can now be held via the use of remote access (for example, live video link) for suspension and permanent exclusions if requested by the parents, provided certain criteria are satisfied. Meetings held via the use of remote access should not be a default option and face to face meetings should always be encouraged. Further information is set out in Part Eleven of the full guidance.

If parents have any disability, then adjustments must be made to assist their engagement in the process. Relevant and reasonable adjustments can be made in the whole process to assist both parents and pupils who have a disability either physical or learning.

The LAC must consider and decide on the reinstatement of a suspended or permanently excluded pupil within 15 school days of receiving notice of a suspension or permanent exclusion from the Head of School/Headteacher if:

- It is a permanent exclusion.
- It is a suspension which would bring the pupil's total number of school days out of school to more than 15 in a term.
- It would result in the pupil missing a public examination or national curriculum test.

For all other exclusions, a panel is only convened if the exclusion will take the pupil's total days of exclusion above 15 for a term or the exclusion will take the pupil's total days of exclusion above five for the term AND the pupil's parents have requested a meeting with the LAC. In this instance the LAC must convene a meeting to consider reinstatement within 50 days of receiving notice of the exclusion. For representations on exclusions of fewer than 5 days, the LAC must consider the representation but it cannot direct reinstatement and is not required to arrange a meeting with parents.

Where requested/required the Governance Professional to the LAC will convene a panel of LAC governors (minimum of 3) to consider the reinstatement of an excluded pupil. The panel may consist of any three LAC governors with the exception of the Head of School/Headteacher; however, it is best practice for the panel to exclude staff LAC governors and parent LAC governors, where they have a child in the same year as the pupil that has been excluded. Any LAC governors with a conflict of interest must not be included on the panel (e.g. if they have had any involvement in the exclusion or will benefit from the pupil being excluded).

The Governance Professional should notify the parents in writing 5 days in advance of the meeting (see Model Letter 5).

Local Academy Council Panel

The Local Academy Council must make reasonable endeavours to arrange the meeting within the statutory time limits set out above and must try to have it 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.

LAC attendees will be as follows:

- Panel of LAC governors (minimum of 3).
- Governance Professional.

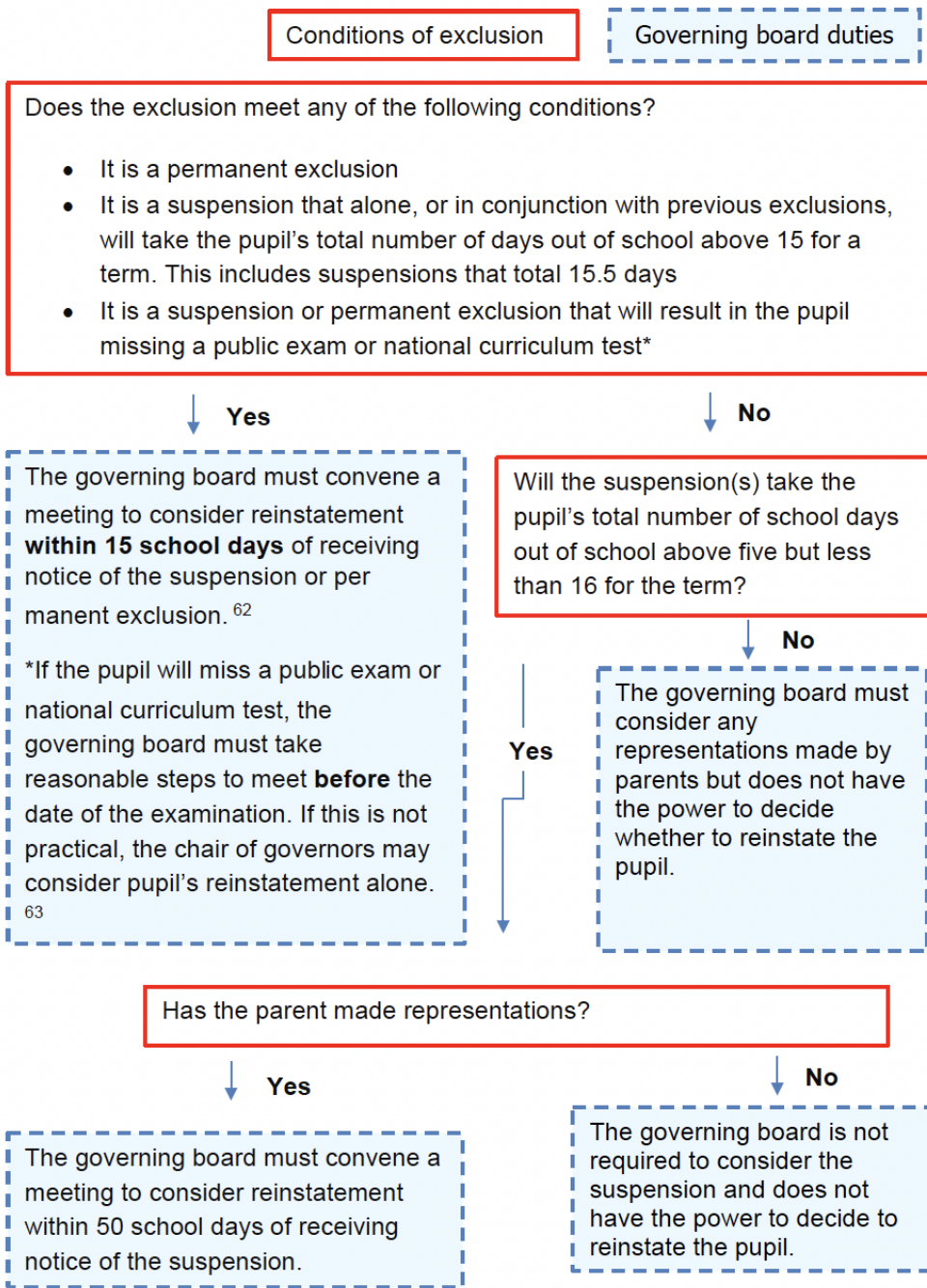
The following parties must be invited to the meeting and allowed to make representations or share information:

- Parents (and, where requested, a representative or friend).
- The Head of School/Headteacher.
- The child's social worker if the pupil has one.
- The Virtual School head if the child is looked-after.

The outcome of the panel meeting is either to decline to reinstate the pupil; or direct reinstatement of the pupil immediately or on a particular date. The Governance Professional will advise the parents in writing of the outcome.

A flow chart and sequences of steps for the above can be found on pages 38-41 of the [DfE Suspensions and Exclusions Guidance](#).

A summary of the governing board's duties to consider reinstatement⁶¹



⁶¹ Parents on diagram refer to parent if the pupil is under 18 or the excluded pupil, aged 18 or over.

⁶² The governing board may delegate its functions to consider a suspension or permanent exclusion to a designated committee.

⁶³ The ability for a chair to review in the case of public exams refers only to maintained schools.

The outcome of the panel meeting is either to:

- Decline to reinstate the pupil; or
- Direct reinstatement of the pupil immediately or on a particular date.

Where legally required to consider reinstating a suspended or permanently excluded pupil, the LAC must notify parents, the Head of School/Headteacher, and where relevant, the Local Authority, the pupil's social worker and/or the VSH of its decision, and the reasons for it, in

writing and without delay. Where the pupil resides in a different local authority area from the one in which the school is located, the LAC must also inform the pupil's 'home authority'.

10. INDEPENDENT REVIEW PANEL

Parents have the right to ask that an Independent Review Panel be arranged to review the decision taken by the Local Academy Council not to reinstate their child, following their permanent exclusion.

The request must be made in writing within 15 academy days from the date on which notice in writing of the LAC's decision was given. Details of how to make a representation are included in the letter sent following the LAC meeting.

The role of the IRP is to review the LAC's decision not to reinstate the excluded pupil balancing the interests of the pupil against the interests of other pupils and people working within the academy.

The Governance Professional, with the support of the Head of Operations and Compliance will convene an independent Appeals Panel in accordance with statutory guidance and will ensure that parents are notified of the date, time and venue in writing 5 days in advance of the meeting.

LAC reinstatement meetings and IRPs can now be held via the use of remote access (for example, live video link) for suspension and permanent exclusions if requested by the parents, provided certain criteria are satisfied. Meetings held via the use of remote access should not be a default option and face to face meetings should always be encouraged. Further information is set out in Part Eleven of the full guidance.

The panel must consist of either three or five members, representing each of the three categories below:

- A lay member to chair the panel who has not worked in any school in a paid capacity, disregarding any experience as a school governor or volunteer. Current or former school governors (of a maintained school, members of a PRU management committees and directors of academy trusts) who have served as a governor for at least 12 consecutive months in the last five years, provided they have not been teachers or headteachers during that time.
- Headteachers or individuals who have been a headteacher within the last five years.

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

- Are a Director of The Stour Federation.
- Are the Headteacher of the school who has permanently excluded the pupil or anyone who has held this position in the last five years.
- Are an employee of the academy trust, or a member of the LAC, of the school who has permanently excluded the pupil (unless they are employed as a Headteacher at another school).
- Have, or at any time have had, any connection with the academy trust, school, LAC, parents or pupil, or the incident leading to the permanent exclusion, which might reasonably be taken to raise doubts about their impartiality (though an individual must not be taken to have such a connection simply because they are employed by the academy trust as a Headteacher at another school).
- Have not had the required training within the last two years (see paragraph 186 of the [DfE Suspensions and Exclusions guidance](#)).

The meeting will be clerked by an independent Clerk.

Parents have a right to request the attendance of an SEND expert at a review, regardless of whether the academy recognises that their child has SEND. If requested, the Trust must appoint an SEND expert to attend the panel and must cover the associated costs of this appointment. Individuals may not serve as a SEND expert if they have, or at any time have had, any connection with the local authority, academy trust, school, parents or pupil, or the incident leading to the permanent exclusion, which might reasonably be taken to raise doubts about their ability to act impartially. However, an individual should not be assumed to have such a connection simply because they are an employee of the academy trust.

The meeting may be attended by:

- Head of School/Headteacher of the school which excluded the pupil.
- Chair of the LAC (this may be delegated to another governor of the LAC).
- Excluded pupil (they may choose not to attend).
- Parents/carers (they may choose not to attend).
- SEND Expert (where required).
- Interpreter (where required).
- Companion to parents/carers and pupils (where requested – each parent/carer and pupil in attendance may be accompanied by a friend or representative).

Parents may request the attendance of a Local Authority or Home Local Authority representative at the meeting. Their representations are at the discretion of the Appeals panel.

The possible outcomes of the Independent Appeals Panel meeting are:

1. To uphold the LAC's decision.
2. To recommend that the LAC reconsiders reinstatement.
3. To quash the decision and direct that the LAC considers reinstatement.

The panel's decision does not have to be unanimous and can be decided by a majority vote. In the case of a tied vote, the chair has the casting vote.

The Clerk to the IRP will advise the parents, the academy and the Local Authority in writing of the outcome.

Reconsidering the Decision

Where the IRP directs or recommends that the LAC reconsider whether a pupil should be reinstated, the LAC must reconvene to do so within 10 school days of being given notice of the panel's decision. Reconsidering reinstatement provides an opportunity for the same LAC panel to look at its decision afresh, in light of the independent Appeals panel's findings. There is no requirement to seek further representations for either the school or the parents or to invite them to the reconsideration meeting. The LAC is not prevented from considering other matters that it considers relevant. It should, however, take care to ensure that any additional information does not make the decision unlawful. This could be the case, for example, where new evidence is presented, or information is considered that is irrelevant to the decision at hand.

The LAC should ensure that clear minutes are taken of the meeting as a record of the evidence that was considered by them. These minutes should be made available to all parties on request.

The LAC's decision should demonstrate how they have addressed the concerns raised by the Independent Review Panel and this should be communicated, in writing, to parents/carers, the Head of School/Headteacher and the local authority by letter without delay.

In the case of either a recommended or directed reconsideration, the LAC must notify the following people of their reconsidered decision, and the reasons for it, in writing and without delay:

- The parents.
- The Headteacher.
- The local authority; and, where relevant, the 'home authority'.

11. REINTEGRATION AFTER A SUSPENSION OR OFF-SITE DIRECTION

Schools can consider a range of measures to enable the pupil's successful reintegration, not least maintaining regular contact during the suspension or off-site direction and welcoming the pupil back to school.

Schools should support pupils to reintegrate successfully into school life and full-time education following a suspension or period of off-site direction (see paragraphs 35 to 46 of the [suspensions and exclusions guidance](#)).

There should be a reintegration strategy that offers the pupil a fresh start; helps them understand the impact of their behaviour on themselves and others; teaches them to how meet the high expectations of behaviour in line with the school culture; fosters a renewed sense of belonging within the school community; and builds engagement with learning.

A part-time timetable should not be used to manage a pupil's behaviour and must only be in place for the shortest time necessary. Any pastoral support programme or other agreement should have a time limit 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. 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. The reintegration strategy should be clearly communicated at a reintegration meeting before or at the beginning of the pupil's return to school. During a reintegration meeting, the school should communicate to the pupil that they are valued, and their previous behaviour should not be seen as an obstacle to future success.

Where possible this meeting should include the pupil's parents. However, it is important to note that a pupil should not be prevented from returning to a mainstream classroom if parents are unable or unwilling to attend a reintegration meeting.

To ensure ongoing progress, the strategy should be regularly reviewed and adapted where necessary throughout the reintegration process in collaboration with the pupil, parents, and other relevant parties.

Model letter 1: From headteacher notifying parent of a suspension of 5 school days or fewer in one term, and where a public examination is not missed.

Dear **[Parent's Name]**

I am writing to inform you of my decision to suspend **[Child's Name]** for a fixed period of **[specify period]**. This means that **[Child's Name]** will not be allowed in school for this period. The suspension start date is **[date]** and ends on **[date]**. Your child should return to school on **[date]**.

I realise that this suspension may well be upsetting for 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 **[specify full reasons for suspension]**.

You have a duty to ensure that your child is not present in a public place in school hours during this suspension, specifically **[specify dates]** unless there is reasonable justification for this. I must advise 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 dates above without reasonable justification. It will be for you to show that there is reasonable justification for this.

[Optional paragraph – school should take reasonable steps to set and mark work for pupils] 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 the suspension **[detail the arrangements for this]**. Please ensure that work set by the school is completed and returned promptly for marking.

You have the right to make representations about this decision to the Local Academy Council. If you or **[child's name]** wish to make representations please contact **[Name of Contact]** on/at **[contact details – address, phone number, email]**, as soon as possible. Whilst the Local Academy Council 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 relates to a disability your child has, and you think disability discrimination has occurred, you have the right to appeal, and/or make a claim, to the First Tier Tribunal:

<http://www.justice.gov.uk/tribunals/send/appeals>.

[For all pupils of compulsory school age] I have also today informed **[name of officer]** at **[name of local authority]** AND **[For pupils with a social worker or pupils that are looked after]** **[name of social worker or VSH]** of your child's suspension.

[Optional paragraph for reintegration interview] You and **[name of pupil]** are invited to attend a reintegration interview with me **[alternatively, specify the name of another staff member]** at **[place]** on **[date]** at **[time]**. If that is not convenient, please contact the school before **[Child's Name]** is due to return to arrange a suitable alternative date and time. The purpose of the reintegration interview is to discuss how best their return to school can be managed.

The following sources of information are available to you:

For general advice on the suspensions process you may contact the Admissions Service at Warwickshire County Council by telephone: 01926 738353, by email: exclusions@warwickshire.gov.uk or on their website at www.warwickshire.gov.uk/exclusions.

Warwickshire's SENDIAS service provides information, advice and support to children and young people with SEND, including in relation to suspensions and exclusions. They are

available to contact by telephone: 024 7636 6054, by email: warwickshire@kids.org.uk or on their website at

<https://www.kids.org.uk/warwickshire-sendiaas-front-page>.

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) is a registered charity and can be contacted via their website at www.ipsea.org.uk. 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.

The Department for Education statutory suspensions and exclusions guidance can be found at www.gov.uk/government/publications/school-exclusion.

[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]

Headteacher

Model letter 2: From headteacher notifying parent(s) of a pupil of that pupil's suspension of more than 5 school days (up to and including 15 school days) in a term.

Dear **[Parent's name]**

I am writing to inform you of my decision to suspend **[Child's Name]** for a fixed period of **[specify period]**. This means that **[Child's Name]** will not be allowed in school for this period. The suspension start date is **[date]** and ends on **[date]**. Your child should return to school on **[date]**.

I realise that this suspension may well be upsetting for 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 **[specify full reasons for suspension]**.

You have a duty to ensure that your child is not present in a public place in school hours during the first 5 school days of this suspension, specifically **[specify dates]** without reasonable justification. I must advise 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 dates above without reasonable justification. It will be for you to show that there is reasonable justification for this.

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

[If the individual suspension is for more than 5 days] From the **[6th school day of the pupil's suspension]** **[specify date]** until the expiry of this suspension period we will provide suitable full-time education. **[set out the arrangements if known at time of writing, if not known say that the arrangements will be notified shortly by a further letter]** On **[date]** he should attend **[give name and address of the alternative provider]** at **[specify the time — this may not be identical to the start time of the home school]** and report to **[staff member's name]**. **[If applicable — say something about transport arrangements from home to the alternative provider]** **[if not known say that the arrangements for suitable full time education will be notified shortly by a further letter]**

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

[Schools should take steps to enable and encourage the suspended pupil to attend the meeting and speak on their behalf, taking into consideration their age and understanding.]

If **[child's name]** wishes to attend or make representations to the discipline committee/management committee, please contact **[name of contact]** on/at **[contact details - address, phone number, email]**, as soon as possible. If **[child's name]** wishes to attend the meeting, please advise if **[child's name]** wishes to bring a friend.

You should also be aware that if you think the suspension relates to a disability your child has, and you think disability discrimination has occurred, you have the right to appeal, and/or make a claim, to the First Tier Tribunal <http://www.justice.gov.uk/tribunals/send/appeals>. Making a claim would not affect your right to make representations to the discipline committee.

[For all pupils of compulsory school age] I have also today informed **[name of officer]** at **[name of local authority]** AND **[For pupils with a social worker or pupils that are looked after]** **[name of social worker or VSH]** of your child's suspension.

[Optional paragraph for reintegration interview] You and **[Child's Name]** are invited to attend a reintegration interview with me **[alternatively, specify the name of another staff member]** at **[place]** on **[date]** at **[time]**. If that is not convenient, please contact the school before your child is due to return to arrange a suitable alternative date and time. The purpose of the reintegration interview is to discuss how best your child's return to school can be managed.

The following sources of information are available to you:

For general advice on the suspensions process you may contact the Admissions Service at Warwickshire County Council by telephone: 01926 738353, by email: exclusions@warwickshire.gov.uk or on their website at www.warwickshire.gov.uk/exclusions.

Warwickshire's SENDIAS service provides information, advice and support to children and young people with SEND, including in relation to suspensions and exclusions. They are available to contact by telephone: 024 7636 6054, by email: warwickshire@kids.org.uk or on their website at <https://www.kids.org.uk/warwickshire-sendias-front-page>.

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) is a registered charity and can be contacted via their website at www.ipsea.org.uk. 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.

The Department for Education statutory suspensions and exclusions guidance can be found at www.gov.uk/government/publications/school-exclusion.

[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]

Headteacher

Model letter 3: From headteacher notifying parent of a suspension of more than 15

school days in total in one term or taking the total to more than 15 school days in one term.

Dear **[Parent's name]**

I am writing to inform you of my decision to suspend **[Child's Name]** for a fixed period of **[specify period]**. This means that **[Child's Name]** will not be allowed in school for this period. The suspension start date is **[date]** and ends on **[date]**. Your child should return to school on **[date]**.

I realise that this suspension may well be upsetting for 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 **[specify full reasons for suspension]**.

You have a duty to ensure that your child is not present in a public place in school hours during the first 5 school days of this suspension, specifically **[specify dates]** without reasonable justification. I must advise 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 dates above without reasonable justification. It will be for you to show that there is reasonable justification for this.

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

[If the individual suspension is for more than 5 days] From the **[6th school day of the pupil's suspension]** **[specify date]** until the expiry of this suspension period we will provide suitable full-time education. **[set out the arrangements if known at time of writing, if not known say that the arrangements will be notified shortly by a further letter]** On **[date]** he should attend **[give name and address of the alternative provider]** at **[specify the time — this may not be identical to the start time of the home school]** and report to **[staff member's name]**. **[If applicable — say something about transport arrangements from home to the alternative provider]** **[if not known say that the arrangements for suitable full time education will be notified shortly by a further letter]**

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

[Schools should take steps to enable and encourage the suspended pupil to attend the meeting and speak on their behalf, taking into consideration their age and understanding.]

If **[child's name]** wishes to attend or make representations to the discipline committee/management committee, please contact **[name of contact]** on/at **[contact details]**

- **address, phone number, email**], as soon as possible. If **[child's name]** wishes to attend the meeting, please advise if **[child's name]** wishes to bring a friend.

You should also be aware that if you think the suspension relates to a disability your child has, and you think disability discrimination has occurred, you have the right to appeal, and/or make a claim, to the First Tier Tribunal <http://www.justice.gov.uk/tribunals/send/appeals>. Making a claim would not affect your right to make representations to the discipline committee.

[For all pupils of compulsory school age] I have also today informed **[name of officer]** at **[name of local authority]** AND **[For pupils with a social worker or pupils that are looked after]** **[name of social worker or VSH]** of your child's suspension.

[Optional paragraph for reintegration interview] You and **[Child's Name]** are invited to attend a reintegration interview with me **[alternatively, specify the name of another staff member]** at **[place]** on **[date]** at **[time]**. If that is not convenient, please contact the school before your child is due to return to arrange a suitable alternative date and time. The purpose of the reintegration interview is to discuss how best your child's return to school can be managed.

The following sources of information are available to you:

For general advice on the suspensions process you may contact the Admissions Service at Warwickshire County Council by telephone: 01926 738353, by email: exclusions@warwickshire.gov.uk or on their website at www.warwickshire.gov.uk/exclusions.

Warwickshire's SENDIAS service provides information, advice and support to children and young people with SEND, including in relation to suspensions and exclusions. They are available to contact by telephone: 024 7636 6054, by email: warwickshire@kids.org.uk or on their website at <https://www.kids.org.uk/warwickshire-sendias-front-page>.

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) is a registered charity and can be contacted via their website at www.ipsea.org.uk. 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.

The Department for Education statutory suspensions and exclusions guidance can be found at www.gov.uk/government/publications/school-exclusion.

[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]

Headteacher

Model letter 4: From the head teacher of a primary, secondary or special school notifying the parent(s) of that pupil's permanent exclusion.

Dear **[Parent's Name]**

I regret to inform you of my decision to permanently exclude **[Child's Name]** with effect from **[date]**. This means that **[Child's Name]** will not be allowed to return to the school unless he/she is reinstated by the **Local Academy Council/the discipline committee**.

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

[For pupils of compulsory school age] You have a duty to ensure that your child is not present in a public place in school hours during the first 5 school days of this exclusion, specifically **[specify dates]**. I must advise 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 dates above without reasonable justification. It would be for you to show that there is any such reasonable justification.

[For pupils of compulsory school age] 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 **[this may be different if supervised education is being provided earlier than the sixth day]**. From the sixth school day of the exclusion onwards (i.e. from **[specify the date]**) the local authority will arrange education provision. **[set out the arrangements if known at time of writing, if not known say that the arrangements will be notified shortly by a further letter.]**

[For pupils of compulsory school age where the pupil lives in a local authority other than the excluding school's local authority] I have also today informed **[name of officer]** at **[name of local authority]** of your child's exclusion and they will be in touch with you about arrangements for his/her education from the sixth school day of exclusion. You can contact them at **[give contact details]**.

[For pupils with a social worker or pupils that are looked after] I have also today informed **[name of social worker or VSH]** of your child's permanent exclusion.

As this is a permanent exclusion the Local Academy Council must meet to consider it. You may make representations to the Local Academy Council at the review meeting, if you wish, and ask them to reinstate your child. The Local Academy Council has the power to reinstate your child immediately or from a specified date, or, alternatively, they have the power to uphold the exclusion in which case you may request that the decision be reviewed by an Independent Review Panel. The latest date by which the Local Academy Council must meet is **[specify the date - the 15th school day after the date on which the Local Academy Council was notified of the exclusion]**. If you wish to make representations to the Local Academy Council and would like to be accompanied by a friend or representative please contact **[name of contact]** on/at **[contact details - address, phone number, email]**, as soon as possible. You will, whether you choose to make representations or not, be notified by the Governance Professional to the Local Academy Council of the time, date and location of the meeting. Please let us know if you have a disability or special needs that would affect your ability to attend the meeting. Please advise if you have a disability or special needs which would affect your ability to attend or take part in a meeting at the school. Please inform **[contact]** if it would

be helpful for you to have an interpreter present at the meeting.

[Schools should take steps to enable and encourage the permanently excluded pupil to attend the meeting and speak on their behalf, taking into consideration their age and understanding.]

If **[child's name]** wishes to make representations to the Local Academy Council, please contact **[name of contact]** on/at **[contact details — address, phone number, email]**, as soon as possible.

You should also be aware that if you think the exclusion relates to a disability your child has, and you think disability discrimination has occurred, you have the right to appeal, and/or make a claim, to the First Tier Tribunal <http://www.justice.gov.uk/tribunals/send/appeals>. Making a claim would not affect your right to make representations to the Local Academy Council/management committee.

The following sources of information are available to you:

For general advice on the exclusions process you may contact the Admissions Service at Warwickshire County Council by telephone: 01926 738353, by email: exclusions@warwickshire.gov.uk or on their website at www.warwickshire.gov.uk/exclusions.

Warwickshire's SENDIAS service provides information, advice and support to children and young people with SEND, including in relation to suspensions and exclusions. They are available to contact by telephone: 024 7636 6054, by email: warwickshire@kids.org.uk or on their website at <https://www.kids.org.uk/warwickshire-sendiass-front-page>.

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) is a registered charity and can be contacted via their website at www.ipsea.org.uk. 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.

The Department for Education statutory suspensions and exclusions guidance can be found at www.gov.uk/government/publications/school-exclusion.

Yours sincerely

[Name]

Headteacher

Model letter 5: From the Governance Professional to the Local Academy Council to parent upholding a permanent exclusion.

Dear ***[Parent's name]***

The meeting of the Local Academy Council at ***[school]*** on ***[date]*** considered the decision by ***[head teacher]*** to permanently exclude your ***son/daughter [name of pupil]***. After carefully considering the representations made and all of the available evidence, the Local Academy Council, has decided to uphold ***[name of pupil]***'s permanent exclusion.

The reasons for the Local Academy Council's decision are as follows: ***[set out reasons for the decision in sufficient detail to enable all parties to understand why the decision was made and how they arrived at that decision]***

You have the right to request for a review of this decision by an Independent Review Panel. If you would like to request a review, please notify Tania Martin (Senior School Appeals Officer) in writing. You must set out the grounds on which the request for a review is being made and send this to Legal Services, Warwickshire County Council, Shire Hall, Warwick CV34 4RL by no later than ***[specify the latest date — the 15th school day after receipt of this letter]***. Please note that requests received after ***[repeat latest date]*** will be rejected. If you have a disability or special needs that would affect your ability to attend the meeting, please advise the Senior School Appeals Officer. It would also be helpful to advise if you require an interpreter to be present.

Where appropriate, your request should include a reference to how your child's Special Educational Needs (SEN) are considered to be relevant to the exclusion. You have a right to request the attendance of a Special Educational Needs Expert at the review, regardless of whether the school recognises that your child has SEN. The SEN expert's role is to provide impartial advice to the panel about how SEN could be relevant to the exclusion and does not include making an assessment of your child's special educational needs. There is no cost to yourself for this service but you must make it clear that you wish for an SEN expert to be appointed when you make your request for a review. You may, at your own expense, appoint someone to make written and/or oral representation to the panel or bring a friend to the review.

Your review will be heard by an Independent Review Panel. The panel will comprise of one serving, or recently retired (within the last five years), head teacher, one serving, or recently served, school governor (who has served as a governor for at least 12 consecutive months) and one lay member who will be the Chairperson. The review panel will consider the lawfulness of the decision of the Local Academy Council's decision to uphold the permanent exclusion. If you have fresh evidence to present to the panel you may do so. The panel must meet no later than the 15th school day after the date on which the review request is lodged. In exceptional circumstances panels may adjourn the hearing until a later date.

Following its review the panel can decide to:

- Uphold your child's exclusion.
- Recommend that the Local Academy Council reconsiders their decision, or
- Quash the decision and direct that the Local Academy Council considers the exclusion again.

In order to assist you to make an informed decision on whether, and if so, how to seek a review please see the information at the end of this letter. In addition if you think the exclusion relates to a disability your child has, and you think disability discrimination has occurred, you have the right to appeal, and/or make a claim, to the First Tier Tribunal

<http://www.justice.gov.uk/tribunals/send/appeals> who have the jurisdiction to hear claims of discrimination under the Equality Act 2010 or the County Court (for other forms of discrimination). A claim of discrimination made under these routes should be lodged within six months of the date on which the discrimination is alleged to have taken place e.g. the day on which the pupil was excluded.

The following sources of information are available to you:

For general advice on the suspensions process you may contact the Admissions Service at Warwickshire County Council by telephone: 01926 738353, by email: exclusions@warwickshire.gov.uk or on their website at www.warwickshire.gov.uk/exclusions.

Warwickshire's SENDIAS service provides information, advice and support to children and young people with SEND, including in relation to suspensions and exclusions. They are available to contact by telephone: 024 7636 6054, by email: warwickshire@kids.org.uk or on their website at <https://www.kids.org.uk/warwickshire-sendias-front-page>.

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) is a registered charity and can be contacted via their website at www.ipsea.org.uk. 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.

The Department for Education statutory suspensions and exclusions guidance can be found at www.gov.uk/government/publications/school-exclusion.

The arrangements currently being made for **[pupil's name]**'s education will continue.

Yours sincerely

[name]

Governance Professional to the Local Academy Council