Inspiring Futures Partnership Trust

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INSPIRING FUTURES PARTNERSHIP TRUST

SUSPENSION AND EXCLUSION POLICY

Policy Type	Statutory
Updated by	Jon Mason
Checked by	Victoria Morris
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This policy applies to suspensions and permanent exclusions occurring on or after 1st September 2026.

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LOCAL AUTHORITY CONTACTS	**Telephone No**
Yvette Thomas, Head of Achievement and Learning	01296 387762
EXCLUSIONS & REINTEGRATION:	
Education Entitlement Manager	01296 383963
Pippa Tolfree - Exclusion and Reintegration Officer (Secondary/Primary – North Bucks)	01296 387147
Rose Lindsay - Exclusion and Reintegration Officer (Secondary/Primary - South/Central Bucks)	01296 382024
Berni Little - Exclusion and Reintegration Officer (Secondary/Primary – Chilterns & South Bucks)	01296 382117
Lynn Osman - Business Support Specialist	01296 382835

Schoolsweb link: https://schoolsweb.buckscc.gov.uk/
(You will need a SchoolsWeb log-on and password to relevant information)

SEN:
Telephone: 01296 382269 Email: sen@buckinghamshire.gov.uk
Or contact your allocated EHC Coordinator directly

LOCAL AUTHORITY DESIGNATED OFFICERS (LADO):
Telephone: 01296 382070 Email: secure-lado@buckinghamshire.gov.uk

EDUCATION SAFEGUARDING ADVISORY SERVICE (ESAS):
Telephone: 01296 382912 Email: esas-secure@buckinghamshire.gcsx.gov.uk

COUNTY ATTENDANCE TEAM:
Telephone: 01296 383954 Email: countyattendanceteam@buckinghamshire.gov.uk

BUCKINGHAMSHIRE FAMILY INFORMATION SERVICE:
Family Information Service | Buckinghamshire Family Information Service

VIRTUAL SCHOOL (Education of Children in Public Care):
The Virtual School | Family Information Service (buckinghamshire.gov.uk)

Email: thevirtualschool@buckinghamshire.gov.uk

SEND IAS (Special Educational Needs and Disability Information, Advice and Support Service):
SENDIAS Buckinghamshire Council

Telephone: 01296 383754 Email: sendias@buckinghamshire.gov.uk

Contact details should be checked against Buckinghamshire Council's published information to mitigate against staff changes after policy approval:

https://schoolsweb.buckinghamshire.gov.uk/attendance-wellbeing/exclusions-procedures/exclusions-and-reintegration/buckinghamshire-council-exclusion-guidance/local-authority-contacts/

Introduction

IFPT's Suspension and Exclusion Policy should be read alongside the Department for Education's "Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units in England, including Pupil Movement", July 2026. The updated guidance applies from 26 July 2026 and replaces the August 2024 version.

DfE Suspension and Permanent Exclusion Guidance

It is also important for academies to consider the following guidance:

- Behaviour in Schools - Advice for headteachers and school staff (publishing.service.gov.uk)
- Keeping children safe in education - GOV.UK (www.gov.uk)
- Mental health and behaviour in schools (publishing.service.gov.uk)
- Working together to improve school attendance

Links to other relevant supplementary guidance can be found in 'Annex B' on page 77 of the statutory guidance here: DfE Suspension and Permanent Exclusion Guidance

Terms

The term 'suspension' is a reference to what is described in the legislation as an exclusion for a fixed period.

In this policy, "exclusion" means exclusion on disciplinary grounds. It does not include circumstances in which a pupil is temporarily prevented from attending the academy premises for a non-disciplinary reason, including a necessary and proportionate safeguarding-based separation.

"Off-site direction" means a requirement for a pupil to attend another education setting temporarily in order to support improvements with their behaviour. It must not be used as a punishment for past misconduct.

A "managed move" is a voluntary and permanent transfer to another mainstream academy/school, agreed by all relevant parties and undertaken in the pupil's best interests. The law does not permit a trial managed move.

Update to previous guidance

This policy has been updated to reflect the July 2026 statutory guidance and associated legislation. The principal changes include:

- the application of statutory off-site direction procedures to academies, alternative provision academies and pupil referral units;
- clarification of the distinction between disciplinary exclusion and temporary separation for safeguarding purposes;
- express confirmation that trial managed moves are not lawful;
- clarification that managed moves must comply with statutory admission arrangements and do not automatically take priority over waiting lists;
- strengthened expectations concerning off-rolling, pupil movement, information sharing and governance scrutiny.

IFPT has adopted three standard templates to support a consistent, lawful and inclusive approach to reintegration, return to full-time education and safeguarding-based separation across all Trust academies. These are found in the policies appendices and include:

- following a suspension, academies must use the **IFPT Suspension Reintegration Meeting Record and Individual Reintegration Strategy**
- following the completion of an off-site direction, academies must use the **IFPT Full-Time Return from Off-Site Alternative Provision Planning Meeting, Reintegration Strategy and Review Record**
- where a pupil is being considered for or has been temporarily separated from one or more other pupils for safeguarding purposes, academies must use the **IFPT Safeguarding-Based Separation Set-up, Continuation or Reintegration Plan**.

Further information is set out in DfE Suspension and Permanent Exclusion Guidance

Suspension and Exclusion Information

Please note:
IFPT has not adopted and does not endorse a 'no exclusion' policy. In some cases, a 'no exclusion' policy can present safeguarding issues and expose staff and pupils to unreasonable risks. Instead, the DfE advises that all academies/schools should work to create environments where exclusions are not necessary because pupil behaviour does not require it.

- The smallest recordable suspension is for **half a day.** Any amount less than this is still recorded as half a day. Each lunch-time suspension counts statistically as half a day.

- For a suspension of more than five academy days, the Academy Committee (via the Head of Academy/Principal) must arrange suitable full-time education for any pupil of compulsory school age.

- Following every suspension, including a cancelled suspension where appropriate, the academy must use the IFPT Suspension Reintegration Meeting Record and Individual Reintegration Strategy. The meeting should take place before or at the beginning of the pupil's return. It is a supportive planning meeting and must not be used as a further disciplinary sanction.

- Regarding the provision of suitable provision for pupils from the sixth day: the Chair of the Academy Committee must check that the education provided is suitable and full-time (provision should be on a par with that received by the pupils peers who have not been excluded); that any previous placements have been evaluated, including support for any SEND the pupil may have; check the processes for monitoring attendance and behaviour; check whether the pupil's child protection file and any other information relevant to the pupil's safeguarding and welfare has been securely transferred to their new setting as early as possible, in line with: Keeping children safe in education - GOV.UK (www.gov.uk) In determining whether provision is suitable and reasonably accessible, the academy must consider the pupil's individual circumstances and any necessary travel arrangements. These should be confirmed with parents when details of the provision are communicated.

- Whilst the statutory duty on the Academy Committee or Local Authority 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 Academy and the local authority should work together to arrange alternative provision from the first day following the suspension or permanent exclusion.

- Where it is not possible, or not appropriate, to arrange alternative provision during the first five academy days of a suspension or permanent exclusion, the Academy should take reasonable steps to set and mark work for the pupil. Online pathways such as MS Teams, MyMaths or Oak Academy can be used but care must be taken to ensure that the work set is accessible and achievable by the pupil outside the academy.

- The Academy Committee must consider and decide on the reinstatement of a suspended pupil if issuing a suspension which would bring the pupil's total number of academy days out of the academy to more than 15 in a term. In this instance an Academy Committee meeting must be convened to consider the reinstatement within 15 academy days of receiving notice of the suspension.

- If a pupil is receiving multiple suspensions, alternative strategies should be considered. If a pupil receives 45 academy days of suspensions in one academic year, no further suspension can be issued. A permanent exclusion is NOT an automatic next step. Where suspensions are becoming a regular occurrence for a pupil, the Head of Academy/Principal and Academy 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.

Unlawful suspensions

- It would be unlawful to exclude a pupil simply because they have SEN or a disability that the Academy feels it is unable to meet, or for a reason such as: academic attainment/ability or the failure of a pupil to meet specific conditions before they are reinstated, such as to attend a reintegration meeting. If any of these unlawful exclusions are carried out and lead to the deletion of a pupil's name from the register, this is known as 'off-rolling'. An informal or unofficial exclusion, such as sending a pupil home 'to cool off', is unlawful when it does not follow the formal exclusion process and regardless of whether it occurs with the agreement of parents.

- Further examples of off-rolling would be:
  - exercising undue influence over a parent to remove their child from the academy under the threat of a permanent exclusion and encouraging them to choose Elective Home Education or to find another academy/school place
  - moving a pupil to alternative provision where this is not in the pupil's best interests
  - sending a pupil home without formally recording a suspension, even where a parent agrees
  - placing a pupil on a part-time timetable for behavioural reasons
  - intentionally removing a pupil from the admission register without satisfying the registration regulations
  - Ofsted will consider evidence of off-rolling. Where pupils have been removed from the admission register without a lawful basis, or parents have been encouraged or pressured to remove their child, a failure by leaders to identify and address the practice may negatively affect the academy's leadership and governance evaluation.

Part-time timetables

A part-time timetable must not be used to manage behaviour. Any exceptional part-time timetable must be agreed for the shortest necessary period, have a clear return-to-full-time plan and be subject to regular formal review.

Please note:

IFPT expects each academy to undertake a thorough investigation before a suspension is issued. This may mean that the pupil is in isolation/inclusion until a full investigation is carried out which would then determine the level of sanction.

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.

Any further suspension or permanent exclusion must be a separate decision, based on evidence and circumstances that justify that further decision. An initial suspension must not simply be extended or converted into a permanent exclusion. Where further evidence emerges following additional investigation, the Head of Academy/Principal must make a new decision, issue a new notice and meet all applicable notification requirements.

Cancelling exclusions
The Head of Academy/Principal may cancel a suspension that has already begun, but this should only be done where it has not yet been reviewed by the Academy Discipline Committee. Where a suspension is cancelled, then:

- Parents, the Academy Committee, and the LA should be notified without delay and, if relevant, the social worker and VSH.
- Parents should be offered the opportunity to meet with the Head of Academy/Principal to discuss the circumstances that led to the suspension being cancelled and the pupil should be allowed back into the academy.
- Where a cancelled suspension has already caused the pupil to miss education or where support is needed to secure a successful return, the academy should complete the IFPT Suspension Reintegration Meeting Record and Individual Reintegration Strategy. The meeting must not be used to revisit or reimpose the cancelled disciplinary decision.

Permanent Exclusion

- A permanent exclusion should only be used as a last resort and where other approaches have been exhausted.
- Before excluding a pupil, please consider whether exclusion is the most appropriate and reasonable sanction and is consistent with IFPT's/the academy's Behaviour Policy and the DfE Suspensions and Permanent Exclusion Guidance July 2026.
- The Head of Academy/Principal must always discuss their rationale with the CEO before excluding a pupil.

Off-site Direction: IFPT Procedure

Off-site direction is a temporary placement at another mainstream academy/school or alternative provision for the purpose of improving a pupil's future behaviour. It must not be used as a punishment for past misconduct or as an informal exclusion.

The academy must plan from the outset for the pupil's successful reintegration into full-time education at the referring academy, unless another lawful permanent arrangement is subsequently agreed in the pupil's best interests.

Planning and authorisation requirements:

- clear evidence that appropriate initial intervention has been undertaken or considered
- clear reasons and objectives for off-site direction at a specific site
- a proposed maximum duration
- a reintegration plan
- consideration of inclusion, SEND and health needs
- pupil views
- parent views
- social-worker and VSH involvement where relevant
- confirmation that a broad, balanced and appropriate education will continue.

Appendix 3 must be used to support planning, evaluation and return from off-site direction. In addition to the use of appendix 3, the following model letters must be used at the appropriate times to communicate off-site direction and alternative provision matters to parents/carers:

- **Letter 13** - To the parent of a pupil for whom off-site alternative provision has been arranged.
- **Letter 14** - **Invitation to an Off-site Direction Review Meeting.** To the parent of a pupil for whom off-site alternative provision has been arranged so it can be reviewed.
- **Letter 15** - **Decision following an Off-site Direction Review Meeting**
  To the parent of a pupil for whom off-site alternative provision has been arranged informing them of next steps.

Robust evidence of the above must be recorded for future reference.

Information-sharing
Before the placement begins, the referring academy and receiving setting must exchange all relevant information, including prior and current attainment, academic potential, any current risk assessment, safeguarding information, effective risk-management arrangements and successful pupil-support strategies.

Written-notice
Written notice to parents and relevant external organisations must be issued as soon as practicable and no later than two academy days before the placement begins. It must include:

- placement address and key member of staff at the off-site placement
- duration of placement and days of the placement
- reasons for placement
- objectives
- start and finish times
- break times where two sessions are provided.

The IFPT model letter 13 must be used to communicate off-site direction to parents.

Where the pupil has an EHCP, the local authority must also receive the written/letter notice.

Review of impact of off-site direction
Parent or relevant local authority may request a review and it is the placing academy's responsibility to arrange a review of the impact of the off-site direction. Reviews may happen at the end of a period of off-site placement if shorter than 10 term weeks or review at intervals appropriate to the pupil's needs (to assess impact, appropriateness and possible continuation of off-site direction). Relevant parties must be given at least academy six days' written invitation and have the right to attend or submit written views. Written reasoned outcome of the review must be communicated with relevant parties within six academy days and must include a reintegration plan if the off-site direction ends.

IFPT's model **letter templates 14 and 15** must be used to arrange a review meeting and then communicate its outcomes.

IFPT's Full-Time Return from Off-Site Alternative Provision template must be used (appendix 3) to engage with all relevant stakeholders and plan a successful reintegration strategy and review record.

Separation of Pupils for Safeguarding Purposes

In exceptional circumstances, the academy may need to temporarily prevent a pupil from attending the academy premises where this is essential to separate the pupil from one or more other pupils for safeguarding purposes. This is not a suspension or permanent exclusion and must not be imposed as a disciplinary sanction. IFPT's Safeguarding-Based Separation Set-up, Continuation or Reintegration Plan (Appendix 2) must be used to support the consideration of the use of this strategy.

Required procedural points

- the DSL or deputy DSL must be involved with advice and guidance from IFPT's Safeguarding Lead
- an individual risk and needs assessment must have been completed to result in this intervention as this will evidence consideration of whether separation can be achieved while allowing all pupils to remain on site
- the Head of Academy/Principal must record why off-site separation is necessary
- parents must be told the reason for the arrangement
- the Academy Committee Chair and IFPT Safeguarding Lead must be notified without delay
- the arrangement must necessary, proportionate and time limited

- Human Rights Act, Equality Act and public-law duties must be considered
- the pupil's views should be obtained where appropriate
- education must be arranged immediately
- local-authority involvement must be sought if education is not being arranged by the academy or parent
- the arrangement must be kept under frequent review
- a safe return and reintegration plan must be prepared in advance of the pupil returning and must be communicated with all relevant parties.

IFPT's Safeguarding-Based Separation Set-up, Continuation or Reintegration Plan (Appendix 2) must be used for the purposes detailed in its title.

Managed Moves

A managed move is a voluntary, permanent transfer to another mainstream school. It must be agreed by the parent, the pupil where appropriate, the original academy and the admission authority of the receiving academy/school and must be in the pupil's best interests.

It is important to understand the following:

- A managed move must form part of a planned intervention
- It must not be used to avoid the suspension or permanent-exclusion process
- "Trial managed moves" and "trial admissions" are not permitted
- Where a temporary move is needed to improve behaviour, off-site direction must be used
- Once agreed as a managed move, the pupil transfers permanently between admission registers
- The move must comply with the School Admissions Code and published in-year admission arrangements
- The pupil does not automatically take priority over pupils on a waiting list
- A managed move is separate from a Fair Access Protocol placement
- Refusal to agree a managed move must not itself result in permanent exclusion
- For a pupil with an EHCP, the local authority must follow the statutory amendment process to the named setting
- Where the pupil has a social worker, the social worker, DSL and parent should be involved before the move
- For a looked-after child, the VSH must be notified and the PEP reviewed and amended
- Relevant information and risk assessments must be transferred before the move.

Suspension: IFPT Procedures

Head of Academy/Principal decides to issue a suspension:

a) Head of Academy/Principal to inform parents by telephone or face-to-face

b) Inform Academy Committee Chair of the suspension but do not share the letter. Inform LA, parents, social worker/VSH if applicable, in writing using appropriate letter by the end of the afternoon session of the day the suspension occurs – **Letters 1 - 4**

Letter 1 - Suspension of five or fewer academy days in one term and where a public examination is not missed. (*Parents' right to make representations*)

Letter 2 - Lunchtime (half-day) suspension totaling up to five days in one term. *(Parents' right to make representations)*

Letter 3 - 5½ - 15 academy days in one term (single suspension or cumulative) or where a public examination will be missed. *(Meeting of governing board panel no later than 50 academy days if parents request it*)

Letter 4 - 15½ - 45 academy days in one term (single suspension or cumulative). *(governing board panel must meet no later than 15 academy days whether or not parents request)*

c) Arrange for work to be sent home for suspended pupil during days one to five. Arrange suitable full-time education from day six. This must not be a continuation of work being sent home. Where educational provision is arranged away from the academy, the start date, address, session times, reporting arrangements and relevant travel information must be clearly communicated.

d) Send completed **Form XI and copy of the letter** sent to the Exclusions & Reintegration Team via exclusions@buckinghamshire.gov.uk and just a copy of the letter to parents, social worker and VSH if applicable to without delay.

e) Arrange a reintegration meeting before or at the beginning of the pupil's return and complete the IFPT Suspension Reintegration Meeting Record and Individual Reintegration Strategy (Appendix 1)

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Meeting of Academy Committee panel convened for suspension/suspensions meeting letter 3 (if requested) and 4 criteria:

a) Clerk to Chair of Academy Committee panel sends **Letter 6** (inviting parents). In practice, this is often sent by the academy rather than the Clerk. *Academy Committee Representatives are responsible for ensuring that this invitation is sent so they should make sure that they know who is sending it.* A meeting should ordinarily be held in person unless a valid request for remote access has been made or extraordinary events make an in-person meeting not reasonably practicable. Social workers and Virtual School Heads must be permitted to participate remotely where the statutory conditions for effective, fair and transparent participation are satisfied.

b) LA representative **may** be invited if academy considers it **appropriate**.

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Academy Committee panel consider Head of Academy/Principal's action:

a) At conclusion, Clerk sends **Letter 8** without delay

Permanent Exclusion Checklist for Head of Academy/Principal

IFPT expects the Head of Academy/Principal to consult with IFPT's CEO and recommends to also consult with Buckinghamshire Council's Exclusions & Reintegration Team before deciding to issue a permanent exclusion. The decision to permanently exclude remains solely with IFPT.

The DfE Suspension and Permanent Exclusion Guidance July 2026 states:

A permanent exclusion is when a pupil is no longer allowed to attend the academy (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 academy's behaviour policy; and
- where allowing the pupil to remain in the academy would seriously harm the education or welfare of the pupil or others such as staff or pupils in the academy.

You must be able to demonstrate that BOTH factors are taken into account before the decision to permanently exclude is made.

	Time/date
Have you contacted the CEO to discuss?	
Have you consulted with Bucks Exclusions & Re-integration Team?	
Interventions in place or considered	
• Has the DfE Suspensions and Permanent Exclusion Guidance July 2026 been reviewed? • Academy data/Behaviour Log to highlight and address triggers? • Academy behaviour policy - published for parents and pupils to view on the academy website and discussed via parent/pupil assemblies? Pupils should be clear on behaviour expectations • Behaviour Plan, Pastoral Support Plan, personalised timetable or an Early Help Assessment? • Staff reports? • Learning Support Unit or safe space? • Restorative Justice/Mediation/Internal Exclusion? • Education Health and Care Plan (EHCP) in place for child with SEN/reasonable adjustments? • Reduced timetable? • Off-site direction? • Discussion of needs and out-reach provision from the Pupil Referral Unit? • Have the suitability and outcomes of any previous off-site direction or alternative provision placements been evaluated? • In-reach provision at the Pupil Referral Unit? • IF there have been previous suspensions, have effective reintegration meetings been held?	
SEND	
• Education, Health and Care Plan? • Emergency Annual Review held? • Special Educational Needs considered? • Is pupil 'K' coded? • Graduated Approach been adopted: 'Assess – Plan – Do -Review'? • Education Health and Care Coordinator (EHCCo) consulted? • HNBF? • Educational Psychologist involvement?	
Other agencies	
• Is pupil open to Social Care? Subject to a CP/CIN Plan? • Social Care consulted if pupil has, or previously has had social care involvement? • Have other external agencies been contacted i.e. Youth, Justice and Support Team, youth work agencies, or the safer school's team?	

• Referred to CAMHS by either parents or the academy?	
Consider the voice of the child/young person	
• Head of Academy/Principal has conducted a full investigation? • Has the pupil's view been sought and has the pupil been told how that view was taken into account?	
Consider any exceptional circumstances	
• Mitigating and contributing factors – such as bereavement, mental health, bullying, significant family event and provocation? • Are there any historic issues leading to trauma and attachment difficulties?	
Consider safeguarding and welfare	
• How will you continue to meet your statutory requirement and legal duty of care, e.g. work sent home, safeguarding checks if appropriate? Would the child be disadvantaged if eligible for free school meals?	
Consider actions to take	
• Diagnostic assessments such as SDQ or Boxall profile • Referral to CAMHs/Paediatrician/Educational Psychologist or Virtual School advice clinic • Discussion with Virtual School team if Social Worker involved past or present • Multi-Agency Assessment: MARF referral for Family Support Service/Social Care • Risk Assessment, if needed • Use of Time Out Card/Report card and other support strategies • Appoint a key member of staff in the academy for support • Use of a 'Safe Space' to report to	
Alternatives to Exclusion	
• Alternative provision • Direction Off Site (as detailed in DfE Suspension & Permanent Exclusion Guidance July 2026) • Managed Moves – July 2026 update must be understood	
Investigation and Notification	
• Has a thorough investigation taken place with the investigating member of staff using open-ended questions and avoiding suggestive questioning? • Witness statements taken including PX pupil? • Witness statements signed and dated? Ideally written by pupil but if scribed by teacher it must state it was read and agreed by pupil	
Consider safeguarding and welfare	
• How will you continue to meet your statutory requirement and legal duty of care, e.g. work sent home, safeguarding checks if appropriate? Would the pupil be disadvantaged if eligible for free school meals?	
Consider Communications with all parties	
• Staff aware of PSP targets/EHCP/Behaviour Support plan etc? • Parents/Carers informed regularly of progress of pupil and invited to contribute to plans? • For children who reside in another Local Authority, discuss with relevant agencies in the child's area: SEND Team/Exclusion and Reintegration Officers/Pupil Referral Unit	

Please note:
According to the DfE Suspension and Permanent Exclusion Guidance July 2026, types of circumstances that may warrant a suspension or permanent exclusion includes the: - **Use, or threat of use,** of an offensive weapon or prohibited item that has been prohibited by the academy's behaviour policy (not merely **possession** of said item).

Permanent Exclusion: IFPT Procedures

The Academy Committee, IFPT CEO, the LA, and where relevant the VSH and social worker must, without delay, be informed of:

- all suspensions, no matter the length
- all permanent exclusions
- exclusions which will result in the pupil missing a public examination

Head of Academy/Principal decides to <u>exclude permanently</u>:

a) Contact the CEO to discuss.
b) Contact Exclusions & Reintegration Team on 01296 382835.
c) Contact the child's social worker, if applicable, and the VSH if the child is CLA.
d) Head of Academy/Principal to inform parents by telephone or face-to-face.
e) Inform parents in writing by the end of the afternoon session of the day the exclusion occurs using **Letter 5**.
f) Arrange for work to be set for excluded pupil for days 1 – 5.
g) The LA will provide education from the sixth day of a permanent exclusion.
h) Send completed Form XI to the Exclusions & Reintegration Team and a copy of **Letter 5** to the Exclusions & Reintegration Team via exclusions@buckinghamshire.gov.uk and **to parents, social worker and VSH if applicable** – **on the day of the PX**.
i) Inform the Chair of the Academy Committee of the exclusion but do not send the letter.
j) Complete and return the Fair Access Board 'Information Sharing Proforma/Risk Assessment' form, when received from the LA with acknowledgement letter.

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Academy Committee panel meeting convened no later than 15 academy days from notice of exclusion to consider whether to decide whether the pupil should be reinstated:

a) In preparation for the Academy Committee Exclusion Panel meeting, witness statements can be gathered from the Head of Academy/Principal, the pupil's teachers, the designated safeguarding lead, the pupil themselves, witnesses, the pupil's parent(s) and if applicable, the designated teacher for looked-after children. Where possible, written statements should also be gathered from the pupil's social worker, and for looked-after children the area's VSH. Other intervention and support information should be included.
b) A parent may invite a representative of the LA to attend a meeting of an Academy Committee Exclusion Panel meeting as an observer; that representative may only make representations with the Academy Committee's consent. The child's social worker must be invited in person or remotely and the VSH if the child is a CLA. See DfE Suspension and Permanent Exclusion Guidance for further information.
c) Clerk or Chair of Academy Committee Exclusion Panel (*or the academy on their behalf*) invites parents to the meeting - **Letter 7.** *The Academy Committee Exclusion Panel are responsible for ensuring that this invitation is sent so they should make sure that they know who is sending it.*

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At the meeting, the **Academy Committee Exclusion Panel** considers representations made and decides whether or not to offer reinstatement:

- At the conclusion of the meeting, Academy Committee Exclusion Panel reach their decision, and the Clerk sends **Letter 9** (if reinstatement is not offered) or **Letter 10** (if reinstatement is offered). Letter 9 must include information on the parents' right to request an IRP.
- The Academy Committee Exclusion Panel must notify parents or the pupil if they are 18 years or over, the Head of Academy/Principal, Bucks E & R Team and where relevant, the pupil's social worker and/or the VSH of its decision, and the reasons for their decision, in writing and without delay.

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Exclusions & Reintegration Team respond to actions of Academy Committee:

- If reinstatement is not offered, the E&R Team may write to parents advising them of how to request an Independent Review - copy to Head of Academy/Principal; and Chair of Academy Committee.

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If the Academy Committee Exclusion Panel does not offer reinstatement:

- Parents may appeal to an Independent Review Panel. The request for this must be received within 15 academy days from the parent receiving notification from the Academy Committee Exclusion Panel of their decision not to offer reinstatement. Where the notice is sent by first class post, it is treated as having been given on the second working day after it was posted.

- When attending an IRP, the VSH/social worker should focus on helping the panel consider whether the child's background and educational needs were considered by the Head of Academy/Principal in the lead up to the permanent exclusion, including whether any additional support for the pupil could be provided to improve their behaviour and avoid exclusion where possible.

- If the VSH/social worker believes that this was not the case, they should, where possible, advise the panel on the contribution that the pupil's needs could have made to the circumstances of the pupil's permanent exclusion.

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The **Independent Review Panel** can: -

- uphold the Academy Committee Exclusion panel's decision to uphold the Head of Academy/Principal's decision;
- recommend that the Academy Committee reconsiders reinstatement; or
- quash the decision and direct that the Academy Committee reconsiders reinstatement.

If the IRP **upholds** the Academy Committee's decision not to offer reinstatement, the pupil remains permanently excluded.

↓

- If the Independent Review Panel **recommends** that the Academy Committee reconsiders its decision not to offer reinstatement, the Academy Committee should reconvene to review their decision within 10 academy days of being given notice of the panel's decision.
- It is not necessary to repeat the whole meeting, but the Academy Committee should conscientiously reconsider whether the pupil should be reinstated.
- They can decide to offer reinstatement or confirm their previous decision not to offer reinstatement however the Academy Committee may face challenge in the courts if it refuses to reinstate the pupil, without strong justification.

↓

- If the Independent Review Panel **quashes** the decision of the Academy Committee Exclusion Panel meeting, and direct that the Academy Committee Exclusion Panel reconsiders reinstatement, the Academy Committee Exclusion Panel must reconvene to review their decision within 10 academy days of being given notice of the panel's decision.
- It is not necessary to repeat the whole meeting, but the Academy Committee Exclusion Panel should conscientiously reconsider whether the pupil should be reinstated.
- They can decide to offer reinstatement or confirm their previous decision not to offer reinstatement however the Academy Committee Exclusion Panel may face challenge in the courts if it refuses to reinstate the pupil, without strong justification.
- Following a direction to reconsider, unless within ten academy days of receiving notice of the panel's decision, the Academy Committee Exclusion Panel decides to reinstate the pupil an adjustment may be made to the academy's budget in the sum of £4,000 if the panel has ordered this.
- In the case of an academy, the academy would be required to make an equivalent payment directly to the local authority in which the academy is located. This payment will be in addition to any funding that would normally follow an excluded pupil.

Acquiring a new academy/school placement for a pupil where Permanent Exclusion has been upheld

- Parents will need to make an in-year application via the preferred academy/school's admission process or via Buckinghamshire Council Admissions Team.
- The Fair Access Protocol may be used to place vulnerable or hard to place pupils where they are having difficulty in securing an academy/school placement.

IFPT Procedure - checklist to monitor suspension/permanent exclusion process

Pupil Name: _____ DOB: _____ Name of academy: _____

Ethnic Origin: _____ Gender: _____ Authority: _____

Unique Pupil Number: _____ SEN: _____ Reason: _____

Child Looked After or Previously Looked After: YES/NO **CP Plan:** YES/NO **CiN:** YES/NO **SEND Register:** YES/NO **EHCP:** YES/NO
(Yes require communication of the suspension/permanent exclusion with the appropriate organisation – Social Care, VSH, LA)

PROCEDURE	TIMELINE	KEY DATES AND TIMES	PUPIL STATUS	COMMENTS
a) Head of Academy/Principal notifies parents, Academy Committee, LA, social worker and VSH (if CLA) b) Complete and return the Fair Access Board 'Information Sharing Proforma/Risk Assessment' form, when received from the LA with acknowledgement letter	On day of suspension/permanent exclusion by phone or face-to-face. Followed with a letter - sent by end of academy day.		On roll out of the academy	
c) Academy work set for days 1 - 5. Full-time provision arranged from day 6 (this cannot be a continuation of work sent home, **Suitability, accessibility and travel arrangements checked and recorded**)	From day 1, Alternative Provision is ideally sought for a pupil with a social worker or CLA		On roll out of the academy (**E code** on registration certificate)	
d) Suspension reintegration meeting held and IFPT Suspension Reintegration Meeting Record and	Before or at the beginning of the pupil's return			Date of meeting, meeting lead, location of completed record and date of first review

Individual Reintegration Strategy completed				
e) Academy Committee Suspension Panel meeting	Suspension up to 5 days in a term – Meeting not required. Suspension 5½ - 15 days in a term – *At parents' request* no later than **50** academy days after exclusion Suspension 15½ - 45 days in a term – r*equired* no later than **15** academy days after exclusion. Exclusion Permanent – *required* no later than **15** academy days after exclusion		On roll out of the academy (**D code** from 6th day when in provision. If no provision in place continue with **E code**)	
f) Academy Committee Suspension Panel notifies parent/s, Head of Academy/Principal and the LA, social worker and VSH (if CLA) whether reinstatement has or has not been offered	Without delay		On roll out of the academy (as above) or On roll In the academy if reinstated	
g) LA writes to parents, Head of Academy/Principal confirming Academy Committee Suspension h) Panel's decision and right of appeal where appropriate	Without delay		On roll out of the academy (**D code** if in provision)	
i) Parents notify LA/academy, in writing, that they do not intend to appeal, or expiry of time allowed for lodging request for a review.	Review period 15 academy days after the day on which notice was given. Where notice sent by first class post, it is treated as having been given on the second working day after it was posted.		Pupil off roll once notified to do so by E&R Team	

FORM XI

Notification to LA of Permanent, Suspension or Lunchtime Exclusion

Academy Name		Home Education Authority (if not Bucks)	
Pupil's Legal Surname		Pupil's Legal First Name(s)	
Date of Birth	Gender	Year Group	Child in Care Yes ☐ No ☐
Ethnic Origin **(must be included)**		SEN Code of Practice Stage (circle) N K E	
Pupil's Address			
Parent/Carer Name		Parent/Carer address (if different from above)	

Parental/Carer contacts: Home: Mobile: Email:	**Lunchtime only Suspension**	
	Start Date	End Date
	Reason	No. of lunchtimes

Suspension		**Permanent Exclusion**	
Start Date: (Inclusive)	End Date: (Inclusive)	Start Date:	
No. of Days:	Reason(s) Code(s):	Reason(s) Code(s):	
Total days suspension this academic year (including this suspension):		One-Off Incident: Yes ☐ No ☐	

General

Academy Committee Informed Yes ☐ No ☐	Child has PSP Yes ☐ No ☐	Child has SEN support plan Yes ☐ No ☐

Other Agency Involvement

Education Psychology Service Yes ☐ No ☐	Social Care/Virtual School Yes ☐ No ☐	County Attendance Team Yes ☐ No ☐
PRU Yes ☐ No ☐	Family Support Service Yes ☐ No ☐	Other: …… Yes ☐ No ☐

Please send to: Exclusions & Reintegration Team, Buckinghamshire Council
Email to exclusions@buckinghamshire.gov.uk

Codes – Ethnic Origin

Please enter one of the following categories:

AAO	- Any other Asian Background	ABA	- Bangladeshi
AIN	- Indian	APK	- Pakistani
BLB	- Black Caribbean	BLF	- African
BLG	- Any other Black background	CHE	- Chinese
MBA	- White/Black African	MOT	- Any other Mixed background
MWA	- White/Asian	MWB	- White/Black Caribbean
NOT	- Info not obtained	OEO	- Any other Ethnic Group
REF	- Refused	WHA	- Any other White background
WHB	- White British	WHR	- Irish
WHT	- Traveller Irish Heritage	WRO	- Roma/Roma Gypsy

Categories – Reasons for suspension/permanent exclusion

This information is essential to enable Exclusions & Reintegration Team to meet its requirements to monitor and report upon suspensions and permanent exclusions.

Following the expansion of the categories and the collection of multiple reasons, **'Other' can no longer** be recorded as category for suspensions or permanent exclusions.

An academy can select up to three categories. However, the academy should only select more than one reason where it is appropriate. Where the description is covered in more than one category, please record all reasons that apply, such as 'Bullying' and 'Racist abuse' when racist bullying has taken place.

Please note: There is no requirement to order the reasons, which will be presented as unweighted counts in statistical outputs.

PP	Physical assault against a pupil
PA	Physical assault against an adult
VP	Verbal abuse / threatening behaviour against a pupil
VA	Verbal abuse / threatening behaviour against an adult
OW	Use or threat of use of an offensive weapon or prohibited item which could be used as a weapon
BU	Bullying
RA	Racist abuse
LG	Abuse against sexual orientation and gender identity
DS	Abuse relating to disability
SM	Sexual misconduct
DA	Drug and alcohol related
DM	Damage
TH	Theft
DB	Persistent disruptive behaviour
MT	Inappropriate use of social media or online technology
PH	Wilful and repeated transgression of protective measures in place to protect public health

Register Coding

It is important to use the correct Register code throughout the suspension and permanent exclusion process and to understand when a pupil can be removed from the academy roll.

- **Suspension**:
  - The pupil should be E coded for any days of a suspension.

- **Permanent Exclusion:**
  - The pupil should be E coded for the first five days of the exclusion whilst work is sent home by the academy.

- Once alternative provision is made (for example at the PRU), the pupil should be D coded from the start of this provision. This is usually from the sixth day after the exclusion was issued.
- If sixth day provision is not in place, the pupil will continue to be E coded until provision is made.

When to Remove a Pupil from the Academy Roll

- The pupil must remain on the academy roll throughout the exclusion process.
- The pupil will become dual-registered once the PRU (or similar) provision is in place.
- Following the Academy Committee Exclusion Panel meeting, the parents have 15 academy days in which they can request an Independent Review Panel. The pupil must remain on the academy roll during this period unless the parent states in writing that they are not going to request an IRP.
- Once the 15 days has elapsed, if no request has been made for an IRP, the pupil can be removed from the academy roll. **You will be notified of this date** by the Exclusions & Reintegration Team's Business Support Specialist.
- If the parent does request an IRP, the pupil must remain on roll at the academy until that meeting has taken place and the outcome is known.
- If the IRP directs the Academy Committee Exclusion Panel to re-consider their decision, the pupil must remain on roll until the Academy Committee Exclusion Panel have done this (within the 10 days allowed for this).
- If the Academy Committee Exclusion Panel do not offer to reinstate the pupil, the academy can remove the pupil from the academy roll. **You will be notified of this date** by the Exclusions & Reintegration Team's Business Support Specialist.

Model Letters

Model letters
These model letters are to be used as they ensure the wording incorporates all the points covered by the DfE Suspension and Permanent Exclusion Guidance July 2026.

If you have saved letters from previous versions of this guidance, please ensure that these are deleted and replaced with the new letters that follow.

Where the parents' first language is not English, consideration should be given, where practicable, to translating the letter or taking additional steps to ensure that the details of the suspension or permanent exclusion and their right to make representations to the Academy Committee have been understood.

LETTER 1 - Suspension of five days or fewer

From Head of Academy/Principal – to be sent *on the day* of the suspension following telephone or face-to-face notification to the parent by the Head of Academy/Principal. Copy to be sent to the E&R Team together with Form XI via email to exclusions@buckinghamshire.gov.uk. Copy of letter to be sent to the VSH and/or social worker if applicable. Chair of Academy Committee to be informed.

Dear **[Parents Name]**

Name of pupil: **DoB:**

I am writing to inform you of my decision to suspend **[Child's Name]** for **[number of days]**. This means that they will not be allowed in the academy for this period. The suspension begins on **[date]** and ends 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 because **[Reason for Suspension: The reason for the suspension should be given in plain English and should be explicit. The Head of Academy/Principal should have investigated the incident fully, checked**

whether the incident was provoked and allowed the pupil to give their version of events]. They should inform the pupil about how their views have been factored into any decision made.

[Where the pupil has SEND, you may wish to insert the following:]
We are aware of **[child name]**'s special educational needs. The following steps have been taken to make reasonable adjustments for this: **[add adjustments]**

[Delete this paragraph for pupils not yet of compulsory school age or for those above compulsory school age (sixth formers):]

You have a duty to ensure that your child is not present in a public place in academy hours during this suspension on **[specify dates]** 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 academy hours on the specified date(s). If so, it will be for you to show reasonable justification.

We will set work for **[Name of child]** during the **[….. days]** of the suspension **[detail the arrangements for this]**. Please ensure that work set by the academy is completed and promptly returned to us.

You have the right to make representations about this decision to the Academy Committee. If you wish to make representations please contact **[Name of Contact]** on/at **[Contact Details-Address, Phone Number, email]** as soon as possible. Whilst the Academy Committee has no power to direct reinstatement, they must consider any representations you make and may place a copy of their findings on your child's academy record.

You should also be aware that, if you think this 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 First-tier Tribunal. For further information or advice, you can contact them on Telephone: 01325 289350 or Email: sendistqueries@hmcts.gsi.gov.uk

If you believe any other form of discrimination has occurred, you can appeal to the County Court. Making a claim would not affect your right to make representations to the Academy Committee. 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 suspended.

You also have the right to see and have a copy of **[Name of Child]**'s academy record. Due to confidentiality restrictions, you will need to notify me in writing if you wish to be supplied with a copy of **[Name of Child]**'s academy record. I will be happy to supply you with a copy if you request it. There may be a charge for photocopying.

You may wish to contact: Exclusions & Reintegration Team at Buckinghamshire Council, County Hall, Aylesbury, Bucks HP20 1UZ Telephone: 01296 382835 if you have any questions about the exclusion procedures.

You may also find it useful to contact any of the following organisations for advice or support:

- Child Law Advice. They aim to provide legal advice and information to parents on state education matters. They can be contacted on Telephone: 0300 330 5485 or www.childlawadvice.org.uk
- SEND IAS (formerly Parent Partnership) Telephone: 01296 383754 or Email: sendias@buckinghamshire.gov.uk
- National Autistic Society School Exclusion Service (England) Telephone: 0808 800 4002 or Email: schoolexclusions@nas.org.uk
- Independent Parental Special Education Advice (IPSEA) on www.ipsea.org.uk

[Insert reference to other local sources of independent advice if known].

The statutory exclusions guidance can be found at: DfE Suspension and Permanent Exclusion Guidance

We invite you and **[pupil's name]** to attend a reintegration meeting on **[date/time].** The meeting will provide a fresh start, confirm the support that will be available and agree how **[pupil's name]** will be helped to re-engage successfully with learning and academy life.

Yours sincerely

Head of Academy/Principal

cc Exclusions & Reintegration Team exclusions@buckinghamshire.gov.uk

LETTER 2 - Lunchtime only suspension totalling no more than five days (each lunchtime suspension counts as half a day).

From Head of Academy/Principal – to be sent *on the day* of the suspension following telephone or face-to-face notification to the parent by the Head of Academy/Principal. Chair of the Academy Committee informed, and copy to be sent to the E&R Team together with Form XI via email to exclusions@buckinghamshire.gov.uk. Copy of letter to be sent to the VSH and/or social worker if applicable.

Dear **[Parents Name]**

Name of pupil: **DoB:**

I am writing to inform you of my decision to suspend **[Child's Name]** during lunchtimes for **[number of days]** days from **[date]** to **[date]**. **[Child's Name]** can return for lunchtime as from **[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 because **[Reason for Exclusion: The reason for the suspension should be given in plain English and should be explicit. The Head of Academy/Principal should have investigated the incident fully, checked whether the incident was provoked and allowed the pupil to give their version of events]**. **They should inform the pupil about how their views have been factored into any decision made**.

This suspension covers the lunch period only from **[time]** to **[time]** and you are asked to please make arrangements for your child's supervision away from the academy during this period.

Each lunchtime will count as a half-day suspension and will be added to your child's record of suspensions.

The total number of days of lunchtime suspensions is **[number of days].**

[Where the pupil has SEND, you may wish to insert the following:]
We are aware of **[child name]**'s special educational needs. The following steps have been taken to make reasonable adjustments for this: **[add adjustments]**

[Delete this paragraph for pupils not yet of compulsory school age or for those above compulsory school age (sixth formers):]

You have a duty to ensure that your child is not present in a public place in academy hours during this suspension on **[specify dates]** 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 academy hours on the specified dates. If so, it will be for you to show reasonable justification.

You have the right to make representations about this decision to the Academy Committee. If you wish to make representations, please contact **[Name of Contact]** on/at **[Contact Details- Address, Phone Number, email]** as soon as possible. Whilst the Academy Committee has no power to direct reinstatement, they must consider any representations you make and may place a copy of their findings on your child's academy record.

You should also be aware that, if you think this 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 First-tier Tribunal. For further information or advice, you can contact them on Telephone: 01325 289350 or Email: sendistqueries@hmcts.gsi.gov.uk

If you believe any other form of discrimination has occurred, you can appeal to the County Court. Making a claim would not affect your right to make representations to the governing board. 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.

You also have the right to see and have a copy of **[Name of Child]**'s academy record. Due to confidentiality restrictions, you will need to notify me in writing if you wish to be supplied with a copy of **[Name of Child]**'s academy record. I will be happy to supply you with a copy if you request it. There may be a charge for photocopying.

You may wish to contact: Exclusions & Reintegration Team at Buckinghamshire Council, County Hall, Aylesbury, Bucks HP20 1UZ. Telephone: 01296 382835 if you have any questions about the exclusion procedures.

You may also find it useful to contact any of the following organisations for advice or support:

- 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.

- SEND IAS (formerly Parent Partnership) Telephone: 01296 383754 or Email: sendias@buckinghamshire.gov.uk

- National Autistic Society School Exclusion Service (England) Telephone: 0808 800 4002 or Email: schoolexclusions@nas.org.uk

- Independent Provider of Special Education Advice (known as IPSEA – www.ipsea.org.uk) is a registered charity. It offers free and independent information, advice and support to help get the right education for children and young people with all kinds of special educational needs (SEN) and disabilities.

[Insert reference to other local sources of independent advice if known]

The statutory exclusions guidance can be found at: DfE Suspension and Permanent Exclusion Guidance

[Child's Name] suspension expires on **[Date]** and we expect **[Child's Name]** to be back at lunchtimes on **[Date]** at **[Time].** Please accompany (pupil name) so that we can complete a lunchtime reintegration meeting to try to ensure clarity of understanding and expectations and that their needs are fully supported before returning to lessons.

Yours sincerely

Head of Academy/Principal
cc Exclusions & Reintegration Team exclusions@buckinghamshire.gov.uk

LETTER 3 - Suspension of 5½ - 15 days in one term

From Head of Academy/Principal – to be sent *on the day* of the suspension following telephone or face-to-face notification to the parent by the Head of Academy/Principal. Copy to be sent to the E&R Team together with Form XI via email to exclusions@buckinghamshire.gov.uk. Copy of letter to be sent to the VSH and/or social worker if applicable. Chair of Academy Committee informed.

Dear **[Parents Name]**

Name of pupil: **DoB**:

I am writing to inform you of my decision to suspend **[Child's Name]** for **[number of days]** days. This means that **[Child's Name]** will not be allowed in the academy for this period. The suspension begins on **[date]** and ends on **[date]**. Your child should return to the academy 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 because **[Reason for Suspension: The reason for the suspension should be given in plain English and should be explicit. The Head of Academy/Principal should have investigated the incident fully, checked whether the incident was provoked and allowed the pupil to give their version of events]**. **They should inform the pupil about how their views have been factored into any decision made**.

[Where the pupil has SEND, you may wish to insert the following:]
We are aware of **[child name]**'s special educational needs. The following steps have been taken to make reasonable adjustments for this: **[add adjustments]**

Delete this paragraph for pupils not yet of compulsory school age or for those above compulsory school age (sixth formers):]
You have a duty to ensure that your child is not present in a public place in academy hours during the first 5 academy days of this suspension, that is on **[specify dates]**. It will be for you to show that 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 specified dates without reasonable justification.

We will set work for **[Name of Child]** during the **[first 5]** academy days of **[their]** suspension **[specify the arrangements for this].** Please ensure that work set by the academy is completed and promptly returned to us.

[Insert the following paragraph if this suspension is more than 5 days:]
From the **[6th academy day of the pupil's suspension [specify date]** until the expiry of **[their]** suspension, we will provide suitable alternative full-time education. On **[date] [they]** should attend **[give name and address of the alternative provider if not the home academy]** at **[specify the time – this may not be identical to the start time of the home academy]** and report to **[staff member's name]. The Academy has considered whether this provision is suitable and reasonably accessible for [pupil's name]. Travel arrangements are as follows: [insert details, including responsibility for transport and any support required].**

You have the right to request a meeting of the Academy Committee to make representations and for my decision to suspend to be reviewed. As the period of this suspension is more than 5 academy days in a term

the Academy Committee must meet if you request it to do so. The latest date by which the Academy Committee must meet, if you request a meeting, is **[insert date – no later than 50 academy days after the date on which the Academy Committee were notified of this suspension].**

If you do wish to make representations to the Academy 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 also note that **[pupil's name]** can attend, along with a social worker, if appropriate. 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 academy. Also, please inform **[name of contact]** if it would be helpful for you to have an interpreter present at the meeting.

You may request that the meeting is held using remote access. Remote access will be arranged where the statutory conditions for a fair and transparent meeting are met.

[Where a public examination will be missed, please insert the following text into the letter:]
As a public examination will be missed, the Academy Committee will try to consider the suspension before that date, or the Chair of Academy Committee may exceptionally consider the suspension and decide whether or not to reinstate **[pupil's name]** or allow return for the duration of the examination.

You should also be aware that, if you think this 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 First-tier Tribunal www.gov.uk/special-educational-needs-disability-tribunal For further information or advice you can contact them on Telephone: 01325 289350 or Email: sendistqueries@hmcts.gsi.gov.uk

If you believe any other form of discrimination has occurred, you can appeal to the County Court. Making a claim would not affect your right to make representations to the Academy Committee. 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 suspended.

You also have the right to see and have a copy of **[Name of Child]**'s academy record. Due to confidentiality restrictions, you will need to notify me in writing if you wish to be supplied with a copy of **[Name of Child]**'s academy record. I will be happy to supply you with a copy if you request it. There may be a charge for photocopying.

You may wish to contact: Exclusions & Reintegration Team at Buckinghamshire LA, County Hall, Aylesbury, Bucks HP20 1UZ Telephone 01296 382835 if you have any questions about the exclusion procedures.

You may also find it useful to contact any of the following organisations for advice or support:

- 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.

- SEND IAS (formerly Parent Partnership) Telephone: 01296 383754 or Email: sendias@buckinghamshire.gov.uk

- National Autistic Society School Exclusion Service (England) Telephone: 0808 800 4002 or Email: schoolexclusions@nas.org.uk

- Independent Provider of Special Education Advice (known as IPSEA – www.ipsea.org.uk) is a registered charity. It offers free and independent information, advice and support to help get the right education for children and young people with all kinds of special educational needs (SEN) and disabilities.

The statutory exclusions guidance can be found at: DfE Suspension and Permanent Exclusion Guidance

We invite you and **[pupil's name]** to attend a reintegration meeting on **[date/time].** The meeting will provide a fresh start, confirm the support that will be available and agree how **[pupil's name]** will be helped to re-engage successfully with learning and academy life.

Yours sincerely

Head of Academy/Principal

cc Exclusions & Reintegration Team exclusions@buckinghamshire.gov.uk

LETTER 4 – Where cumulative suspensions in the same term are 15½ days or more

From Head of Academy/Principal – to be sent *on the day* of the suspension following telephone or face-to-face notification to the parent by the Head of Academy/Principal. Copy to be sent to the E&R Team together with Form XI to exclusions@buckinghamshire.gov.uk. Copy of letter to be sent to the VSH and/or social worker if applicable. Chair of Academy Committee to be informed.

Dear **[Parents Name]**

Name of pupil: **DoB**:

I am writing to inform you of my decision to suspend **[Child's Name]** for days **[specify period of suspension]**. This means that **[Child's Name]** will not be allowed in the academy for this period. The suspension begins on **[date]** and ends 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 period because **[Reason for**

[Where the pupil has SEND, you may wish to insert the following:]
We are aware of **[child name]**'s special educational needs. The following steps have been taken to make reasonable adjustments for this: **[add adjustments]**

Suspension: The reason for the suspension should be given in plain English and should be explicit. The Head of Academy/Principal should have investigated the incident fully, have checked whether the incident was provoked and allowed the pupil to give their version of events and informed the pupil about how their views have been factored into any decision made. Also include any relevant previous history here].

[Delete this paragraph for pupils not yet of compulsory school age or for those above compulsory school age (sixth formers):]
You have a duty to ensure that your child is not present in a public place in academy hours during the first 5 academy days of this suspension, that is on **[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 specified dates. It will be for you to show that there is reasonable justification.

We will set work for **[Name of Child]** during the **[first 5]** academy days of **[their]** suspension **[specify the arrangements for this].** Please ensure that work set by the academy is completed and promptly returned to us.

[Insert the following paragraph if this suspension is more than 5 days:]
From the **[6th academy day of the pupil's suspension [specify date]** until the expiry of **[their]** suspension, we will provide suitable alternative full-time education. On **[date] [they]** should attend **[give name and address of the alternative provider if not the home academy]** at **[specify the time – this may not be identical to the start time of the home academy]** and report to **[staff member's name]. The Academy has considered whether this provision is suitable and reasonably accessible for [pupil's name]. Travel arrangements are as follows: [insert details, including responsibility for transport and any support required].**

As the length of the suspension is more than 15 academy days in total in one term, the Academy Committee must meet to consider the suspension. At the meeting you may make representations to the Academy Committee if you wish. The latest date on which the Academy Committee can meet is **[date no later than 15 academy days after the date on which the Academy Committee was notified of this suspension]**.

If you wish to make representations to the Academy 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 also note that **[pupil's name]** can attend, along with their social worker, if applicable.

You will, whether you choose to make representations or not, be notified by the Clerk to the Academy Committee of the time, date and location of the meeting. Please advise if you have a disability or special needs that would affect your ability to attend or take part in a meeting at the academy. Also, please inform **[name of contact]** if it would be helpful for you to have an interpreter present at the meeting.

You may request that the meeting is held using remote access. Remote access will be arranged where the statutory conditions for a fair and transparent meeting are met.

[Where a public examination would be missed, please insert the following text into the letter here:]
As a public examination will be missed, the Academy Committee Suspension Panel will try to consider the suspension before that date, or the Chair of Academy Committee may exceptionally consider the suspension and decide whether or not to reinstate **[pupil's name**] or allow return for the duration of the examination.

You should also be aware that, if you think this 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 First-tier Tribunal www.gov.uk/special-educational-needs-disability-tribunal For further information or advice you can contact them on Telephone: 01325 289350 or Email: sendistqueries@hmcts.gsi.gov.uk

If you believe any other form of discrimination has occurred, you can appeal to the County Court. Making a claim would not affect your right to make representations to the governing board. 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 suspended.

You also have the right to see and have a copy of **[Name of Child]**'s academy record. Due to confidentiality restrictions, you will need to notify me in writing if you wish to be supplied with a copy of **[Name of Child]**'s academy record. I will be happy to supply you with a copy if you request it. There may be a charge for photocopying.

You may wish to contact: Exclusions & Reintegration Team at Buckinghamshire LA, County Hall, Aylesbury, Bucks HP20 1UZ Telephone 01296 382835 if you have any questions about the exclusion procedures.

You may also find it useful to contact any of the following organisations for advice or support:

- 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.
- SEND IAS (formerly Parent Partnership) Telephone: 01296 383754 or Email: sendias@buckinghamshire.gov.uk
- National Autistic Society School Exclusion Service (England) Telephone: 0808 800 4002 or Email: schoolexclusions@nas.org.uk
- Independent Provider of Special Education Advice (known as IPSEA – www.ipsea.org.uk) is a registered charity. It offers free and independent information, advice and support to help get the right education for children and young people with all kinds of special educational needs (SEN) and disabilities.

[**Insert reference to other local sources of independent advice if known**].

The statutory exclusions guidance can be found at: DfE Suspension and Permanent Exclusion Guidance

We invite you and **[pupil's name]** to attend a reintegration meeting on **[date/time].** The meeting will provide a fresh start, confirm the support that will be available and agree how **[pupil's name]** will be helped to re-engage successfully with learning and academy life.

Yours sincerely

Head of Academy/Principal
cc Exclusions & Reintegration Team exclusions@buckinghamshire.gov.uk

LETTER 5 - For a Permanent Exclusion

From Head of Academy/Principal – to be sent *on the day* of the exclusion following telephone or face-to-face notification to the parent by the Head of Academy/Principal. Copy to be sent to the E&R Team together with Form XI to exclusions@buckinghamshire.gov.uk. Copy of letter to be sent to the VSH and/or social worker if applicable. Chair of Academy Committee informed.

Dear [**Parent's Name**]

Name of pupil: **DoB**:

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

I realise that this exclusion may well be upsetting for you and your family but the decision to exclude **[Child's Name]** has not been taken lightly. **[Child's Name]** has been excluded permanently because **[Reason for Exclusion – The reason for the exclusion should be given in plain English and should be explicit. The Head of Academy/Principal should have investigated the incident fully, have checked whether the incident was provoked and allowed the pupil to give their version of events and informed the pupil about how their views have been factored into any decision made**. **Also include any relevant previous history here]**.

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

- a serious breach or persistent breach of the academy's behaviour policy has occurred; and
- where allowing the pupil to remain in the academy would seriously harm the education and welfare of the pupil or others such as staff or pupils in the academy.

[Where the pupil has SEND, you may wish to insert the following:]
We are aware of **[child name]**'s special educational needs. The following steps have been taken to make reasonable adjustments for this: **[add adjustments]**

[Delete this paragraph for pupils not yet of compulsory school age or for those above compulsory school age (sixth formers):]

You have a duty to ensure that your child is not present in a public place in academy hours during the first 5 academy days of this exclusion, that is on **[specify precise 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 specified dates. It will be for you to show that there is reasonable justification.

Alternative arrangements for **[child's name]**'s education to continue will be made. For the first five academy days of the exclusion, we will set work for **[child's name]** and would ask you to ensure this work is completed and promptly returned to us **[this may be different if supervised education is being provided earlier than the sixth day].**

[Insert this paragraph for pupils not yet of compulsory school age:]

As **[Child's name]** is not yet of Statutory School Age, the Local Authority is not under an obligation to provide education for **[them]** until the term after **[their]** 5th birthday. You can make your own education arrangements if you wish. The Exclusions and Reintegration Team will be in touch with you to explain this further.

[Delete this paragraph for pupils not yet of compulsory school age or for those above compulsory school age (sixth formers):]

From the sixth academy day of the exclusion onwards i.e. from **[specify the date]** the local authority **[give the name of the authority]** will provide suitable full-time education. **[set out the arrangements if known at time of writing, if not known say that arrangements will be notified shortly by a further letter or by phone].**

[Insert this paragraph where a pupil lives in a local authority other than the excluding academy'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 **[their]** education from the sixth academy day of exclusion. You can contact them at **[give contact details].**

As this is a permanent exclusion the Academy Committee Exclusion Panel must meet to consider it. At the meeting you may make representations to the Academy Committee Exclusion Panel if you wish and ask them to reinstate your child in the academy.

The Academy Committee Exclusion Panel have the power to direct reinstatement of your child immediately or from a specified date; or, alternatively, they have the power to decline to reinstate your child in which case you may appeal against their decision to an independent review panel.

The latest date on which the Academy Committee Exclusion Panel must meet is **[insert date. (This should be 15 academy days after the date on which the Academy Committee were notified of this exclusion)]**.

If you wish to make representations to the Academy Committee Exclusion Panel 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 also note that **[pupil's name]** can attend.

You will, whether you chose to make representations or not, be notified by the Clerk to the Academy Committee Exclusion Panel of the time, date, and location of the meeting.

Please let us know if you have a disability or special needs which would affect your ability to attend or take part in the meeting. Also, please inform **[name of contact]** if it would be helpful for you to have an interpreter present at the meeting.

[Where a public examination would be missed, please insert the following text into the letter here:]

As a public examination will be missed, the Academy Committee Exclusion Panel will try to consider the exclusion before that date, or the Chair of Academy Committee may exceptionally consider the exclusion and decide whether or not to reinstate **[pupil's name]** or allow return for the duration of the examination.

You should also be aware that, if you think this 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 First-tier Tribunal (www.gov.uk/special-educational-needs-disability-tribunal). For further information or advice, you can contact them on Telephone: 01325 289350 or Email: sendistqueries@hmcts.gsi.gov.uk

If you believe any other form of discrimination has occurred, you can appeal to the County Court. Making a claim would not affect your right to make representations to the Academy Committee. 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.

You also have the right to see and have a copy of **[Name of Child]**'s academy record. Due to confidentiality restrictions, you will need to notify me in writing if you wish to be supplied with a copy of **[Name of Child]**'s academy record. I will be happy to supply you with a copy if you request it. There may be a charge for photocopying.

You may wish to contact: Exclusions & Reintegration Team at Buckinghamshire LA, County Hall, Aylesbury, Bucks HP20 1UZ Telephone 01296 382835 if you have any questions about the exclusion procedures.

You may also find it useful to contact any of the following organisations for advice or support:

- 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.

- SEND IAS (formerly Parent Partnership) Telephone: 01296 383754 or Email: sendias@buckinghamshire.gov.uk

- National Autistic Society School Exclusion Service (England) Telephone: 0808 800 4002 or Email: schoolexclusions@nas.org.uk

- Independent Provider of Special Education Advice (known as IPSEA – www.ipsea.org.uk) is a registered charity. It offers free and independent information, advice and support to help get the right education for children and young people with all kinds of special educational needs (SEN) and disabilities.

[**Insert reference to other local sources of independent advice if known**]

The statutory exclusions guidance can be found at: DfE Suspension and Permanent Exclusion Guidance

Yours sincerely
Head of Academy/Principal

cc Exclusions & Reintegration Team exclusions@buckinghamshire.gov.uk

LETTER 6 – Parents' invitation to the Academy Committee meeting for suspension/suspensions of 5½ days upwards

FROM CLERK TO THE ACADEMY COMMITTEE (In practise, this letter is very often *sent by the academy.* Ensure you know who is sending it.) Copy of letter to be sent to the VSH and/or social worker if applicable.

Dear **[Parent's Name]**

Name of pupil: **DoB:**

I am writing to inform you that a meeting of the Academy Committee will take place on **[date]** at **[time]** to consider the Head of Academy/Principal's decision to suspend **[pupil's name]** from the academy from **[start**

date] to **[end date]**. You are welcome to bring a friend or legal advisor with you should you wish. Please also note that **[pupil's name]** can attend, along with their social worker, if applicable. You may request that the meeting is held using remote access. Remote access will be arranged where the statutory conditions for a fair and transparent meeting are met.

[Add a paragraph at this point to identify the steps you will take to enable and encourage the suspended pupil to attend the meeting and speak on their own behalf (such as providing accessible information or allowing them to bring a friend), taking into account the suspended pupil's age and understanding, or how the pupil may feed in their views by other means if attending the suspension meeting is not possible.]

Please let us know if you have a disability or special needs which would affect your ability to attend or take part in the meeting. Also, please inform **[contact]** if it would be helpful for you to have an interpreter at the meeting.

The Academy Committee will consider the suspension process and there will be 3 or 5 Academy Committee Representatives present. At this meeting the Chair will briefly explain the procedure, the reasons for the suspension and witnesses may be called if appropriate. You and/or your representative can present verbal evidence and/or give a written account. You will also have the opportunity to question the Head of Academy/Principal and the Academy Committee Representatives.

[If the Panel members are known, insert this information here:]

The Academy Committee Suspension Panel members will be **[Names of panel members].** Please inform me if you feel that there is a conflict of interest with any of these committee members.

May I remind you that if you want to provide any written evidence for the meeting, it should be sent to me at the address given above to allow the Academy Committee to circulate all the information to all parties at least five academy days before the meeting date. Following their consideration of all evidence and representations, the Academy Committee will make a decision as to whether the suspension was made on appropriate grounds.

Please write to me at [**insert full address**] and let me know if you will be attending this meeting.

Yours sincerely
[Name]
Clerk to the Academy Committee

cc Head of Academy/Principal
Exclusions & Reintegration Team exclusions@buckinghamshire.gov.uk

LETTER 7 – Parents' invitation to the Academy Committee Permanent Exclusion Hearing
LETTER FROM CLERK (or sent by the academy) Copy of letter to be sent to the VSH and/or social worker if applicable.

Dear **[Parent's name]**

Name of pupil: DoB:

I am writing to inform you that a meeting of the Academy Committee will take place on **[date]** at **[time]** to consider whether to offer reinstatement to **[pupil's name]** or to uphold the Head of Academy/Principal's decision to exclude **[pupil's name]** permanently from the academy and you are invited to this meeting. You are welcome to bring a friend or legal advisor with you should you wish. Please also note that **[pupil's name]** can attend, along with their social worker and Virtual School Head, if applicable. You may request that the meeting is held using remote access. Remote access will be arranged where the statutory conditions for a fair and transparent meeting are met.

[Add a paragraph at this point to identify the steps you will take to enable and encourage the excluded pupils to attend the meeting and speak on their own behalf (such as providing accessible information or allowing them to bring a friend), taking into account the pupil's age and understanding, or how the excluded pupil may feed in their views by other means if attending the exclusion meeting is not possible.]

If you would like a representative of the Local Authority to attend the Academy Committee meeting, you may submit a request for this to be considered by the Academy Committee to the Clerk to the Academy Committee Exclusion Panel. The Academy Committee will determine whether such attendance is appropriate, and attendance cannot be guaranteed. Any Local Authority representative attending the meeting may only make representations with the consent of the Academy Committee. Approved requests should be arranged by contacting the Exclusions & Reintegration Team on 01296 382835.

Please let us know if you have a disability or special needs which would affect your ability to attend or take part in the meeting. Also, please inform **[contact]** if it would be helpful for you to have an interpreter at the meeting.

The Academy Committee Exclusion Panel 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 appeal against their decision to an independent review panel.

The Academy Committee Exclusion panel will consider the exclusion process and there will be 3 or 5 Academy Committee Representatives present. At this meeting the Chair will briefly explain the procedure, the reasons for the exclusion and witnesses may be called if appropriate. You and/or your representative can present verbal evidence and/or give a written account. You will also have the opportunity to question the Head of Academy/Principal and the Academy Committee Representatives present.

[If the Panel members are known, <u>insert</u> this information here:]

The Academy Committee Exclusion Panel members will be **[Names of panel members].** Please inform me if you feel that there is a conflict of interest with any of these panel members.

May I remind you that if you want to provide any written evidence for the meeting, it should be sent to me at the address given above to allow the Academy Committee to circulate all the information to all parties at least five academy days before the meeting date. Following their consideration of all evidence and representations, the Academy Committee Exclusion Panel will make a decision as to whether the exclusion was made on appropriate grounds.

Please contact me at **[insert full address and/or telephone number]** and let me know if you will be attending this meeting.

Yours sincerely

[Name]
Clerk to the Academy Committee Exclusion Panel

cc Head of Academy/Principal
Exclusions & Reintegration Team exclusions@buckinghamshire.gov.uk

LETTER 8 – To parent informing them of the outcome of the Academy Committee's hearing for a suspension of 5 ½ days or more. A copy of this should also be sent to the child's social worker, if applicable.

LETTER FROM CLERK

Dear **[Parent's name]**

Name of pupil: **DoB:**

Suspension From [start date] to [end date]

I am writing to let you know of the decision reached by the Academy Committee at the meeting held on **[insert date]** to consider the actions of the Head of Academy/Principal, in relation to your child's suspension from the academy.

The Academy Committee decided to: **[complete relevant section from options below]**

- Confirm the Head of Academy/Principal's action as being lawful, reasonable and procedurally correct including the academy's equality duties, inclusion duties, the pupil's account and any safeguarding considerations**. [stating reasons]**
- Direct reinstatement **[stating reasons]**
- Note on **[Pupil's Name]** academy file that even though the suspension has been served the Academy Committee felt that it was **[inappropriate / length was inappropriate]** and should have been **[state length]** [**stating reasons]**

Yours sincerely

[Name]
Clerk to the Academy Committee Suspension Panel

cc Head of Academy/Principal
Exclusions & Reintegration Team exclusions@buckinghamshire.gov.uk

LETTER 9 – To parent informing them of the Academy Committee's decision not to reinstate the pupil. A copy of this should also be sent to the child's social worker, if applicable.

LETTER FROM CLERK
Please note: it is important that the reasons given for deciding not to reinstate a pupil are given in sufficient detail that the Academy Committee's reasoning is clear. It must also refer to both of the required elements (serious breach or persistent breaches AND where allowing the pupil to remain would seriously harm the education or welfare of the pupil or others). Failure to do so may result in an IRP, if requested, quashing the Academy Committee's decision.

Dear **[Parent's Name]**

PERMANENT EXCLUSION

Name of pupil: **DoB:**

The meeting of the Academy Committee at **[Academy]** on **[date]** considered whether to offer reinstatement to **[name of pupil]** or to uphold the decision by **[Head of Academy/Principal]** to exclude **[them]** permanently. The Academy Committee, after carefully considering the representations made and all the available evidence, has decided to decline to reinstate **[name of pupil]**. This means that the permanent exclusion has been upheld.

The reasons for the Academy Committee's decision are as follows: **[give the reasons in as much detail as possible, explaining how they were arrived at. It is important to explain how and why both of the required elements were considered and decided upon. Please also detail why the Academy Committee determined that the Head of Academy/Principal's decision was lawful, reasonable and procedurally correct]**

You have the right to appeal against this decision. If you wish to appeal and so request an Independent Review Panel (IRP) please notify the Clerk within 15 academy days of receipt of this letter. You must set out the reasons for your appeal in writing and may also include reference to any special educational needs that are considered to be relevant to the exclusion. You may also request that the Independent Review Panel is held remotely/virtually; remote review requests will be considered and approved if the arranging authority is satisfied that the hearing can be conducted fairly and transparently and that all participants can participate effectively.

You have the right to require the academy to appoint a SEND expert to attend the review regardless of whether your child has recognised special educational needs.

The role of the SEND expert would be to provide impartial advice to the Independent Review Panel on how special educational needs might be relevant to the exclusion. The SEND expert should base their advice on the evidence provided to the panel. The SEND expert's role does not include making an assessment of the pupil's special educational needs. There will be no cost to you for this appointment.

If you wish the academy to appoint a SEND expert to attend the Independent Review Panel review, you must make it clear in your appeal application.

You may, at your own expense, appoint someone to make written and/or oral representations to the panel and also bring a friend to the review. Please note that **[pupil's name]** may also attend.

If you have not lodged an appeal by **[repeat latest date]**, you will lose your right to appeal. Please advise if you have a disability or special needs which would affect your ability to attend or take part in the hearing. Also, please inform the Clerk in your appeal application letter if it would be helpful for you to have an interpreter present at the hearing.

You should also be aware that, if you think this 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 First-tier Tribunal www.gov.uk/special-educational-needs-disability-tribunal For further information or advice you can contact them on Telephone: 01325 289350 or Email: sendistqueries@hmcts.gsi.gov.uk

If you believe any other form of discrimination has occurred, you can appeal to the County Court. Making a claim would not affect your right to make representations to the Academy Committee. 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.

Your appeal would be heard by an Independent Review Panel. A three-member panel will comprise one serving or recently retired (within the last 5 years) headteacher, one serving, or recently serving, experienced governor and one lay member who will be the Chair. **[Use the following if there is a possibility that a five member panel may sit: A five member panel will comprise two serving, or recently retired (within the last 5 years) headteachers, two serving, or recently serving, experienced Governors and one lay member who will be the Chair.]** The review panel will reconsider 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 academy day after the date on which your appeal is lodged. In exceptional circumstances panels may adjourn a hearing until a later date.

In determining your appeal, the review panel can make one of three decisions:

- they may uphold the Academy Committee's decision;
- they may recommend that the Academy Committee reconsiders your child's reinstatement
- they may quash the decision and direct that the Academy Committee reconsiders your child's reinstatement

You may wish to contact: Exclusions & Reintegration Team at Buckinghamshire LA, County Hall, Aylesbury, Bucks HP20 1UZ Telephone 01296 382835 if you have any questions about the exclusion procedures.

You may also find it useful to contact any of the following organisations for advice or support:

- 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.
- SEND IAS (formerly Parent Partnership) Telephone: 01296 383754 or Email: sendias@buckinghamshire.gov.uk
- National Autistic Society School Exclusion Service (England) Telephone: 0808 800 4002 or Email: schoolexclusions@nas.org.uk
- Independent Provider of Special Education Advice (known as IPSEA – www.ipsea.org.uk) is a registered charity. It offers free and independent information, advice and support to help get the right education for children and young people with all kinds of special educational needs (SEN) and disabilities.

[Insert reference to other local sources of independent advice if known]

The statutory exclusions guidance can be found at: DfE Suspension and Permanent Exclusion Guidance

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

Yours sincerely

[**name**]
Clerk to the Academy Committee

cc Head of Academy/Principal
Exclusions & Reintegration Team exclusions@buckinghamshire.gov.uk

LETTER 10 – To the parent of a permanently excluded pupil informing them of the Academy Committee's decision to direct reinstatement. A copy of this should also be sent to the child's social worker, if applicable.

LETTER FROM CLERK

Dear **[Parent's Name]**

PERMANENT EXCLUSION

Name of pupil: **DoB:**

The meeting of the Academy Committee at **[academy]** on **[date]** considered whether to offer reinstatement to **[name of pupil]** or to uphold the decision by **[Head of Academy/Principal]** to exclude **[them]** permanently. The Academy Committee, after carefully considering the representations made and all the available evidence, have decided to direct the reinstatement of **[name of pupil]** at **[name of academy] [immediately or from [state date]].** This means that the permanent exclusion has been overturned.

The reasons for the Academy Committee's decision are as follows: **[give the reasons in as much details as possible, explaining how they were arrived at]**.

You and **[pupil's name]** will be invited to attend a reintegration interview with **[Name of Head of Academy/Principal]**. The purpose of the reintegration meeting is to discuss how best your child's return to the academy can be managed successfully.

The Exclusions & Reintegration Officer will be pleased to discuss the reintegration process with you. Telephone: 01296 382835.

Yours sincerely

[**name**]
Clerk to the Academy Committee

cc Head of Academy/Principal
Exclusions & Reintegration Team exclusions@buckinghamshire.gov.uk

LETTER 11 – To the parent of a permanently excluded pupil informing them of the Academy Committee's decision to offer reinstatement following reconsideration after the direction or recommendation of an Independent Review Panel. A copy of this should also be sent to the child's social worker and Virtual School Head, if applicable.

LETTER FROM CLERK

Dear [**Parent's Name]**

PERMANENT EXCLUSION

Name of pupil: **DoB:**

Following the outcome of the Independent Review Panel on **[date]**, the Academy Committee at **[academy]** reconvened on **[date]** to consider whether to offer reinstatement to **[name of pupil]** or to uphold the decision by **[Head of Academy/Principal]** to exclude **[them]** permanently. The Academy Committee, after conscientiously reconsidering the representations made and all the available evidence, have decided to direct the reinstatement of **[name of pupil]** at **[name of academy] [immediately or from [state date]]**. This means that the permanent exclusion has been overturned.

The reasons for the Academy Committee's decision are as follows: **[give the reasons in as much details as possible, explaining how they were arrived at]**.

You and **[pupil's name]** will be invited to attend a reintegration interview with **[Name of Head of Academy/Principal]**. The purpose of the reintegration interview is to discuss how best your child's return to the academy can be managed.

The Exclusions & Reintegration Officer will be pleased to discuss the reintegration process with you. Telephone: 01296 382835.

Yours sincerely

[**name**]
Clerk to the Academy Committee

cc Head of Academy/Principal
Exclusions & Reintegration Team exclusions@buckinghamshire.gov.uk

LETTER 12 – To the parent of a permanently excluded pupil informing them of the Academy Committee's decision not to offer reinstatement following reconsideration after the direction or recommendation of an Independent Review Panel. A copy of this should also be sent to the child's social worker, if applicable.

LETTER FROM CLERK

Please note: it is important that the reasons given for deciding not to reinstate a pupil are given in sufficient detail that the Academy Committee's reasoning is clear. It must also refer to both of the required elements (serious breach or persistent breaches AND where allowing the pupil to remain would seriously harm the education or welfare of the pupil or others).

Dear **[Parent's Name]**

PERMANENT EXCLUSION

Name of pupil: **DoB:**

Following the outcome of the Independent Review Panel on **[date]**, the Academy Committee at **[academy]** reconvened on **[date]** to consider whether to offer reinstatement to **[name of pupil]** or to uphold the decision by **[Head of Academy/Principal]** to exclude **[name of pupil]** permanently. The Academy Committee, after conscientiously reconsidering the representations made and all the available evidence, have decided not to direct the reinstatement of **[name of pupil]** at **[name of academy].**

The reasons for the Academy Committee's decision are as follows: **[give the reasons in as much details as possible, explaining how they were arrived at. This should demonstrate how the Academy Committee Representatives have addressed the concerns raised by the Independent Review Panel and why they felt that reinstatement could not be offered]**.

You should be aware that, if you think this 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 First-tier Tribunal www.gov.uk/special-educational-needs-disability-tribunal For further information or advice you can contact them on Telephone: 01325 289350 or Email: sendistqueries@hmcts.gsi.gov.uk

If you believe any other form of discrimination has occurred, you can appeal 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 the pupil was excluded.

You may also find it useful to contact any of the following organisations for advice or support:

- 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.
- SEND IAS (formerly Parent Partnership) Telephone: 01296 383754 or Email: sendias@buckinghamshire.gov.uk
- National Autistic Society School Exclusion Service (England) Telephone: 0808 800 4002 or Email: schoolexclusions@nas.org.uk
- Independent Provider of Special Education Advice (known as IPSEA – www.ipsea.org.uk) is a registered charity. It offers free and independent information, advice and support to help get the right education for children and young people with all kinds of special educational needs (SEN) and disabilities.

The Exclusions & Reintegration Officer will be pleased to discuss **[child's name]**'s future educational provision with you. Telephone: 01296 382835.

Yours sincerely

[**name**]
Clerk to the Academy Committee

cc Head of Academy/Principal
Exclusions & Reintegration Team exclusions@buckinghamshire.gov.uk

LETTER 13 – To the parent of a pupil for whom off-site alternative provision has been arranged. A copy of this should also be sent to the child's social worker and Virtual School Head, if applicable.

Dear **[Parent's Name]**

Off-Site alternative Provision information

Name of pupil: **DoB:**

Following careful consideration of your child's current needs and the support required to help them achieve success in education, we have decided to arrange a period of off-site alternative provision. This is not a suspension or exclusion**.** Your child will remain on roll at **[Academy Name],** and the placement is intended as a supportive intervention to provide targeted assistance, help address identified needs, and enable your child to continue their education in an environment best suited to promoting positive progress and successful reintegration into **[Academy Name].**

Please provide the following information and then delete the bold text.

Reasons for the off-site alternative provision explained, including aims and objectives for the pupil.

Off-site alternative provision address

Name, position and contact details of the main contact at the off-site alternative provision

Start date, proposed number of days and end date (if known)

Session and break times including meal arrangements if applicable

Travel arrangements if relevant

Quality assurance and monitoring the impact of the intervention arrangements

Towards the end of the off-site alternative provision placement, arrangements will be made to support **(pupil's name)** successful reintegration and full-time return to the Academy.

Should you wish to discuss the provision or request a review of this intervention at any stage, please contact [named contact/job title] at the Academy. If you have any concerns regarding the placement or the support being provided, we encourage you to raise these with us as soon as possible so that they can be considered and addressed.

We hope that this intervention will be a positive experience for (pupil's name), helping them to more effectively manage the challenges they currently face, develop the skills and confidence needed for success, and support a smooth and successful return to the Academy.

Yours sincerely

[**name**]
Head of Academy/Principal

cc **Academy Inclusion Lead**
Academy Committee Chair

LETTER 14 – To the parent of a pupil for whom off-site alternative provision has been arranged inviting them to a review of the intervention . A copy of this should also be sent to the child's social worker and Virtual School Head, if applicable.

The invitation must be issued at least six academy days before the review.

Dear **[Parent's Name]**

Off-Site alternative Provision review

Name of pupil: **DoB:**

As part of our ongoing commitment to supporting (pupil's name) educational progress and wellbeing, we are writing to invite you and (pupil's name) to a review meeting regarding their current off-site alternative provision placement. As you will be aware, this placement was arranged following careful consideration of your child's needs and is **not a suspension or exclusion**. (Pupil's name) remains on roll at **[Academy Name]**, and the placement has been intended as a supportive intervention to provide targeted assistance, address identified needs, and promote positive progress. The purpose of this review meeting is to consider the impact of the provision to date, evaluate progress against the agreed objectives, and discuss the next steps to support your child's continued success and eventual reintegration into **[Academy Name]**.

Please provide the following information and then delete the bold text.

Include:

- **date, time and location**
- **right to attend**
- **right to submit written views**
- **deadline for written views**
- **pupil participation**
- **parties invited**
- **purpose of the review**
- **objectives and progress to be considered**

- **possible outcomes and that these will be communicated in writing no longer than 5 academy days after the meeting.**

Yours sincerely

[**name**]
Head of Academy/Principal

cc **Academy Inclusion Lead**
Academy Committee Chair

LETTER 15 – To the parent of a pupil attending off-site alternative provision communicating the outcome of a review meeting. A copy of this should also be sent to the child's social worker and Virtual School Head, if applicable.

This letter must be sent no later than 5 academy days after the date of the review meeting.

Dear **[Parent's Name]**

Off-Site alternative Provision review meeting outcome

Name of pupil: **DoB:**

Thank you for attending the review meeting held on [date] to consider (pupil's name) progress during their off-site alternative provision placement. The meeting provided an opportunity to review the support being provided, evaluate progress against the intended objectives of the placement, and consider the most appropriate next steps to meet (pupil's name) needs. This letter confirms the outcome of that review and the arrangements that have been agreed to support your (pupil's name) continued progress and educational success.

Please provide the following information and then delete the bold text.

Include:

- **evidence and representations considered**
- **progress against objectives**
- **pupil's view**
- **parent's view**
- **provider's view**
- **inclusion considerations (SEND, equality and safeguarding)**
- **decision to end or continue**
- **reasons**
- **time frame of any extension to the placement**
- **next review date if relevant**
- **reintegration arrangements if relevant, including reasonable adjustments**

Yours sincerely

[**name**]
Head of Academy/Principal

cc **Academy Inclusion Lead**
Academy Committee Chair

PURPOSE AND STATUS Complete following every suspension, including a cancelled suspension where appropriate. Hold the meeting before or at the start of the pupil's return. It is a supportive planning meeting, not a further sanction. A pupil must not be prevented from returning because a parent/carer cannot or will not attend.

1. Principles and preparation

Fresh start • child-centred and developmentally appropriate • understand and teach, without shaming • restore belonging, learning and relationships • agree, review and adapt support.

The following relevant factors/documents must be considered:

☐ Suspension letter and incident record reviewed

☐ Pupil needs and views considered

☐ Safeguarding, health, attendance and context considered

☐ Risk, pastoral or behaviour plans reviewed

☐ Learning completed/gaps considered, steps to address considered/planned

☐ SEND plan/EHCP and adjustments reviewed

☐ Social worker/Virtual School involved if relevant

☐ Trusted adult and first-day arrangements agreed

2. Pupil, suspension and meeting details

	Record
Academy / pupil name	
Date of birth / year group	
Suspension date(s), duration and reason	
Return date and time	
Meeting date, time and format	
Meeting lead / attendees	
Parent/carer attendance and, if absent, contact attempts / how views were gathered	

3. Welcome and fresh start message

Prompt	Record
Fresh-start message	Confirm that the pupil is valued, welcomed back, able to succeed and has been missed.
What is the pupil looking forward to?	
What might feel difficult or worrying?	

4. Pupil and parent/carer voice

Use simple, age-appropriate prompts. The purpose is to understand, learn and prevent recurrence. The sanction has already been served. Views may be shared through discussion, drawing, writing or another suitable method. Green questions may not be required or appropriate and supportive of a fresh start.

Prompt	Key response
What happened, in the pupil's own words?	
What was the pupil thinking or feeling beforehand and during the incident?	
Who was affected, and how?	
What could help the pupil make a different choice next time?	
Which adult can help, and how will the pupil ask?	
Parent/carer perspective, context, concerns and helpful support or communication	
How pupil and parent/carer views were obtained if absent from the meeting?	

5. Needs, barriers and provision review

Area	Current need and provision, if any	Change / support required
Learning and curriculum		
SEND, communication, sensory or health		
Social, emotional and mental health		
Safeguarding, attendance, context or transitions		
Relationships and peer dynamics		

6. Individual reintegration strategy – the table below provides a framework of what might be relevant

Agree only the actions needed. Keep them specific, proportionate, achievable and time-limited; adults retain responsibility for providing support.

Outcome / priority	Support, adjustment or teaching action	Lead / timing	Evidence it is helping
Safe, settled return and clear routines			
Belonging, relationships and repair, where appropriate			
Learning engagement and catch-up			
Regulation, positive choices and help-seeking			
Recognition of success and communication with home			
Other individual priority			

7. Safety, safeguarding and multi-agency actions

Consideration	Decision / action	Lead / deadline
Safeguarding concern or child-protection risk assessment	☐ None identified ☐ Record/referral made ☐ Assessment created/updated	
SEND or health review/input	☐ Not required ☐ Required:	
Early Help (Families First), social care, educational psychology or other agency	☐ Not required ☐ Required:	
Alternative provision	☐ Not required ☐ Considered / action:	

8. Agreed date and time for next arranged reintegration report/contact from Academy

Date: Time: Method of contact: Individual making the contact:

9. Agreement and record

Provide a copy to the parent/carer and retain the completed record securely on the pupil record (CPOMS/Arbor). A signature records participation or receipt; it is not a condition of the pupil's return.

Name / role	Signature or record of agreement / receipt	Date
Pupil, where age appropriate		
Parent/carer		
Meeting lead		
Inclusion Lead / DSL / other professional, if relevant		

Quality assurance

Leaders should periodically sample completed records for timeliness; meaningful pupil and parent/carer participation; appropriate inclusion and safeguarding consideration; delivery of agreed support; and evidence that strategies are reviewed and adapted.

Inspiring Futures Partnership Trust

Appendix 2

IFPT Safeguarding-Based Separation Set-up, Continuation or Reintegration Plan

This is a safeguarding measure, not a suspension, exclusion or disciplinary matter.

The text in many table cells provides guidance on what might be considered and can be overwritten

1. Pupil and Meeting Details

Pupil / DOB / year group	Name: DOB: Year group:
Academy / DSL lead	Academy: DSL:
Separation / education	Start date: Current education arrangement:
Meeting	Date: ☐ Initial ☐ Continue ☐ Return planning ☐ Post-return review
Next date / attendees	Return or next meeting: Attendees:

2. Safeguarding Rationale and Current Position

Record only what is necessary. Distinguish allegations, established facts, professional advice and unknown matters. Do not include unnecessary identifying information about another child.

Concern / necessity	Concise concern and why risk could not practicably be managed with both pupils on site:
Alternatives considered	On-site zoning, supervision, timetable, entrances and other measures considered:
Agency / investigation	Advice received and current status:
Current risk / record	☐ Low ☐ Medium ☐ High Rationale/date: Decision-maker/reference:

3. Education and Welfare During Separation

☐ Suitable education confirmed ☐ Attendance code checked ☐ Daily welfare contact ☐ SEND maintained ☐ LA liaison recorded

Education / attendance	Location/provider; hours, curriculum and suitability; attendance monitoring:
Safeguarding contact	Named person, method and frequency of welfare contact:
SEND / adjustments	SEND, EHCP provision and reasonable adjustments:
LA / practical support	LA liaison, including section 19 where applicable; meals, transport and technology:
Immediate actions	Action, lead and timescale:

4. Child Voice

Use age-appropriate, trauma-informed methods. Do not repeatedly question the pupil about the allegation or make them responsible for safeguarding decisions.

Understanding / felt safety	How the pupil understands the arrangement and how safe they feel:
What is working / worries	What is helping; worries about academy life, contact or return:
Safety and support	What would help; trusted adult and how the pupil will ask for help:
Wishes about return	Pupil's views and wishes:

5. Parent/Carer Contributions

Views and concerns	Views on education/welfare and concerns about separation or return:
Support / communication	Support requested; named contact, method and frequency:
Confidentiality	Boundaries explained: ☐ Yes ☐ No Details:

6. Necessity, Proportionality and Decision

Actively test whether separation remains essential and select the least restrictive safe arrangement. An allegation, operational convenience or staffing difficulty alone is not sufficient.	
Risk and evidence	Has risk changed? Evidence and professional advice:
On-site management	Can risk now be managed on site? Options considered:
Impact on pupil	Education, wellbeing, relationships, SEND and equality impact:
Least restrictive option	Safest proportionate arrangement:
Decision and reasons	☐ End separation ☐ Continue ☐ Modify Reasons:
End point / approval	Next review or objective trigger: Approved by/name/role/date:

7. Return and Ongoing Safety Arrangements

Return / welcome	Return date and first-day arrangements; trusted adult:
Access / movement	Class and curriculum; arrival/departure; zones, routes and shared spaces:
Unstructured times	Break, lunch, toilets, wraparound care; supervision and staff handovers:
Contact boundaries	Direct, accidental and online contact; regulation/safe space:
Communication	Minimum necessary, neutral information for staff/peers; family communication:
Contingency / review	Immediate response plan and post-return review date:

8. Agreed Support and Actions

Support must reflect need and not depend on a conclusion about the allegation. Restorative work or contact must be safe, appropriate and freely agreed.

Action / Support	Lead	Timescale	Review

9. Meeting Checklist

☐ Child voice ☐ Parent/carer involved ☐ SEND considered ☐ Safeguarding reviewed ☐ Education confirmed ☐ Least restrictive option ☐ Review date

Comments	Pupil: Parent/carer:
Sign-off	DSL/lead: Date: Parent/carer: Date: Pupil*: Date:

*Where appropriate. Signatures confirm participation/receipt, not necessarily agreement.

10. Post-Return / Ongoing Review

Review / views	Date/attendees: Pupil view: Parent/carer view:
Progress / effectiveness	Attendance, learning and wellbeing; effectiveness of arrangements; contact or near misses:
Next steps	Can restrictions reduce/end? Changes, actions and next review:

Strictly confidential. Store within the safeguarding record (CPOMS) with need-to-know access.

Appendix 3

IFPT FULL-TIME RETURN FROM OFF-SITE ALTERNATIVE PROVISION

Planning Meeting, Reintegration Strategy and Review Record

PURPOSE AND STATUS	To confirm the end of the placement, provider handover and a carefully planned return to full-time education at the pupil's IFPT academy.

Principles: full-time return is the planned destination unless another lawful arrangement is agreed; welcome the child back with a fresh start; build on successful placement strategies; base support on assessed SEND, health, emotional and safeguarding needs; share appropriately and review/step down as progress is secured.

A. PUPIL, PLACEMENT AND MEETING DETAILS

Pupil / DOB / year group	IFPT academy / class	Provider / placement detail
Meeting date / time / lead	Final day off site	Full-time return date
	Attendees, including parent/carer and provider	SW / VSH / other professional, if relevant

B–E. DECISION, HANDOVER AND CONTRIBUTIONS

Confirm that pupil, parent/carer, provider, academy leaders and relevant professionals have been heard; required written confirmation has been issued; and roll, attendance, funding, transport and commissioning arrangements are actioned.

Record	Concise evidence / agreed position
Decision to end placement, reasons and reference	
Attendance, punctuality and progress against objectives	
Successful teaching, communication and regulation strategies	
Safeguarding/risk concerns; external professionals; open actions (if any)	
Parent/carer views; provider and professional recommendations	
Home–academy contact: method, named contact and frequency / duration	

D. PUPIL VOICE AND READINESS

Use accessible methods and a trusted adult where appropriate. The pupil is not responsible for deciding whether necessary safeguards or support are provided.

What has gone well / what helps?	Worries, difficult situations or times needing help	First-day/week success; trusted adults and help-seeking
Views obtained by	☐ Discussion ☐ Drawing ☐ Written ☐ Trusted adult ☐ Other:	

F. NEEDS AND PROVISION PLANNING

Area	Current need / evidence	Provision or adjustment from return
Curriculum / learning gaps		
SEND / EHC plan / communication		
SEMH / health / medication / personal care		
Safeguarding / risk management		
Attendance / transport / transitions		
Peers / unstructured times		

FULL-TIME REINTEGRATION STRATEGY AND REVIEW

G. FULL-TIME REINTEGRATION STRATEGY

Actions must be specific, achievable, time-limited and adult-owned.

Outcome	Support / adjustment / teaching action	Lead	When	Success evidence
Safe, welcoming return; belonging and relationships				
Routines, expectations and curriculum engagement				
Close learning gaps				
Regulation and help-seeking				

H–I. FIRST DAY, FIRST TWO WEEKS AND PRE-RETURN ACTIONS

Plan / action	Lead	When / deadline	Completed / evidence
Pre-return visit or re-familiarisation; arrival, entrance and welcoming adult			
Class, seating, resources, curriculum access and transitions; neutral message to peers			
Check-ins with trusted adult; break, lunch, toilets, clubs and wraparound care			
Notice/reinforce success; response to overwhelm, dysregulation or safe space			
End-of-first day, whole week, end of second week parent/carer communication			
Other action:			
Other action:			

J. REVIEW AND STEP-DOWN

Initial check-in (normally first week)	Formal review	Further review, if required
Who gathers pupil/parent views?	Supports that may reduce when secure	Evidence required

Review date	Pupil / parent feedback	Attendance, learning and wellbeing	What works / changes / owner

K. RECORDED CHECKLIST AND AGREEMENT

☐ Return date/arrangements clear ☐ Fresh-start welcome given ☐ Provider handover/records received ☐ SEND, equality, health and safeguarding considered ☐ Relevant staff understand actions ☐ Plan shared and stored securely ☐ Return not conditional on attendance, signature or additional pupil conditions

Name / role	Signature or recorded agreement	Date
Pupil, where age appropriate		
Parent/carer		
Academy Lead		
Off-site provider		
Inclusion Lead / DSL / other, if relevant		

IFPT quality assurance note: Sample completed plans to test lawful decision-making, information transfer, full-time curriculum access, participation, SEND/safeguarding consideration, delivery and timely review/adaptation.