



Bright Futures

EDUCATIONAL TRUST

The best *for* everyone, the best *from* everyone

Suspension and Permanent Exclusions Policy

This is a Trust-Wide Schools Policy

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SUSPENSIONS AND PERMANENT EXCLUSIONS POLICY

Bright Futures Educational Trust's (Bright Futures or the Trust) Strategy underpins all aspects of this policy and the way in which it will be applied. The elements of the strategy that apply particularly are:

Our vision: the best for everyone and the best from everyone.

Two of our values: Integrity: We do the right things for the right reasons. Passion: We take responsibility, work hard and have high aspirations.

Our commitments: Supportive, challenging and fair; strong governance and accountability, united behind decisions, equality, diversity and inclusion and effective communication.

At Bright Futures, we aim to promote inclusion for all our pupils and we are committed to the recognition of the equal value of every pupil. Exclusions of pupils from a school, whether suspensions or a permanent exclusion, can be damaging to the educational outcomes, self-esteem, well-being and life chances of the individual involved. This policy is underpinned by the shared commitment to achieve the following two important aims:

- to ensure the safety and well-being of all in the Trust and to maintain an appropriate educational environment in which all can learn and succeed.
- that all academies seek to avoid exclusions unless considered absolutely necessary.

What is this Policy for?

This policy is intended as guidance for all staff and local governors and follows the guidance from the DfE 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (July 2022)' 'This policy should be read in conjunction with the academy's own policies for:

- Teaching and learning
- Special educational needs
- Health and safety
- Behaviour
- Safeguarding

This policy provides all staff with a clear framework to enable the effective handling of pupil exclusion issues and to inform all stakeholders of the procedures. The DfE guidance 'Behaviour in Schools' should be considered alongside this policy. This guidance provides advice on implementing a behaviour policy which creates a school culture with high expectations of behaviour. Suspensions and permanent exclusions should only be necessary when strategies, practices and interventions have not been successful in improving pupil's behaviour.

Please refer to The DfE guidance [School suspensions and permanent exclusions - GOV.UK](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/612222/suspensions-and-permanent-exclusions-guidance.pdf) (www.gov.uk) [n](#)

Suspensions and Permanent Exclusions Policy – Brief overview

This information is set out in statutory guidance from the Department for Education (DfE). It applies to all maintained schools, academies, and pupil referral units in England. The summary contained on page 2 and the top of page 3 is part of the suspension and permanent exclusions policy and is merely to serve as a useful guide. Nothing in this summary is intended to override the substantive provisions of the policy, which are contained from page 3 onwards of this document.

*Where the term 'Principal' is used it refers equally to the Head of School.

SUMMARY OVERVIEW: The school's exclusion procedure consists of different stages:

Stage 1: Decision to exclude

A decision to exclude must be lawful, reasonable, fair, rational and proportionate. For a suspension this would normally be used for:

- A first serious offence
- The welfare of other pupils, staff, or the pupil themselves is at risk
- When the behaviour of the pupil outside the school is such that it can be considered grounds for exclusion

A decision to permanently exclude a pupil will be taken:

- In response to a serious breach, or persistent breaches, of the school's behaviour policy;
and
- Where a pupil's behaviour means that allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school

A pupil may be suspended for one or more fixed periods, up to a maximum of 45 school days in a single academic year. They can also be excluded permanently.

Stage 2: Exclusion procedure

On suspending a pupil, the Principal must immediately notify parents of the period of the exclusion and the reasons for it. A written confirmation of the reason(s) for the exclusion will also be sent to the parents/carers on the same day.

The pupil will have the reason for their exclusion explained to them by a member of staff.

For further information about notifications of an exclusion, please refer to section 3 of this policy, on pages 4 and 5.

Stage 3: Review

Local governing body review

All exclusions must be reviewed by the local governing body. A local governing body review must take place for the following:

- permanent exclusions;
- if the suspension brings the total number of school days to more than 15 in one term; or

if it would result in the pupil missing a public exam.

For further information about reviews by the local governing body, please refer to section 7 in this policy, on pages 6 and 7.

Independent review panel – permanent exclusions

Where parents/carers dispute the decision of a governing body not to reinstate a permanently excluded pupil, they can ask for this decision to be reviewed by an independent review panel. The panel do not have the power to reinstate the excluded pupil but it can quash a decision and direct a local governing body to reconsider or recommend reconsidering.

For further information about the independent review panel, please refer to section 8 in this policy, on pages 7 and 8.

Who is this policy for?

All staff, local governors and parents/carers

Policy Standards

Good discipline in schools is essential to ensure that all pupils can benefit from the opportunities provided in school. The Trust supports Principals and Heads of School in using suspensions 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 behaviour policy and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

1. When would a Suspension be used?

Suspension would normally be used:

- For a major first offence, such as serious actual or threatened violence, criminal damage to academy property, sexual abuse or assault, supplying banned substances or carrying an offensive weapon.
- Where allowing a pupil to remain in the school would be seriously detrimental to the education of other pupils, to the welfare of other pupils, staff, or of the pupil themselves.
- More usually it follows a series of breaches of the school's disciplinary code and after a range of strategies to resolve the pupil's disciplinary problems have been tried and have failed.
- When the behaviour of pupils outside the school is such that it can be considered as grounds for suspension.

The headteacher may cancel an exclusion that has already begun, but this should only be done where it has not yet been reviewed by the governing body. Where an exclusion is cancelled, then:

- parents, the governing body, and the LA should be notified without delay and, if relevant, the social worker and the VSH
- 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 governing body once per term on the number of exclusions and the reasons for the cancellation enabling governing bodies to have appropriate oversight and:

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. The headteacher must also inform the governing board once per term of any other suspensions of which they have not previously been notified.

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.

The local authority may reasonably wish to request this

The headteacher must, without delay, notify the governing board 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; and
- 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 governing board 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.

If there is an ongoing safeguarding investigation (whether that includes a criminal investigation or not) that may result in the permanent exclusion of a pupil or if a pupil has been reinstated following a governing board review, it is likely that there will be complex and difficult decisions that need to be made. It is important that these decisions are made alongside a school's duty to safeguard and support children and their duty to provide an education.

Schools should support pupils to reintegrate successfully into school life and full-time education following a suspension or period of off-site direction. They should design 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 managed move is used to initiate a process which leads to the transfer of a pupil to another mainstream school permanently. Managed moves should be voluntary and agreed with all parties involved, including the parents and the admission authority of the new school. If a temporary move needs to occur to improve a pupil's behaviour, then off-site direction should be used. Managed moves should only occur when it is in the pupil's best interests.

Where interventions or targeted support have not been successful in improving a pupil's behaviour, off-site direction should be used to arrange time-limited placements at an AP or another mainstream school. During the off-site direction to another school, pupils must be dual registered. Code B should be used for any off-site educational activity, if the provision is an approved educational activity that does not involve the pupil being registered at any other school.

2. Principles of the Suspensions and Permanent Exclusions Policy

The decision to exclude a pupil must be lawful, reasonable, fair, rationale and proportionate. Schools have a statutory duty not to discriminate against pupils on the basis of protected characteristics, such as disability or race. Schools should give particular consideration to the fair treatment of pupils from groups who are particularly vulnerable to exclusion.

Disruptive behaviour can be an indication of unmet needs. Where a school has concerns about a pupil's behaviour, they should try to identify whether there are any causal factors and intervene early in order to reduce the need for a subsequent exclusion. In this situation, schools should consider whether a multi-agency assessment that goes beyond the pupil's educational needs is required.

Schools should have a strategy for reintegrating a pupil who returns to school following a fixed-period suspension and for managing their future behaviour.

A fixed term suspension from the school can only be authorised by the Principal (or the Vice Principal acting on their behalf). If neither are available to authorise the suspension, a decision should be deferred until the opportunity for authorisation is available. In the case of a permanent exclusion this can only be authorised by the Principal. This decision may not be delegated to anyone else.

If the Principal decides to exclude a pupil, they will always ensure that there is sufficient recorded evidence to support the decision and the rationale for decision-making. All the evidence must be very carefully assessed and collated.

Records will be kept of all exclusion proceedings in respect of any permanent exclusion. Records from fixed term suspensions may form part of the evidence in a permanent exclusion process.

When considering exclusion, the Principal will take into account:

- Possible short-term or other mitigating circumstances such as bereavement, mental health issues etc.
- Whether the pupil comes into a category that is known to be a particularly vulnerable group (e.g. pupils with SEN, FSM pupils; looked after children; certain ethnic groups;

Traveller children) and whether all preventative strategies have been fully utilised with good impact.

- Whether a pupil has already had a number of fixed term suspensions which appear to be ineffective and any analysis undertaken about the child's response to previous exclusions

A suspension will not be enforced if doing so may put the safety of the pupil at risk. Suspension will never be used informally or unofficially. This is against the law. We will take care to ensure that a decision to exclude does not involve any kind of discrimination as defined by the Equality Act 2010: <https://www.gov.uk/guidance/equality-act-2010-guidance>

The Principal and local governing body must comply with their statutory duties in relation to special educational needs when administering the exclusion process. This includes having regard to the SEND Code of Practice: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

For further information on the guide to the Law and the Principal's power to exclude, please see DfE guidance: [School suspensions and permanent exclusions - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/school-suspensions-and-permanent-exclusions)

3. Notification of an Suspension

Parents/Carers will be notified as soon as possible of the decision to suspend a pupil and the reason for the suspension. This will be done on the day of the suspension being authorised by either direct phone contact or a face-to-face meeting. A written confirmation of the reason(s) for the suspension will be sent to parents/carers the same day.

In the case of a permanent exclusion, parents/carers will be notified by the Principal in a face-to-face meeting.

A pupil who has been suspended will have the reason for his/her suspension explained to them by a member of staff, in a way that allows them to understand the nature of their misbehaviour and the reason for the suspension.

The school will also work to put in place a programme for the pupil on their return. This will include input from staff at the school, parents/carers and, if appropriate, any other appropriate bodies e.g. Child and Adolescent Mental Health Services, social care. Should it be decided (for whatever reason) that the child subject to suspension needs to be referred to another agency (e.g. the incident leads to the discovery that there is a child protection issue) the school will continue to monitor the situation and work closely with that agency. All reasonable efforts will be made to ensure that the child is safe. It is hoped that in most cases following an suspension, the pupil will be able to successfully return to school. Multi-agency involvement may well support a positive re-integration.

Relevant school staff will be notified of all suspensions and should receive a copy of the suspension letter; it will clearly outline the reasons for the suspension. Such information should be treated sensitively and kept confidential.

In cases of more than a day's suspension, the school will ensure that appropriate work is set and that arrangements are in place for it to be marked

It is the school's duty to arrange education from the sixth day of a suspension. This would be triggered by a suspension totalling more than five days. The Principal must by law inform the parents/carers without delay of the start date, times and venue of the provision. This must be done no later than 48 hours before the alternative provision is to start.

4. Action Following a Suspension

Following any exclusion of whatever type or duration, the Principal will:

- Inform the parents/carers of the period and nature of the suspension, clearly outlining the reason for the suspension. Parents/carers should always be advised about rights of representation about the suspension to the local governing body and how these representations may be made.
- This information will be put in writing and will be sent either by e-mail, by text, by delivering a letter directly to the parents/carers, leaving it at their last known address or by posting it to their last known address. The information can also legally be sent home with the suspended pupil, but the academy will always send a duplicate copy by a reliable alternative method. The information provided to parents/carers will be clear and free of unnecessary jargon.
- Where the suspended pupil is of compulsory school age, the school will also notify parents/carers without delay, and at the latest by the end of the afternoon session, that for the first five days of a suspension they are legally required to ensure that their child is not in a public place during school hours without reasonable justification and that they may be given a fixed penalty notice if they fail to do so.
- 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 fixed-period 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 fixed period. In such cases, the Principal must write again to the parents/carers explaining the reasons for the change and providing any additional information required.
- All pupils returning from a fixed term suspension are required to attend a reintegration meeting, accompanied by a parent/carer. This meeting will seek to establish practical ways in which further suspension can be avoided and behaviour modified to acceptable standards in partnership between pupil, parent/carer and school.

5. Informing other Agencies/Bodies

For any suspension of more than five days, be it in a single block of days, an accumulation of short suspensions of more than five days in any one term, or a permanent exclusion, the Principal will also:

- Notify the Local Authority (LA) and the Trust's Director of Education giving the details of the suspension and reasons for it.
- Notify the chair of the local governing body, giving the same details

- For a permanent exclusion, if the pupil lives outside the local authority in which the school is located, the Principal must also inform the 'home authority' of the exclusion without delay.
- If any suspension, of even one day, would cause a pupil to miss a public examination, the Principal will inform the LA, the Trust's Director of Education and the Chair of the Local Governing Body.

6. The Role of the Local Governing Body

The local governing body for each school will be fully informed and involved with these procedures. The Principal will inform the local governing body, the Trust's Director of Education and the LA within one school day of any permanent exclusions, suspensions longer than five school days (singly or cumulatively) or more than 10 lunchtimes in a term, and those which will result in a pupil missing a public examination.

7. Procedure for Appeal

The local governing body has a duty to consider the representations of the parents/carers about a suspension. If the pupil is aged 18 or over, they may represent themselves, provided there is parental agreement.

All correspondence regarding a suspension from the school will inform parents of their right to appeal to the local governing body against the decision to suspend. This procedure is clearly set out in the statutory guidance. The person who should be contacted to initiate an appeal is the Clerk to the local governing body.

The local governing body must consider the reinstatement of an suspended pupil within 15 working days of receiving the notice of the suspension if:

- the suspension is a permanent exclusion;
- it is a fixed term suspension which would bring the pupil's total number of school days of exclusion to more than 15 in one term;
- it would result in a pupil missing a public examination.

The local governing body must also consider the reinstatement of a suspended pupil within 50 school days of receiving notification of the suspension if a pupil would be suspended for more than 5 school days, but not more than 15 in one term.

In view of their consideration, the local governing body can uphold a suspension or direct reinstatement of the pupil immediately or on a particular date.

8. Independent Review Panel

Where parents/carers dispute the decision of a local governing body not to reinstate a permanently excluded pupil, they can ask for this decision to be reviewed by an independent review panel.

An independent review panel does not have the power to direct a local governing body to reinstate a [permanently](#) excluded pupil. However, where a panel decides that a local governing body's decision is flawed (when considered in the light of the principles applicable on an application for judicial review) it can direct a governing board to reconsider its decision.

The Trust will arrange for an independent panel to review the decision of the exclusions panel not to reinstate a permanently excluded pupil. Applications for an independent review must be made within 15 school days of notice being given to the parents by the exclusions panel of its decision to not reinstate a pupil. Applications should be made to the Trust's Director of Education: ghandforth@bright-futures.co.uk

A panel of 3 or 5 members will be constituted with representatives from each of the categories below.

Where a 5-member panel is constituted, 2 members will come from the school governor category and 2 members will come from the headteacher category.

- A lay member to chair the panel who has not worked in any school in a paid capacity, disregarding any experience as a school governor or volunteer.
- School governors who have served as a governor for at least 12 consecutive months in the last 5 years, provided they have not been teachers or headteachers during this time.
- Headteachers or individuals who have been a headteacher within the last 5 years.

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

- Are a member or a trustee of Bright Futures Educational Trust, or a governor of any of the Trust's academies.
- Are the Headteacher of the excluding school or have held this position in the last 5 years.
- Are an employee of the Trust.
- Have, or at any time have had, any connection with the Trust, academy, parents or pupil, of the incident leading to the exclusion, which might reasonably be taken to raise doubts about their impartiality
- Have not had the required training within the last 2 years (the contents of this training is stipulated in the statutory guidance).

A clerk will be appointed to the panel.

The independent panel will:

- Uphold the governing council's decision
- Recommend that the governing council reconsiders reinstatement, or
- Quash the governing council's decision and direct that they reconsider reinstatement (only when the decision is judged to be flawed).

The panel's decision can be decided by a majority vote. In the case of a tied decision, the chair has the casting vote.

Whether or not a school recognises a pupil as having SEN, all parents/carers have the right to request the presence of a SEN expert at a review meeting. The SEN expert's role is to advise the review panel, orally or in writing or both, impartially, of the relevance of SEN in the context and circumstances of the review. For example, they may advise whether the school acted reasonably in relation to its legal duties when permanently excluding the pupil. Excluded pupils should be enabled and encouraged to participate at all stages of the exclusion process, taking into account their age and ability to understand.

Bright Futures Educational Trust is responsible for managing and training independent panels concerning cases of permanent exclusion. Independent review panel members are expected to understand the legislation that is relevant to suspensions and permanent exclusions and the legal principles that apply. The SEN expert must be someone with expertise and experience of SEN and be considered by the Trust as appropriate to perform the functions specified in the legislation.

When providing details of the role of the SEN expert in an independent review panel, the local governing body should explain that there is no cost to parents/carers for this appointment and parents/carers must make it clear in any application for a review if they wish for the expert to be appointed.

The panel's decision should not be influenced by any stated intention of the parents/carers or pupil not to return to the school. If parents/carers are not considering the reinstatement of the pupil, the panel should acknowledge this but it should not affect the conduct of the panel or its decision. The focus of the panel's decision is whether there are sufficient grounds for them to direct or recommend that the local governing body reconsiders its decision to uphold the permanent exclusion. Potential outcomes can still include:

- Recording the panel's findings on a pupil's educational record.
- An acknowledgement by the local governing body that it would be appropriate for it to offer to reinstate the pupil

Where a school is going to delete a pupil's name from the admissions register because of a permanent exclusion, the school must make a return to the LA and the Trust's Director of Education. It must be made as soon as the grounds for deletion are met.

Schools should co-operate with the LA's head of virtual school for suspension and permanent exclusions of looked after children

When the local governing body is considering whether a pupil should be reinstated, it should consider any evidence that was presented in relation to the decision to suspend (in addition to considering whether the decision to suspend the pupil was lawful, reasonable and procedurally fair, rational and proportionate and whether the Principal followed their legal duties).

The legal time frame for an application is:

Within 15 school days of notice being given to the parents by the governing body of its decision not to reinstate a permanently exclude pupil

Where an application has not been made within this timeframe, within 15 school days of the final determination of a claim of discrimination under the Equality Act 2010 in relation to permanent exclusions.

An application made outside of the legal time frame must be rejected by the academy trust.

For more information on independent review panels, see Part nine 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (July 2022) paragraphs 148-196.

9. Review and Monitoring

The impact of this policy will be reviewed by the Executive Team in consultation with Principals. The policy and procedures will be reviewed and amended in the light of such evaluation, in consultation with representatives of all key stakeholders and will reflect the statutory guidance.

APPENDIX A

Sample Template Letter for a Suspension

Dear **(Name of Parent/Carer)**

I have decided to suspend **(Name of child)** for a fixed period of **(length of suspension)** day/s. This means that **he/she** will not be allowed in school for this period. The suspension begins on **(start date for the suspension)** and ends on **(end date for the suspension)**.

I realise that this suspension may well be upsetting for you and your family, but the decision to suspend **(Name of child)** has not been taken lightly. **(Name of child)** has been suspended for this fixed period because **he/she – reason to be explained**

You have a duty to ensure that your child is not present in a public place in school hours during this suspension on **(date)** unless there is reasonable justification for this. I must advise you that you may receive a penalty notice from the local authority if your child is present in a public place during school hours on the specified date. If so, it will be for you to show reasonable justification.

(Name of child) will be given work which **he/she** should complete during the time specified in the previous paragraph.

You have the right to make representations about this decision to the local governing body. If you wish to make representations, please contact **(Name of the clerk to the local governing body, email address and school address)**. Whilst the local governing body has no power to direct reinstatement, they must consider any representations you make and may place a copy of their findings on your son's/daughter's school record.

You and **(Name of child)** are invited to attend a reintegration interview with me at **(Name of school)** on **(date and time)**. The purpose of the reintegration interview is to discuss how best your **son's/daughter's** return to school can be managed and to avoid further suspensions

We expect **(Name of child)** to be back in school following the reintegration meeting on **(date)**.

Yours sincerely

Name of Principal
Name of Academy

APPENDIX B

Sample Template Letter for a Permanent Exclusion

Dear **[Name of Parent/Carer]**

I am sorry to inform you of my decision to permanently exclude **[Name of Child]** with effect from **[date]**. This means that **[Name of Child]** will not be allowed in school unless he/she is reinstated by the **local governing body/the discipline committee**.

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

For pupils of compulsory school age add the following two paragraph:

*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 will be for you to show that there is reasonable justification for this.*

*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 **[give the name of the 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 academy's local authority add the following paragraph:

*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]**.*

As this is a permanent exclusion, the local governing body must meet to consider it. You may make representations to the local governing body at the review meeting, if you wish, and ask them to reinstate your child. The local governing body has the power to reinstate your child immediately, 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 governing body must meet is **[specify the date — the 15th school day after the date on which the local governing body was notified of the exclusion]**. If you wish to make representations to the local governing body 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 Clerk to the local governing body of the time, date and location of the meeting. Please advise if you have a disability or special needs which would affect your ability to

attend or take part in a meeting at the school. Please inform **[contact]** if it would be helpful for you to have an interpreter present at the meeting.

You should also be aware that if you think the 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 governing body/management committee.

The following sources of information are available to you:

For general advice on the exclusions process you may contact the **(Name of LA team telephone number and email address)**. The Department for Education statutory suspensions and permanent exclusions guidance can be found at

Yours sincerely

Name of Principal

Name of Academy

A summary of the governing body's duties to review the principal's exclusion decision

