



**The  
Legacy  
Learning  
Trust**

## Exclusion Policy

Status & Review Cycle	Term	Year
Last Review Date	Autumn	2023-2024
Next Review Date	Autumn	2024-2025
Lead	Mr A Hassack	

## **Contents**

1	Introduction	2
2	Application of policy	2
3	Types of exclusion	2
4	Roles and responsibilities	2
5	CCTV and witness evidence	3
6	Reintegration meetings	3
7	Suspensions before a permanent exclusion	4
8	Directing off-site and managed moves	4
9	Independent review panels (IRPs)	5
10	Reconsideration by the governing body	5
11	Complaints	5
12	Equality impact	5
13	Monitoring arrangements	5
	Appendix 1 – Permanent Exclusion template letters	7
	Appendix 2 – Suspension template letters	16
	Appendix 3 - SLT Behaviour Panel template letters	21

## **1 Introduction**

- 1.1 The Legacy Learning Trust (TLLT) exclusion policy aims to set out the process that will be followed and the additional considerations around suspensions and exclusions that TLLT 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 TLLT's approaches towards behaviour management have been exhausted, then suspensions and permanent exclusions will sometimes be necessary as a last resort. This is to ensure that other students and teaching staff are protected from disruption and can learn in safe, calm, and supportive environments.
- 1.3 TLLT will always have regard to the Statutory Guidance on Suspensions and Exclusions (July 2022) when making decisions on suspensions and exclusions and will follow the law, as set out in the relevant School Discipline (Student Exclusions and Reviews) (England) Regulation 2012 (as amended).
- 1.4 This policy should be read in conjunction with the school's behaviour policy and SEND policy.

## **2 Application of policy**

- 2.1 This policy applies to all members of the TLLT community. 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 students.

## **3 Types of exclusion**

Suspensions and permanent exclusions are different:

- 3.1 Suspensions (previously called fixed-term exclusions) are where a student is prevented from attending the school for a fixed period. At the end of the period, they are expected to return to school following a reintegration meeting. A student 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 governing board to reinstate the student to the school, the student 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 student to remain in school would seriously harm the education or welfare of the student or others such as staff or students in the school.

## **4 Roles and responsibilities**

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

### **The Headteacher**

- 4.1 All decisions to suspend or permanently exclude a student will be taken by the Headteacher 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.

### **The Local Governing Body**

- 4.2 The Local Governing Body is responsible for forming committees to review exclusions and suspensions when it is required to do so, it is requested by parents, or it is, in its view, prudent to review an individual decision. In each case, the decision of the relevant committee formed by the governing board will be to decide whether to uphold the exclusion or suspension, or instead to reinstate the student to the school.

### **Parents**

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

### **Students**

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

## **5 CCTV, witness evidence and student views**

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

## **6 Reintegration strategy meetings following suspension or off-site direction**

- 6.1 Where a student is suspended or is directed to be educated off-site, upon return to the school both the student and parents will be invited to a reintegration strategy meeting. The purpose of the meeting is to:
- offer the student a fresh start,
  - help them understand the impact of their behaviour on themselves and others,
  - teach them to how 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 student to understand what led to the behaviour and to establish if any changes can be made or further support implemented from a pastoral of practical perspective that might reduce the chance of repeat behaviours. Previous behaviour is not seen as an obstacle to future success.
- 6.2 The school uses various measures to support a student's successful reintegration, these will be recorded on a Stages of Support Plan (SoS Plan) and may include:
- daily contact with a designated pastoral professional in-school;
  - use of a report with personalised targets;
  - planned pastoral interventions;
  - mentoring by a trusted adult
  - reviews with the student and parents where necessary to praise progress being made and raise and address any concerns at an early stage; and
  - informing the student, parents and staff of potential external support.
- 6.3 Whilst reintegration meetings are highly encouraged by TLLT, students will not be prevented from being admitted to the School because a meeting has not taken place.

## **7 Suspensions before a permanent exclusion**

- 7.1 In exceptional circumstances, students may receive a suspension prior to a permanent exclusion. For each decision, the Headteacher will send the relevant letter setting out the rights of parents. A suspension cannot be converted into a permanent exclusion and so any subsequent permanent exclusion would be a fresh decision due to commence immediately. 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 student, the Headteacher will consider whether a direction to attend alternative provision and/or a managed move as part of a planned intervention would be a reasonable alternative that should be considered.

- 8.2 In the case of directing a student 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 student's behaviour where in-school interventions and/or outreach have been unsuccessful or are deemed inappropriate. While parental consent is not needed, discussions would take place with parents to feed in their views about the options.

## **9 Independent review panels (IRPs)**

- 9.1 TLLT arranges its own IRPs, and requests for an IRP where a permanent exclusion has been upheld should be made to the Governance and Policy Officer within 15 school days.
- 9.2 Further details on the role and powers of IRPs can be found in Part Ten of the Statutory Guidance on Exclusions.

## **10 Reconsideration by the governing board**

Where an IRP either recommends reconsideration or quashes the initial decision of the governing board, 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 governing board members and the clerk present.

## **11 Complaints**

If parents have any concerns or complaints over the application or implementation of this policy or feels that they are being pressured into a managed move, they should raise their concerns with a staff member or the Headteacher in accordance with the TLLT complaints policy. If the concern relates to an exclusion, the statutory procedure set out in the exclusions statutory guidance will be followed.

## **12 Equality impact**

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

## **13 Monitoring arrangements**

The Trust Board/Standards Committee review and approve the Exclusion Policy. The Local Governing Bodies review data on suspensions and exclusions to ensure that the use of suspensions and exclusions is appropriate. The following are monitored by the Local Governing Bodies to ensure the processes and support for students are appropriate:

- the interventions put in place for students at risk of suspension and permanent exclusion
- the processes in place for determining and reviewing directions to alternative provision and that such placements are reviewed at sufficient intervals to assure that the education is achieving its objectives and that students are benefiting from it
- the full-time educational provision for students 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 student's attendance and behaviour at the provision
  - the correct attendance code is being used
  - the student's child protection file and any other information relevant to the student'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 students
  - 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 students receive repeat suspensions
  - whether Personal Education Plans for looked after children have been reviewed on a termly basis

## Appendix 1 Permanent Exclusion Templates

### Letter permanently excluding a pupil template

[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 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 Local Governing Body 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].

Consideration has been given to your child's additional needs [and reasonable adjustments were made by...] or [however we do not believe they were a contributing factor in the events leading up to the suspension.]

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.

For the first five school days of 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. During the suspension work will be set via details. If you do not have access to remote learning please inform Name and contact details and we will make alternative arrangements. From the sixth school day of the exclusion onwards, the local authority will provide suitable full-time education.

As this is a permanent exclusion the Local Governing Body Discipline Committee must meet to consider it. At the review meeting you may make representations to the Discipline Committee if you wish and ask them to reinstate your child in school. The 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 Discipline Committee must meet is [date – 15 school days after receiving notice of exclusion].



If you wish to make representations to the Discipline Committee and wish to be accompanied by a friend and/or representative, please contact (Name and details) as soon as possible. You will, whether you choose to make representations or not, be notified by the clerk to the Discipline Committee of the time, date and location of the meeting. Please let us know if [name of pupil] will attend the meeting and whether they would like to make any written and/or oral representations. [[name of pupil]'s [social worker][Virtual School Head] will be invited to attend].

Please let us know if you have a disability or special needs which would affect your ability to attend the meeting. Also, please inform [name] if it would be helpful for you to have an interpreter present at the meeting. If you think this exclusion relates to a disability your child has, and you think discrimination has occurred, you may raise the issue with the Discipline Committee

You may request a copy of [name of pupil]'s school record. Please send any request through in writing to (Name and details). [As [name of pupil] is over 13 years old please provide their written consent to enable me to send their information through to you.] Please note that there may be a charge for photocopying.

You may wish to contact the Exclusion Officer at Middlesbrough Local Authority for further advice and guidance in relation to the suspension.

You may wish to contact the local authority for advice and guidance:

Mrs Sarah Oxburgh – Exclusions Manager  
[sarah\\_oxburgh@middlesbrough.gov.uk](mailto:sarah_oxburgh@middlesbrough.gov.uk) 01642 726124

Mrs Genette McSorley – Choice Advisor  
[genette\\_mcsorley@middlesbrough.gov.uk](mailto:genette_mcsorley@middlesbrough.gov.uk) 01642 201872

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](http://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

Headteacher

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

## Letter informing of Discipline Committee Date

[Name of Parent(s)]  
[Address]

[Date]

Dear [Name of Parent(s)]

**Re: Local Governing Body Discipline Committee review meeting in respect of [name of pupil]'s [suspension OR exclusion] from Name of school**

I am writing to inform you that the Local Governing Body Discipline Committee meeting has been scheduled to take place at [name of school] at [insert time] on [insert date]. At this meeting the Discipline Committee will consider whether to reinstate [name of pupil] following the headteacher's decision to [[issue a suspension from [date] to [date]][permanently exclude [name of pupil] on [date]]].

Please confirm as soon as possible whether you wish to attend this meeting or, if you wish to attend but are unable to make this date, let me know at the earliest opportunity so that I can attempt to reschedule the meeting.

If you have any documents you wish to be circulated in advance of the meeting, please send them to 'The Clerk to the Local Governing Body Discipline Committee' at the address shown at the top of this letter. Receipt (whether by post or email) must be no later than 12pm on [insert date]. Any such documents will be forwarded to the Discipline Committee and Headteacher. Please note that if you introduce any new documents at the meeting which have not been circulated in advance, the meeting may be adjourned to a later date.

A copy of the documentation in preparation for the meeting will be posted to you at least five school days prior to the meeting.

At the meeting, you may make representations to the Discipline Committee if you wish and ask them to reinstate your child in school. The 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.

If you wish to make representations to the Discipline Committee and wish to be accompanied by a friend and/or representative, please contact [name and details] as soon as possible. Please let me know if [name of pupil] will attend the meeting and whether they would like to make any written and/or oral representations.

[name of pupil]'s [social worker][Virtual School Head] [will be OR has been] invited to the meeting.

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). Any local authority representative will attend as an observer only, unless permission is granted by the Discipline Committee for representations to be made. Please confirm whether you would like a representative of the local authority (and your home local authority, if different) to attend the hearing.

Please let me know if you have a disability or special needs which would affect your ability to attend the meeting. Also, please inform [name] if it would be helpful for you to have an interpreter present at the meeting. If you think this exclusion relates to a disability your child has, and you think discrimination has occurred, you may raise the issue with the Discipline Committee.

If you have any queries in relation to the arrangements or the documentation, please do not hesitate to contact me at

Yours sincerely

Clerk to the Local Governing Body Discipline Committee

## Uphold Exclusion letter

[Name of Parent(s)]

[Address]

[Date]

Dear [Name of Parent(s)]

### Local Governing Body Discipline Committee exclusion outcome

I write further to the permanent exclusion of [name] from (add school) and the Local Governing Body Discipline Committee meeting [that you attended] that took place on [date].

The Discipline Committee, after carefully considering the representations made and all the available evidence, have decided to uphold [name]'s permanent exclusion.

The Discipline Committees' role is set out in the Department of Education exclusions statutory guidance (July 2022). The Committee had to look at the circumstances of the exclusion, [name]'s interests and those of the school community to determine whether the Headteacher's decision was lawful, reasonable and procedurally fair.

The Discipline Committees' reasons for the decision are as follows:

### Was the decision to exclude the pupil lawful?

*[Give full reasons for the decision. Under lawfulness we would expect the following to be covered:*

- Did the headteacher take the decision?*
- Were there persistent breaches or a serious breach of the school's behaviour policy?*
- Is there sufficient evidence on the balance of probabilities that the behaviour occurred?*
- Would serious harm result to the pupil themselves or to others if the pupil were to be reinstated?*
- If the behaviour occurred outside of school time, was it reasonable for the school to sanction for this?*
- Were relevant school policies followed?*
- Have SEN been identified — if so, did the school follow the SEND Code of Practice and use its best endeavours to provide support? Has the school's SEN policy been followed? What support was provided to the pupil?*
- Does the pupil have a disability? If so, have reasonable adjustments been made? Was it a proportionate decision?*
- If the permanent exclusion was issued immediately after a suspension, were there exceptional circumstances to justify a new decision to exclude being made (e.g. further evidence or some other reason)?*

### Was the exclusion reasonable?

*[Give reasons as to why it was a reasonable decision. Under reasonableness we would expect the following to be covered:*

- Was this a decision that was within the reasonable range of responses for a headteacher to take?*
- Was the behaviour policy followed, particularly in respect of support and interventions?*
- Were all relevant considerations taken into account by the headteacher before they made their decision? If not and they had been considered, might it have resulted in a different decision?*
- Were irrelevant elements considered by the headteacher (e.g. behaviour of parents, inability to meet child's needs)?*
- Was it a proportionate decision? (Was it a decision of last resort? Were alternatives considered?)*

### Were there any procedural flaws?:

- Were the relevant letters sent without delay?*
- Was the statutory guidance followed? If not, why not and what impact did this have?*
- Was a proper investigation undertaken?*

*Make sure that the reasons cover the specific points, if any, that have been made by the parent(s). It may be that the parental representations focus on specific points that the governors will need to pay particular attention to].*

You have the right to request a review of this decision by an independent review panel. If you wish to do so, please write to **(Name and contact details)**. You must set out the reasons for your review in writing; if relevant, this should include a reference to how the pupil's special educational needs (SEN) are considered to be relevant to the exclusion and send this notice of review to **(name)** by no later than **[specify the date – 15 days from the decision being received]**. If you have not lodged a review by **[repeat date]**, you will lose your right to a review. Please advise if you have a disability or special needs which would affect your ability to attend the hearing. You may bring a friend to the review, or at your own expense appoint someone to make written and/or oral representations to the panel. Also, please inform **(name)** if it would be helpful for you to have an interpreter present at the hearing. **[[name of pupil]'s [social worker][Virtual School Head] will be invited to the hearing].**

Your review will be heard by an independent review panel. A three-member panel will comprise: one serving or recently retired (within the last five years) Headteacher; one serving (or recently serving) experienced governor; and one lay member, who will be the chair.

You may request the presence of a SEN expert, the costs of which shall be met by the school. The role of the SEN expert will be to provide impartial advice on how special educational needs may be relevant to the exclusion, and they should advise the panel on whether they believe the school acted in a legal, reasonable and procedurally fair manner with respect to any identification of SEN, and any contribution this could have made to the circumstances of the permanent exclusion.

The review panel will re-hear all the facts of the case — if you have fresh evidence to present to the panel you may do so. The panel must meet no later than the 15th school day after the date on which your request is lodged. In exceptional circumstances panels may adjourn the hearing until a later date.

In determining your review the panel can make one of three decisions: they may uphold your child's exclusion; they may recommend that the governing body reconsiders its decision to exclude your child; or they may quash the governing body's decision and direct that the governing body considers the exclusion again. If the review panel either recommends or directs that the governing body reconsider its decision, a further meeting must be convened at the school within 10 school days of the governors receiving the panel decision.

In addition to the right to apply for an independent review panel, if you believe that the exclusion has occurred as a result of discrimination relating to a disability, you may make a claim under the Equality Act 2010 (within six months of the incident) to the First Tier Tribunal (Special Educational Needs and Disability) [www.justice.gov.uk/tribunals/send/appeals](http://www.justice.gov.uk/tribunals/send/appeals). In the case of other forms of discrimination, a claim may be made to the County Court. 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 your child was excluded.

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/> 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](http://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)

The Local Governing Body recognise that you will be disappointed by their decision but sincerely believe that this is in the best long-term interests of [name] and wish you and [name] all the best in the future.

Yours sincerely

Clerk to the Local Governing Body Discipline Committee

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



## Appendix 2 Suspension Letter Templates

### Suspension pending template

[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].

Consideration has been given to your child's additional needs [and reasonable adjustments were made by...] or [however we do not believe they were a contributing factor in the events leading up to the 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. During the suspension work will be set via [add details]. If you do not have access to remote learning please inform [name and details] and we will make alternative arrangements.

You have the right to make written representations to the Local Governing Body Discipline Committee. The Discipline Committee must meet following receipt of any representations. Please inform [name and details] if you and [name of pupil] would like to attend this meeting.

If you and [name of pupil] wish to make written representations to the Discipline Committee please send these through to [name and details] as soon as possible. You may request a copy of [name of pupil]'s school record. Please send any request through in writing to [name and details]. [As [name of pupil] is over 13 years old please provide their written consent to enable me to send their information through to you.] Please note that there may be a charge for photocopying.

You may wish to contact the Exclusion Officer at Middlesbrough Local Authority for further advice and guidance in relation to the suspension.

You may wish to contact the local authority for advice and guidance:

Mrs Sarah Oxburgh – Exclusions Manager  
[sarah\\_oxburgh@middlesbrough.gov.uk](mailto:sarah_oxburgh@middlesbrough.gov.uk) 01642 726124

Mrs Genette McSorley – Choice Advisor  
[genette\\_mcsorley@middlesbrough.gov.uk](mailto:genette_mcsorley@middlesbrough.gov.uk) 01642 201872

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](http://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

Headteacher

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

## Suspensions 1-5 days template

[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]. This means that [name of pupil] will be expected to return to school on [date]. 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].

Full consideration has been given to your child's additional needs [and reasonable adjustments were made by...] [ however we do not believe that they were a contributing factor in the events leading up 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 work will be set via (add details). If you do not have access to remote learning, please inform (name and details) and alternative arrangements will be made.

You have the right to make written representations to the Local Governing Body Discipline Committee. Please inform (name and contact) if you and your child wish to do so. The Discipline Committee must meet following receipt of any representations, please inform (name and contact) if you wish to attend this meeting.

You may request a copy of your child's school record. Please send any request through in writing to (name and contact) . [As [name of pupil] is over [13] years old please provide their written consent to enable me to send their information through to you]. Please note that there may be a charge for photocopying.

You may wish to contact the Local Authority for further advice and guidance in relation to the suspension:

Mrs Sarah Oxburgh – Exclusions Manager  
[sarah\\_oxburgh@middlesbrough.gov.uk](mailto:sarah_oxburgh@middlesbrough.gov.uk) 01642 726124

Mrs Genette McSorley – Choice Advisor  
[genette\\_mcsorley@middlesbrough.gov.uk](mailto:genette_mcsorley@middlesbrough.gov.uk) 01642 201872

There are also 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](http://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

Headteacher

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

## Cancellation of suspension template

[Name of Parent(s)]

[Address]

[Date]

Dear [Name of Parent(s)]

**Re: Cancellation of [Suspension OR Permanent exclusion] of [name of pupil] from [school]**

I write further to my letter dated [date] [and our subsequent discussions] regarding the [suspension OR permanent exclusion] of [name of child].

Having reviewed the situation and taken account of [set out the new evidence/change in circumstances], I am writing to confirm that I am cancelling the [suspension/permanent exclusion].

If you wish to discuss the change of circumstances further, please let me know and we can arrange a mutually convenient time to discuss.

[In the meantime, [name of child] should return to school as soon as possible and [name of child] and you are invited to a re-integration meeting on [date]].

[As you have chosen to remove [name of child] from the school, I wish [name of child] all the best for the remainder of [his/her] education.]

Yours sincerely

Headteacher

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

### Appendix 3 SLT Behaviour Panel templates

**DATE**

**PARENT/CARER NAME**

**ADDRESS**

**ADDRESS**

**ADDRESS**

**Re: Pupil name**

Dear **parent/carers name**,

I am writing to you to invite you to an SLT Behaviour Panel meeting to discuss concerns about **Student name** behaviour at (**name of school**).

This meeting has been arranged for **DATE AND TIME**. If you have a disability or special needs which may require us to make adjustments to, or which may affect your ability to attend the meeting at school, please let me know when you confirm your attendance.

Present at the meeting will be:

Three members of the Senior Leadership team who form the Discipline Committee:  
(**add details**)

Please telephone me at school at your earliest convenience to confirm that you will be attending this meeting

Yours sincerely

Clerk to the Discipline Committee