

# **Exclusion from maintained schools, academies and pupil referral units in England**

**National guidance for those with  
legal responsibilities in relation to exclusion**

<b>Contents</b>	<b>Page</b>
<b>Section 1 LBBB Summary of National Guidance</b> .....	<b>4</b>
<b>Section 2 DfE / National Guidance</b> .....	<b>6</b>
<b>1. About this guide</b> .....	<b>7</b>
<b>2. Key points</b> .....	<b>9</b>
<b>3. The headteacher’s power to exclude</b> .....	<b>10</b>
<b>4. The headteacher’s duty to inform parties about an exclusion</b> .....	<b>14</b>
<b>4.1 The headteacher’s duty to inform parents about an exclusion</b> .....	<b>14</b>
<b>4.2 Statutory guidance to headteachers on informing parents about an exclusion</b> ..	<b>15</b>
<b>4.3 The headteacher’s duty to inform the governing board and the local authority about an exclusion</b> .....	<b>16</b>
<b>5. The governing board’s and local authority’s duties to arrange education for excluded pupils</b> .....	<b>17</b>
<b>6. The governing board’s duty to consider an exclusion</b> .....	<b>18</b>
<b>6.1 The requirements on a governing board to consider an exclusion</b> .....	<b>18</b>
<b>6.2 The requirements on a governing board when considering the reinstatement of an excluded pupil</b> .....	<b>21</b>
<b>6.3 The governing board’s duty to notify people after their consideration of reinstatement</b> .....	<b>22</b>
<b>7. The headteacher’s duty to remove a permanently excluded pupil’s name from the school register</b> .....	<b>25</b>
<b>8. The local authority’s / academy trust’s duty to arrange an independent review panel</b> .....	<b>26</b>
<b>8.1 Arranging a date and venue</b> .....	<b>26</b>
<b>8.2 Appointing panel members</b> .....	<b>27</b>
<b>8.3 Appointing a clerk and the clerk’s role</b> .....	<b>29</b>
<b>8.4 Ensuring that panel members and clerks are trained</b> .....	<b>31</b>
<b>8.5 Appointing an SEN expert</b> .....	<b>31</b>
<b>9. The duties of independent review panel members, the clerk and the SEN expert in the conduct of an independent review panel</b> .....	<b>33</b>
<b>10. The governing board’s duty to reconsider an exclusion decision following a review</b> .....	<b>38</b>
<b>11. The local authority’s role in overseeing the financial readjustment/payment</b> ...	<b>40</b>
<b>12. Statutory guidance to headteachers, governing boards, independent review panel members and clerks on police involvement and parallel criminal proceedings</b> .....	<b>40</b>
<b>Useful links</b> .....	<b>41</b>

<b>Annex A - A summary of the governing board’s duties to review the headteacher’s exclusion decision .....</b>	<b>42</b>
<b>Note to headteachers: Day Six Provision / Provision for Looked after Children .....</b>	<b>43 / 44</b>
<b>Annex B - A summary of the governing board’s power to direct a pupil off site for the purpose of improving their behaviour .....</b>	<b>45</b>
<b>Annex C - EX1 Notification to LA of headteacher’s decision to exclude a pupil..</b>	<b>46</b>
<b>Annex D - Model Exclusion Letters .....</b>	<b>49</b>
<b>Annex E - Consideration to be given to assembling the evidence pack Permanent Exclusion .....</b>	<b>61</b>
<b>Annex F - Practical notes regarding the role of the Governing Board’s Discipline Committee Meeting .....</b>	<b>62</b>
<b>Annex G - Agreement re: the Servicing of Permanent Exclusion Hearings by Independent Clerks on behalf of Governing Boards Disciplinary Committees July 2013 .....</b>	<b>64</b>
<b>Section 3 Managed Move Protocol .....</b>	<b>67</b>
<b>Appendix 1 Managed Move Form .....</b>	<b>70</b>
<b>Appendix 1 Managed Move Flowchart .....</b>	<b>71</b>

# **Section 1**

## **LBBB Summary of National Guidance**

# LBBB Summary of National Guidance

GB duties toward exclusion reviews (N.B. Lunchtime exclusions count as half a day)

	Less than 5 days in a term	More than 5 days but less than 16 days in a term	More than 15 days in a term	Permanent	Pupil will miss exam or national curriculum test due to fixed term exclusion	Decision to refer the student off site, against parental wishes to improve behaviour
<b>Governing board review</b>	Mandatory on request	Mandatory on request	Mandatory	Mandatory	Mandatory	Good Practice for GB to meet with parents
<b>Who can hear the case?</b>	Three Governors	Three Governors	Three Governors	Three Governors	Three Governors or Chair alone or Vice Chair alone.	Three Governors
<b>Can parents/carers* request a hearing?</b>	Yes, but they have no right to attend.	Yes	No	No	No	Yes
<b>Who should be invited?</b>	No-one unless GB choose to issue invitation. Parents can send a letter/report.	1. Pupil 2. Parents/pupil 3. Headteacher 4. Local authority	1. Parents 2. Headteacher 3. LA.	1. Parents 2. Headteacher 3. LA.	Parents, headteacher & LA should be invited but hearing may go ahead in absence if unavoidable.	1. Parents 2. Child 3. Headteacher
<b>Time frame</b>	No time frame	0-50 days after first day of exclusion.	0-15 days after first day of exclusion	0-15 days after first day of exclusion	Before the exam is due but no later than 15 days after first day of exclusion.	Minimum of two days prior to referral offsite
<b>Possible outcomes</b>	Findings may be placed on pupil file.	Re-instate immediately or on a particular day or decline to reinstate	Re-instate immediately or on a particular day or decline to reinstate	Re-instate immediately or on a particular day or decline to reinstate	Re-instate immediately or on a particular day or decline to reinstate (section 63) or allow child to sit exam on site.	Governors either agree or refuse
<b>Information sources for parents</b>	In all cases, parents must be informed that they can get advice from parents in partnership, children's legal centre and local authority education inclusion team.					
<b>Model letter to be used</b>	Model Letter 1	Model letter 2	Model letter 3	Model letter 4	Model Letter 5	Model Letter 6
<b>Can parent request an independent review?</b>	No	No	No	Yes. Cost to be met by academy trust or local authority	No	No
<b>Redress for discrimination?</b>	In all cases, parents have the right to seek redress for discrimination at First tier tribunal (Special Educational Needs and Disability) or County Court. (section 86). Parents can first go to an independent review panel and subsequently, if they can sustain a discrimination claim, go to First-tier SEND (for disability discrimination) or County Court (for non-disability discrimination). SEND tribunal/County Court can order reinstatement of a permanently excluded child but an IRP cannot.					

\*Parents/carers as defined by The Education Act 1996

# **Section 2**

**DfE / National Guidance**

# Exclusion from maintained schools, academies and pupil referral units in England

A guide for those with legal responsibilities in relation to exclusion

## 1. About this guide

- This document, from the Department for Education, provides a guide to the legislation that governs the exclusion of pupils from: maintained schools; academy schools / free schools; alternative provision academies / free schools and pupil referral units in England from 1 September 2017.
- It also provides statutory guidance to which: headteachers; governing boards; local authorities; academy trusts; independent review panel members; independent review panel clerks and special educational needs experts must have regard when carrying out their functions in relation to exclusions.
- The phrase ‘must have regard’, when used in this context, does not mean that the sections of statutory guidance have to be followed in every detail, but that they should be followed unless there is a justifiable reason not to in a particular case.
- Where relevant, this document references other guidance in areas such as: behaviour; special educational needs and equality, but it is not intended to provide detailed guidance on these issues.

### What legislation does this guide relate to?

The principal legislation to which this guidance relates is:

- The Education Act 2002, as amended by the Education Act 2011;
- The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2017;
- The Education and Inspections Act 2006;
- The Education (Provision of Full-Time Education for Excluded Pupils) (England) Regulations 2007, as amended by the Education (Provision of Full-Time Education for Excluded Pupils) (England) (Amendment) Regulations 2014.

### Who is the guide for?

- Headteachers; governing boards; local authorities; academy trusts; independent review panel members; independent review panel clerks and individuals appointed as a special education needs expert.
- The term ‘headteacher’ in this document applies equally to the teacher in charge at a pupil referral unit (PRU) and principals of academies.
- The term ‘governing boards’ applies to PRU management committees. In respect of Academies, references to the ‘governing board’ should be read to mean the board of directors, or the directors of the academy trust company.

- Except where specifically stated, this guide applies to all: maintained schools; academy schools (including free schools, but not 16-19 academies); alternative provision academies (including AP free schools) and PRUs. The term ‘school’ in this document is used to describe any school to which the guidance applies. Where the term ‘academy’ is used it refers to any category of academy to which the guidance applies.
- Except in relation to pupils in PRUs, or where stated, the requirements of the guide apply in relation to all pupils, including those who may be below or above compulsory school age, such as those attending nursery classes or sixth forms.
- This guide does not apply to: independent schools (other than the academies listed above); city technology colleges; city colleges for the technology of the arts; sixth form colleges or 16-19 academies, all of which have separate exclusion procedures. **Local authorities, however, are required to arrange educational provision for excluded pupils of compulsory school age from all institutions from the sixth day of a permanent exclusion.**

### **Definition of ‘parent’ within this guidance**

- The definition of a parent for the purposes of the Education Act is broadly drawn. In addition to the child’s birth parents, references to parents in this guidance include any person who has parental responsibility (which includes the local authority where it has a care order in respect of the child) and any person (for example, a foster carer) with whom the child lives. Where practicable, all those with parental responsibility should be involved in the exclusions process.
- The exclusion regulations give clarity and certainty to schools, local authorities, academy trusts and review panels, in terms of how they discharge their obligations to parents. Obligations are to the “relevant person” – a parent or the pupil, where 18 or over. This guidance refers to “parents” throughout and where practicable it is expected that all those with parental responsibility should be engaged with the exclusions process.

### **Definition of ‘term’ and ‘academic year’ in this guidance**

- Where a school’s academic year consists of 3 terms or fewer, a reference to a ‘term’ in this guidance means one of those terms. Where a school’s academic year consists of more than three terms, then a reference to ‘term’ means the period falling between: 31 December to Easter Monday; Easter Monday to 31 July, or 31 July to 31 December.

## 2. Key points

- In January 2015, the Department amended regulations to clarify that a governing board's duty to arrange education from the sixth day of a fixed period exclusion is triggered by consecutive fixed period exclusions totalling more than five days.
- Good discipline in schools is essential to ensure that all pupils can benefit from the opportunities provided by education. The government supports headteachers in using exclusion as a sanction where it is warranted. However, permanent exclusion should only be used as a last resort, in response to serious or persistent breaches of the school's behaviour policy and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.
- The decision to exclude a pupil must be lawful, reasonable and fair. Schools have a statutory duty not to discriminate against pupils on the basis of protected characteristics, such as disability or race. Schools should consider the fair treatment of pupils from groups who are vulnerable to exclusion.
- Disruptive behaviour can be an indication of unmet needs. Where a school has concerns about a pupil's behaviour it should try to identify where there are any causal factors and intervene early in order to reduce the need for a subsequent exclusion. In this situation schools should consider a multi-agency assessment that goes beyond the pupil's educational needs.
- Schools should have a strategy for reintegrating pupils who return to school following a fixed period exclusion and for managing their future behaviour.
- All children have a right to an education. Schools should take reasonable steps to set and mark work for pupils during the first five school days of an exclusion and alternative provision must be arranged from the sixth day. There are obvious benefits in arranging alternative provision to begin as soon as possible after an exclusion.
- Where parents (or excluded pupil, if aged 18 or over) dispute the decision of a governing board not to reinstate a permanently excluded pupil, they can ask for this decision to be reviewed by an independent review panel. Where there is an allegation of discrimination (under the Equality Act 2010) in relation to a fixed-period or permanent exclusion, parents can also make a claim to the First-tier Tribunal (Special Educational Needs and Disability) for disability discrimination or the County Court for other forms of discrimination.
- An independent review panel does not have the power to direct a governing board to reinstate an excluded pupil. However, where a panel decides that a governing board's decision is flawed when considered in the light of the principles applicable on an application for judicial review, it can direct a governing board to reconsider its decision. If the governing board does not subsequently offer to reinstate a pupil, the panel will be expected to order that the school makes an additional payment of £4,000. This payment will go to the local authority towards the costs of providing alternative provision.

- Whether or not a school recognises that a pupil has special educational needs (SEN), all parents (or pupils if aged 18 or over) have the right to request the presence of an SEN expert at an independent review panel. The SEN expert's role is to provide impartial advice to the panel about how SEN could be relevant to the exclusion; for example, whether the school acted reasonably in relation to its legal duties when excluding the pupil.
- Excluded pupils should be enabled and encouraged to participate at all stages of the exclusion process, taking into account their age and understanding.

### 3. The headteacher's power to exclude

#### A guide to the law<sup>1</sup>

1. Only the headteacher<sup>2</sup> of a school can exclude a pupil and this must be on disciplinary grounds. A pupil may be excluded for one or more fixed periods (up to a maximum of 45 school days in a single academic year), or permanently. A fixed period exclusion does not have to be for a continuous period. In exceptional cases, usually where further evidence has come to light, a further fixed period exclusion may be issued to begin immediately after the first period ends; or a permanent exclusion may be issued to begin immediately after the end of the fixed period.
2. Pupils whose behaviour at lunchtime is disruptive may be excluded from the school premises for the duration of the lunchtime period. In such cases the legal requirements in relation to exclusion, such as the headteacher's duty to notify parents, still apply. Lunchtime exclusions are counted as half a school day for statistical purposes and in determining whether a governing board meeting is triggered.
3. The behaviour of pupils outside school can be considered as grounds for exclusion<sup>3</sup>. This will be a matter of judgement for the headteacher in accordance with school's published behaviour policy.
4. The headteacher may withdraw an exclusion that has not been reviewed by the governing board.
5. Any decision of a school, including exclusion, must be made in line with the principles of administrative law i.e. that it is: lawful (with respect to the legislation relating directly to exclusions and a school's wider legal duties, including the European Convention of Human Rights); rational; reasonable; fair and proportionate.
6. Headteachers must take account of their legal duty of care when sending a pupil home following an exclusion.

---

<sup>1</sup> Section 51A Education Act 2002 and regulations made under that section.

<sup>2</sup> 'Headteacher' includes acting headteacher by virtue of section 579(1) of the Education Act 1996.

<sup>3</sup> Section 89(5) of the Education and Inspections Act 2006. Non-statutory guidance on maintained schools' powers to discipline outside of the school are set out in *Behaviour and Discipline in Schools – A Guide for Headteachers and School Staff (2016)*.

7. When establishing the facts in relation to an exclusion decision the headteacher must apply the civil standard of proof; i.e. 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt'. This means that the headteacher should accept that something happened if it is more likely that it happened than that it did not happen.
8. Under the Equality Act 2010 ("the Equality Act") schools must not discriminate against, harass, or victimise pupils because of their: sex; race; disability; religion or belief; sexual orientation; because of a pregnancy / maternity; or because of a gender reassignment. For disabled children, this includes a duty to make reasonable adjustments to policies and practices and the provision of auxiliary aids.
9. In carrying out their functions under the Equality Act, the public sector equality duty means schools must also have due regard to the need to
  - eliminate discrimination and other conduct that is prohibited by the Equality Act;
  - advance equality of opportunity between people who share a protected characteristic and people who do not share it;
  - foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it.
10. These duties need to be taken into account when deciding whether to exclude a pupil. Schools must also ensure that their policies and practices do not discriminate against pupils by unfairly increasing their risk of exclusion. Provisions within the Equality Act allow schools to take positive action to deal with particular disadvantages affecting one group, where this can be shown to be a proportionate way of dealing with such issues<sup>4</sup>.
11. Headteachers and governing boards must take account of their statutory duties in relation to special educational needs (SEN) when administering the exclusion process. This includes having regard to the SEND Code of Practice.
12. It is unlawful to exclude or to increase the severity of an exclusion for a non-disciplinary reason. For example, it would be unlawful to exclude a pupil simply because they have additional needs or a disability that the school feels it is unable to meet, or for a reason such as academic attainment / ability; the action of a pupil's parents; or the failure of a pupil to meet specific conditions before they are reinstated, such as to attend a reintegration meeting. Pupils who repeatedly disobey their teachers' academic instructions could, however, be subject to exclusion.

---

<sup>4</sup> Non-statutory advice from the Department for Education is available to help schools to understand how the Equality Act affects them and how to fulfil their duties under the Act. [Guidance on the Equality Act](#)

13. 'Informal' or 'unofficial' exclusions, such as sending pupils home 'to cool off' are unlawful, regardless of whether they occur with the agreement of parents or carers. Any exclusion of a pupil, even for short periods of time, must be formally recorded.
14. Maintained schools have the power to direct a pupil off-site for education to improve his or her behaviour<sup>5</sup>. A pupil can also transfer to another school as part of a 'managed move' where this occurs with the consent of the parties involved, including the parents and the admission authority of the school. However, the threat of exclusion must never be used to influence parents to remove their child from the school.

### **Statutory guidance on factors that a headteacher should take into account before taking the decision to exclude**

15. A decision to exclude a pupil permanently should only be taken
  - in response to serious or persistent breaches of the school's behaviour policy;
  - where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.
16. The decision on whether to exclude is for a headteacher to take. However, where practical, headteachers should give pupils an opportunity to present their case before taking the decision to exclude.
17. Whilst an exclusion may still be an appropriate sanction, headteachers should take account of any contributing factors that are identified after an incident of poor behaviour has occurred. For example, where it comes to light that a pupil has suffered bereavement has mental health issues or has been subject to bullying.
18. **Early intervention to address underlying causes of disruptive behaviour should include an assessment of whether appropriate provision is in place to support any SEN or disability that a pupil may have.** Headteachers should also consider the use of a multi-agency assessment for pupils who demonstrate persistent disruptive behaviour. Such assessments may pick up unidentified special educational needs, but the scope of the assessment could go further, for example, by seeking to identify mental health or family problems<sup>6</sup>.
19. Where a pupil has received multiple exclusions or is approaching the legal limit of 45 school days of fixed period exclusion in an academic year, headteachers should consider whether exclusion is providing an effective sanction.

---

<sup>5</sup> Section 29A of the Education Act 2002. The legal requirements and statutory guidance relating to this power are set out in guidance on alternative provision:

<https://www.gov.uk/government/publications/alternative-provision>.

<sup>6</sup> Non-statutory guidance for headteachers of maintained schools on the place of multi-agency assessments within a school's behaviour policy is provided by, *Behaviour and Discipline in Schools – A Guide for Headteachers and School Staff (2016)*.

## **Statutory guidance to headteachers on the exclusion of pupils from groups with disproportionately high rates of exclusion**

20. The exclusions rates for certain groups of pupils are consistently higher than average. This includes: pupils with SEN; pupils eligible for free school meals; looked after children<sup>7</sup> and pupils from certain ethnic groups. The ethnic groups with the highest rates of exclusion are: Gypsy/Roma; Travellers of Irish heritage and Caribbean pupils.
21. In addition to the approaches on early intervention set out above, headteachers should consider what extra support might be needed to identify and address the needs of pupils from these groups in order to reduce their risk of exclusion. For example, schools might draw on the support of Traveller Education Services, or other professionals, to help build trust when engaging with families from traveller communities.

## **Statutory guidance to headteachers on the exclusion of pupils with statements of SEN / EHC plans and looked after children**

22. As well as having disproportionately high rates of exclusion, there are certain groups of pupils with additional needs who are particularly vulnerable to the impacts of exclusion. This includes pupils with statements of special educational needs (SEN) / EHC plans and looked after children. Headteachers should, as far as possible, avoid excluding permanently any pupil with a statement of SEN /EHC plan, or a looked after child.
23. Schools should engage proactively with parents in supporting the behaviour of pupils with additional needs. In relation to looked after children, schools should co-operate proactively with foster carers or children's home workers and the local authority that looks after the child and the local authority's virtual school head.
24. Where a school has concerns about the behaviour, or risk of exclusion, of a child with additional needs, a pupil with a statement of SEN / EHC plan, or a looked after child, it should, in partnership with others, (including the local authority as necessary) consider what additional support or alternative placement may be required. This should involve assessing the suitability of provision for a pupil's SEN. Where a pupil has a statement of SEN / EHC plan, schools should consider requesting an early annual review or interim/emergency review.

---

<sup>7</sup> As defined in section 22 of the Children Act 1989.

## 4. The headteacher's duty to inform parties about an exclusion

### 4.1 The headteacher's duty to inform parents about an exclusion

#### A guide to the law<sup>8</sup>

25. Whenever a headteacher excludes a pupil they must, without delay, notify parents of the period of the exclusion and the reasons for it.
26. They must also, without delay, provide parents with the following information in writing:
  - The reasons for the exclusion.
  - The period of a fixed period exclusion, or, for a permanent exclusion, the fact that it is permanent.
  - Parents' right to make representations about the exclusion to the governing boards (in line with the requirements set out in paragraphs 51 to 58) and how the pupil may be involved in this.
  - How any representations should be made.
  - Where there is a legal requirement for the governing boards to consider the exclusion, that parents have a right to attend a meeting, be represented at this meeting (at their own expense) and to bring a friend.
27. Written notification of the information in paragraph 26 can be provided by delivering it directly to the parents; leaving it at their last known address; or by posting it to that address. Notices can be given electronically if the parents have given written agreement for this kind of notice to be sent in this way.
28. If an excluded pupil is of compulsory school age the headteacher must also notify the pupil's parents of the days on which they must ensure that the pupil is not present in a public place at any time during school hours. These would be the first five school days of an exclusion (or until the start date of any alternative provision or the end of the exclusion where this is earlier). Any parent who fails to comply with this duty without reasonable justification commits an offence and may be given a fixed penalty notice. The headteacher must notify the parents of the days on which their duty applies without delay and, at the latest, by the end of the afternoon session<sup>9</sup>:
29. If alternative provision is being arranged, the following information must be included with this notice where it can reasonably be found out within the timescale:
  - The start date for any provision of full-time education that has been arranged for the pupil during the exclusion.
  - The start and finish times of any such provision, including the times for morning and afternoon sessions where relevant.
  - The address at which the provision will take place.
  - Any information required by the pupil to identify the person s/he should report to on the first day.

---

<sup>8</sup> Section 51A Education Act 2022 and regulations made under this section.

<sup>9</sup> Sections 103 and 104 Education and Inspections Act 2006 and regulations made under these sections.

30. If information on the alternative provision is not reasonably ascertainable by the end of the afternoon session it may be provided in a subsequent notice, but it must be provided without delay and no later than 48 hours before the provision is due to start. The only exception to this is where alternative provision is to be provided before the sixth day of an exclusion, in which case the information can be provided with less than 48 hours' notice with parents' consent.
31. The information in paragraphs 28 and 29 must be provided in writing but can be provided by any effective method (paragraph 36 provides guidance on this issue).
32. The failure of a headteacher to give notice of the information in paragraphs 29 and 30 by the required time does not relieve the head of the duty to serve the notice. A notice is not made invalid solely because it has not been given by the requirement time.
33. Headteachers must inform parents immediately if their child is excluded for a further fixed period following their original exclusion or is subsequently permanently excluded and a new exclusion notice to parents must be issued.

#### **4.2 Statutory guidance to headteachers on informing parents about an exclusion.**

34. When notifying parents about an exclusion, the headteacher should set out what arrangements have been made to enable the pupil to continue his / her education prior to the start of any alternative provision or the pupil's return to school, in line with the guidance in paragraphs 49 and 50.
35. For notifications under paragraph 26, although this must not delay notification, ideally, notification should be in person or by telephone in the first instance as this would give the parents an opportunity to ask any initial questions or raise concerns directly with the headteacher.
36. For notifications under paragraphs 28 and 29, effective methods for providing the information may include email or text message; giving the notice directly to the parents; or sending the information home with the excluded pupil. Where information is sent home with a pupil, headteachers should consider sending a duplicate copy by an alternative method or confirming that the information has been received.

37. When notifying parents about an exclusion headteachers should draw attention to relevant sources of free and impartial information. This information should include
- a link to this statutory guidance on exclusions  
<https://www.gov.uk/government/publications/school-exclusion>
  - a link to sources of impartial advice for parents such as the Coram Children’s Legal Centre: <http://www.childrenslegalcentre.com> - Phone: 0300 330 5485 or ACE Education <http://www.ace-ed.org.uk> and their advice line service on 03000 115 142 on Monday to Wednesday from 10am to 1pm during term time;
  - where considered relevant by the headteacher, links to local services, such as the Information Advice & Support Services Network (formerly known as the local parent partnership):  
<https://councilfordisabledchildren.org.uk/information-advice-and-support-services-network/about>  
the National Autistic Society (NAS) School Exclusion service (England) (0808 8004002 or [schoolexclusions@nas.org.uk](mailto:schoolexclusions@nas.org.uk)), or Independent Parental Special Education Advice  
<http://www.ipsea.org.uk/>  
  
<http://www.childlawadvice.org.uk>

38. Headteachers should ensure that information provided to parents is clear and easily understood. Where the parents’ first language is not English consideration should be given, where practical, to translating the letter or taking additional steps to ensure that the details of the exclusion and their right to make representations to the governing boards have been understood.

#### **4.3 The headteacher’s duty to inform the governing board and the local authority about an exclusion**

##### **A guide to the law<sup>10</sup>**

39. The headteacher must, without delay, notify the governing board and the local authority of
- a permanent exclusion (including where a fixed period exclusion is followed by a decision to permanently exclude the pupil);
  - exclusions which would result in the pupil being excluded for more than five school days (or more than ten lunchtimes) in a term;
  - exclusions which would result in the pupil missing a public examination or national curriculum test.
40. For all other exclusions the headteacher must notify the local authority and governing boards once a term.

---

<sup>10</sup> Section 51A Education Act 2002 and regulations made under this section.

41. Notifications must include the reasons for the exclusion and the duration of any fixed period exclusion.
42. In addition, within 14 days of a request, governing boards must provide to the Secretary of State and (in the case of maintained schools and PRUs) the local authority, information about any exclusion within the last 12 months<sup>11</sup>.
43. For a permanent exclusion, if the pupil lives outside the local authority in which the school is located, the headteacher must also advise the pupil's 'home authority' of the exclusion without delay and the reasons for it.

## **5. The governing board's and local authority's duties to arrange education for excluded pupils**

### **A guide to the law<sup>12</sup>**

44. For a fixed period, exclusion of more than five school days, the governing boards (or local authority in relation to a pupil excluded from a pupil referral unit) must arrange suitable full-time education for any pupil of compulsory school age. This provision must begin no later than the sixth day of the exclusion. Where a child receives consecutive fixed period exclusions, these are regarded as a cumulative period of exclusion for the purposes of this duty. This means that if a child has more than five consecutive school days of exclusion, then education must be arranged for the sixth school day of exclusion regardless of whether this is as a result of one fixed period or more than one fixed period exclusion.
45. For permanent exclusions, the local authority must arrange suitable full-time education for the pupil to begin no later than the sixth day of the exclusion. This will be the pupil's 'home authority' in cases where the school is maintained by (or located within) a different local authority.
46. In addition, where a pupil has a statement of SEN / EHC plan, the local authority must ensure that an appropriate full-time placement is identified in consultation with the parents, who retain their rights to express a preference for a school that they wish their child to attend or make representations for a placement in any other school<sup>13</sup>.
47. Local authorities must have regard to the statutory guidance, *Promoting the Education of Looked After Children: Statutory Guidance for Local Authorities (July 2014)* when carrying out their duties in relation to the education of looked after children.

---

<sup>11</sup> As set out in the Education (Information About Individual Pupils) (England) Regulations 2006.

<sup>12</sup> Section 100 and 101 of the Education and Inspections Act 2006.

<sup>13</sup> Schedule 27 of the Education Act 1996.

48. Provision does not have to be arranged by either the school or local authority for pupils in the final year of compulsory education who do not have any further public examinations to sit.

### **Statutory guidance on the education of pupils prior to the sixth day of an exclusion**

49. It is important for schools to help minimise the disruption that exclusion can cause to an excluded pupil's education. Whilst the statutory duty of governing boards or local authorities is to provide full-time education from the sixth day of an exclusion, there is an obvious benefit in starting this provision as soon as possible. **In particular, in the case of a looked after child, schools and local authorities should work together to arrange alternative provision from the first day following the exclusion.**

Whilst an excluded pupil's name remains on a school's attendance register the pupil should be marked using the appropriate absence code. Where alternative provision has been made and the pupil attends it, an appropriate attendance code such as Code D (Dual Registration) (if the alternative provision is at a PRU or independent school where the pupil is dual registered) or Code B (if the provision is an approved educational activity that does not involve the pupil being registered at any other school), should be used. Where pupils are not attending alternative provision, they should be marked absent using Code E.

50. Where it is not possible, or appropriate, to arrange alternative provision during the first five school days of an exclusion, schools should take reasonable steps to set and mark work for pupils. Work that is provided should be accessible and achievable by pupils outside of school.

## **6. The governing board's duty to consider an exclusion**

### **6.1 The requirements on a governing board to consider an exclusion**

#### **A guide to the law<sup>14</sup>**

51. The governing board has a duty to consider parents' representations about an exclusion. The requirements on a governing board to consider an exclusion depend upon a number of factors (these requirements are illustrated by the diagram in Annex A of this guidance, *a summary of the governing board's duties to review the headteacher's exclusion decision*).
52. The governing boards may delegate their functions with respect to the consideration of an exclusion decision to a designated sub-committee consisting of at least three governors.

---

<sup>14</sup> Section 51A Education Act 2002 and regulations made under this section, as well as the School Governance (Roles, Procedures and Allowances) (England) Regulations 2013.

53. The governing boards must consider the reinstatement of an excluded pupil within 15 school days<sup>15</sup> of receiving notice of the exclusion if
- the exclusion is permanent;
  - it is a fixed period exclusion which would bring the pupil's total number of school days of exclusion to more than 15 in a term;
  - it would result in a pupil missing a public examination or national curriculum test.
54. The requirements are different for fixed period exclusions where a pupil would be excluded for more than five but less than 15 school days in the term. In this case, if the parents make representations, the governing board must consider within 50 school days of receiving the notice of exclusion whether the excluded pupil should be reinstated. In the absence of any representations from the parents, the governing board is not required to meet and cannot direct the reinstatement of the pupil.
55. Where an exclusion would result in a pupil missing a public examination or national curriculum test there is a further requirement for a governing board, as far as is reasonably practicable, to consider the exclusion before the date of the examination or test. If it is not practicable for a sufficient number of governors to consider the decision before the examination or test, the chair of governors, in the case of a maintained school, may consider the exclusion independently and decide whether or not to reinstate the pupil<sup>16</sup>. These are the only circumstances in which the chair can review an exclusion decision alone. In such cases, parents still have the right to make representations to the governing board and must be made aware of this right. In the case of an academy, the exclusion may be considered by a smaller sub-committee if the trust's articles of association allow them to do so. In such cases, parents still have the right to make representations to the governing board and must be made aware of this right.
56. The following parties must be invited to a meeting of the governing boards and allowed to make representations:
- Parents (and, where requested, a representative or friend);
  - Headteacher;
  - A representative of the local authority (in the case of a maintained school or PRU)<sup>17</sup>.

---

<sup>15</sup> Governing boards are no longer prevented from meeting within the five school days after an exclusion.

<sup>16</sup> Where the chair is unable to make this consideration then the vice-chair may do so instead.

<sup>17</sup> A parent may invite a representative of the local authority to attend a meeting of an academy's governing board as an observer; that representative may only make representations with the governing board's consent.

57. The governing board must make reasonable endeavours to arrange the meeting for a date and time that is convenient to all parties, but in compliance with the relevant statutory time limits set out above. However, its decision will not be invalid simply on the grounds that it was not made within these time limits.
58. In the case of a fixed period exclusion which does not bring the pupil's total number of days of exclusion to more than five in a term, the governing boards must consider any representations made by parents, but it cannot direct reinstatement and is not required to arrange a meeting with parents.

### **Statutory guidance to governing boards in preparing for the consideration of an exclusion decision**

59. Where the governing board is legally required to consider the decision of a headteacher to exclude a pupil they should
- not discuss the exclusion with any party outside of the meeting;
  - ask for any written evidence in advance of the meeting (including witness statements and other relevant information held by the school such as those relating to a pupil's SEN);
  - where possible, circulate any written evidence and information, including a list of those who will be present, to all parties at least five school days in advance of the meeting;
  - allow parents and pupils to be accompanied by a friend or representative (where a pupil under 18 is to be invited as a witness, the governing boards should first seek parental consent and invite the parents to accompany their child to the meeting);
  - comply with their duty to make reasonable adjustments for people who use the school and consider what reasonable adjustments should be made to support the attendance and contribution of parties at the meeting (for example where a parent or pupil has a disability in relation to mobility or communication that impacts upon their ability to attend the meeting or to make representations);
  - identify the steps they will take to enable and encourage the excluded pupil to attend the meeting and speak on his / her own behalf (such as providing accessible information or allowing them to bring a friend), taking into account the pupil's age and understanding<sup>18</sup>; or how the excluded pupil may feed in his / her views by other means if attending the exclusion meeting is not possible.

---

<sup>18</sup> Under section 176 of the Education Act 2002 schools are required to have regard to statutory guidance on pupil voice. This is provided by *Listening to and Involving Children and Young People (2014)*.

## **Statutory guidance to governing boards on exclusions that would result in a pupil missing a public examination or national curriculum test**

60. Whilst there is no automatic right for an excluded pupil to take an examination or test on the excluding school's premises, the governing boards should consider whether it would be appropriate to exercise their discretion to allow an excluded pupil on the premises for the sole purpose of taking the examination or test.

### **6.2 The requirements on a governing board when considering the reinstatement of an excluded pupil**

#### **A guide to the law<sup>19</sup>**

61. Where the governing board is legally required to consider an exclusion, they must consider the interests and circumstances of the excluded pupil, including the circumstances in which the pupil was excluded, and have regard to the interests of other pupils and people working at the school.
62. The governing board must also consider any representations made by
- parents;
  - the headteacher
  - a representative of the local authority (in the case of a maintained school or PRU)<sup>20</sup>.
63. When establishing the facts in relation to an exclusion decision the governing board must apply the civil standard of proof, i.e. **'on the balance of probabilities' it is more likely than not that a fact is true rather than the criminal standard of 'beyond reasonable doubt'**. In the light of their consideration, the governing board can either
- decline to reinstate the pupil; or
  - direct reinstatement of the pupil immediately or on a particular date.
64. Where reinstatement is not practical because for example, the pupil has already returned to school following the expiry of a fixed period exclusion or the parents make clear they do not want their child reinstated, the governing board must, in any event, consider whether the headteacher's decision to exclude the child was justified based on the evidence.  
If it decides against reinstatement of a pupil who has been permanently excluded, the parents can request an independent review.

---

<sup>19</sup> Section 51A Education Act 2002 and regulations made under this section.

<sup>20</sup> A parent may invite a representative of the local authority to attend a meeting of an academy's governing boards as an observer; that representative may only make representations with the governing board's consent.

## **Statutory guidance to a governing board on the considering of the reinstatement of an excluded pupil**

65. The governing board should identify the steps they will take to ensure all parties will be supported to participate in their consideration and have their views properly heard. This is particularly important where pupils under 18 are speaking about their own exclusion or giving evidence to the governing board.
66. The governing board should ensure that clear minutes are taken of the meeting as a record of the evidence that was considered by governing boards. These minutes should be made available to all parties on request.
67. The governing board should ask all parties to withdraw before making a decision. Where, present a clerk may stay to help the governing board by reference to his / her notes of the meeting and with the wording of the decision letter.
68. In reaching a decision on whether or not to reinstate a pupil, the governing board should consider whether the decision to exclude the pupil was lawful, reasonable and procedurally fair, taking account of the headteacher's legal duties.
69. The governing boards should note the outcome of their consideration on the pupil's educational record, along with copies of relevant papers for future reference.
70. In cases where the governing board considers parents' representations but does not have the power to direct a pupil's reinstatement, they should consider whether it would be appropriate to place a note of their findings on the pupil's educational record.
71. Claims of discrimination to the First-tier Tribunal (Special Educational Needs and Disability), in relation to disability, or County Court, for all other forms of discrimination, can be made up to six months after the discrimination is alleged to have occurred. Where practicable, schools should retain records and evidence relating to an exclusion for at least six months in case such a claim is made.

### **6.3 The governing board's duty to notify people after their consideration of reinstatement**

#### **A guide to the law<sup>21</sup>**

72. If legally required to consider an exclusion, the governing board must notify parents, the headteacher and the local authority of their decision and the reasons for their decision, in writing and without delay. Where the pupil resides in a different local authority from the one that maintains the school, the governing board must also inform the pupil's 'home authority'.

---

<sup>21</sup> Section 51A Education Act 2002 and regulations made under this section.

73. In the case of a permanent exclusion the governing board's notification must also include the information below.
- The fact that it is permanent.
  - Notice of parents' right to ask for the decision to be reviewed by an independent review panel and the following information:
    - a) the date by which an application for a review must be made (i.e. 15 school days from the date on which notice in writing of the governing board's decision was given to parents – see paragraph 75);
    - b) the name and address to which an application for a review (and any written evidence) should be submitted.
    - c) that any application should set out the grounds on which it is being made and that, where appropriate, this should include a reference to how the pupil's special educational needs are considered to be relevant to the exclusion;
    - d) that, regardless of whether the excluded pupil has recognised special educational needs, parents have a right to require the local authority / Academy Trust to appoint an SEN expert to advise the review;
    - e) details of the role of the SEN expert and that there would be no cost to parents for this appointment;
    - f) that parents must make clear if they wish for an SEN expert to be appointed in any application for a review;
    - g) that parents may, at their own expense, appoint someone to make written and/or oral representations to the panel and that parents may also bring a friend to the review.
  - That, in addition to the right to apply for an independent review panel, if parents believe that the exclusion has occurred as a result of discrimination then they may make a claim under the Equality Act 2010 to the First-tier Tribunal (Special Educational Needs and Disability), in the case of disability discrimination, or the County Court, in the case of other forms of discrimination.
  - That a claim of discrimination under the Equality Act 2010 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.
74. The governing board may provide the information in paragraphs 72 and 73 by: delivering it directly to parents; leaving it at their last known address; or by posting it to this address.
75. Notice is deemed to have been given on the same day if it is delivered directly, or on the second working day after posting if it is sent by first class mail.

## Statutory guidance to a governing board on providing information to parents following their consideration of an exclusion

76. The governing boards should set out the reasons for their decision in sufficient detail to enable all parties to understand why the decision was made.
77. Where relevant, it will be for schools to confirm the details of where the parents' application for an independent review panel should be sent. This is normally the clerk of the independent review panel. The notice should make it clear that parents are entitled to bring a friend to the review.
78. In providing details of the role of the SEN expert. The governing boards should refer to the statutory guidance provided to SEN experts in paragraphs 159 to 162.
79. Where the governing board decides to uphold an exclusion, they should draw the attention of parents to relevant sources of free and impartial information that will allow them to make an informed decision on whether and, if so, how to seek a review of the decision. This information should be included in the letter notifying parents of a decision to uphold an exclusion and should include:
  - a link to this statutory guidance on exclusions: <https://www.gov.uk/government/publications/school-exclusion>
  - a link to guidance on making a claim of discrimination to the First-tier Tribunal (Special Educational Needs and Disability) <https://www.gov.uk/courts-tribunals/first-tier-tribunal-special-educational-needs-and-disability> or the County Court;
  - a link to sources of impartial advice for parents such as the Coram Children's Legal Centre: [www.childrenslegalcentre.com](http://www.childrenslegalcentre.com) or ACE Education <http://www.ace-ed.org.uk> and their limited advice line service on 03000 115 142 on Monday to Wednesday from 10am to 1pm during term time.
  - [www.childlawadvice.org.uk](http://www.childlawadvice.org.uk) - Phone 0300 330 5485
  - where considered relevant by the headteacher, links to local services, the Information Advice & Support Services Network (formerly known as the local parent partnership) <https://councilfordisabledchildren.org.uk/information-advice-and-support-services-network/about>), the National Autistic Society (NAS) School Exclusion service (England) (0808 800 4002 or [schoolexclusions@nas.org.uk](mailto:schoolexclusions@nas.org.uk)), or Independent Parental Special Education Advice (<http://www.ipsea.org.uk/>
  - [www.carerscentre.org.uk](http://www.carerscentre.org.uk)

## **7. The governing board's duty to remove a permanently excluded pupil's name from the school register**

### **A guide to the law<sup>22</sup>**

80. The governing board must remove a pupil's name from the school admissions register if:
- 15 school days have passed since the parents were notified of the governing board's decision to uphold a permanent exclusion and no application has been made for an independent review panel; or
  - the parents have stated in writing that they will not be applying for an independent review panel.
81. Where an application for an independent review panel has been made within 15 school days, the headteacher must wait until the review has been determined, or abandoned, before removing a pupil's name from the register.
82. Where a pupil's name is removed from the school register and a discrimination claim is subsequently made, the First-tier Tribunal or County Court has the power to direct that the pupil should be reinstated.

### **Guidance to schools on marking attendance registers following exclusion**

83. Whilst an excluded pupil's name remains on a school's admissions register the pupil should be marked using the appropriate attendance code. Where alternative provision has been made and the pupil attends it, an appropriate attendance code such as Code D (Dual Registration) (if the alternative provision is at a PRU or independent school where the pupil is dual registered) or Code B (if the provision is an approved educational activity that does not involve the pupil being registered at any other school), should be used. Where pupils are not attending alternative provision, they should be marked absent using Code E.

---

<sup>22</sup> The Education (Pupil Registration) (England) Regulations 2006.

## **8. The local authority's / academy trust's duty to arrange an independent review panel**

### **8.1 Arranging a date and venue**

#### **A guide to the law<sup>23</sup>**

84. If applied for by parents within the legal timeframe, the local authority or (in the case of an academy) the academy trust must, at their own expense, arrange for an independent review panel hearing to review the decision of a governing board not to reinstate a permanently excluded pupil.
85. The legal timeframe for an application is:
- within 15 school days of notice being given to the parents by the governing board of their decision to uphold a permanent exclusion (in accordance with the requirements in paragraph 75); or
  - where an application has not been made within this time frame, within 15 school days of the final determination of a claim of discrimination under the Equality Act 2010 in relation to the exclusion<sup>24</sup>.
86. Any application made outside of the legal time frame must be rejected by the local authority / academy trust.
87. The local authority / academy trust must not delay or postpone arranging an independent review panel where parents also make a claim of discrimination in relation to the exclusion to the First-tier Tribunal (Special Educational Needs and Disability) or the County Court<sup>25</sup>.
88. Parents may request an independent review panel even if they did not make a case to, or attend, the meeting at which the governing board considered the exclusion.
89. The local authority / academy trust must take reasonable steps to identify a date for the review that all parties, and any SEN expert appointed to give advice in person, are able to attend. However, the review must begin within 15 school days of the day on which the local authority / academy trust received the parent's application for a review (panels have the power to adjourn a hearing if required).

---

<sup>23</sup> Section 51A Education Act 2002 and regulations made under this section.

<sup>24</sup> The First-tier Tribunal (Special Educational Needs and Disability) and County Court have the jurisdiction to hear claims of discrimination under the Equality Act 2010 which relate to exclusions.

<sup>25</sup> In such circumstances, the Tribunal or Court may decide to delay their consideration until after the independent review panel process has been completed.

90. The venue must be accessible to all parties. When arranging a venue for the review, the local authority/academy trust must comply with its duties under the Equality Act 2010 and consider what reasonable adjustments should be made to support the attendance and contribution of parties at the review (for example where a parent or pupil has a disability in relation to mobility or communication that impacts upon his/her ability to attend the meeting or to make representations).
91. The local authority / academy trust must arrange a venue for hearing the review, which must be in private unless the panel directs otherwise.
92. Where the issues raised by two or more applications for review are the same, or connected, the panel may combine the reviews if, after consultation with all parties, there are no objections.

### **Statutory guidance to local authorities and academy trusts on arranging a date and venue for a review**

93. Local authorities / academy trusts must take all reasonable steps to ensure the venue for the review is appropriate, accessible to the parties and has a suitable area for the parties to wait separately from the panel before the review.
94. Where the issues raised by two or more applications for review are the same, or connected, but the panel does not combine the reviews the local authority / academy trust should take reasonable steps to ensure fairness and consistency. Where possible, the same panel members should hear all related reviews.

## **8.2 Appointing panel members**

### **A guide to the law<sup>26</sup>**

95. The local authority / academy trust must constitute the panel with either three or five members (as decided by the local authority / Academy Trust) representing each of the three categories below. A five-member panel must be constituted with two members from each of the categories of school governors and headteachers<sup>27</sup>.
  - A lay member to chair the panel who has not worked in any school in a paid capacity, disregarding any experience as a school governor or volunteer.
  - Current or former school governors, who have served as a governor for at least 12 consecutive months in the last five years, provided they have not been teachers or headteachers during this time.
  - Headteachers, or individuals who have been a headteacher within the last five years.

---

<sup>26</sup> Section 51A Education Act 2002 and regulations made under this section.

<sup>27</sup> Headteachers / Principals / teachers in charge of a PRU and governors / management committee members of maintained schools, pupil referral units and academies are eligible to be members of independent review panels considering an exclusion from any type of school covered by this guidance.

96. A person may not serve as a member of a review panel if they
- are a member / director of the local authority / academy trust or governing boards of the excluding school;
  - are the headteacher of the excluding school or anyone who has held this position in the last five years;
  - are an employee of the local authority / academy trust, or the governing boards of the excluding school (unless they are employed as a headteacher at another school);
  - have, or at any time have had, any connection with the local authority / academy trust, school, governing board, parents or pupil, or the incident leading to the exclusion, which might reasonably be taken to raise doubts about their impartiality (though an individual must not be taken to have such a connection simply because they are a headteacher at another school); or
  - have not had the required training within the last two years (see paragraph 119).
97. In relation to panel members appointed by local authorities, sections 173(4) and 174(1) of Local Government Act 1972 apply when determining allowances for financial loss, travel or subsistence. It is for academy trusts to determine their own payment arrangements for panel members.
98. The local authority / academy trust must make arrangements to indemnify panel members against any legal costs and expenses reasonably incurred as a result of any decisions or actions connected to the review which are taken in good faith.

### **Statutory guidance to local authorities and academy trusts on appointing independent review panel members**

99. Every care should be taken to avoid bias or an appearance of bias. The local authority / academy trust should request that prospective panel members declare any conflict of interest at the earliest opportunity.
100. Where possible, panel members who are governors or headteachers should reflect the phase of education (primary / secondary) and the type of school from which the pupil was excluded, for example: special school; boarding school; PRU; academy or maintained school.
101. The local authority / academy trust should consider whether the chair should be someone with a legal qualification or other legal experience. This is particularly important where a clerk will not be providing legal expertise to the panel.
102. In order to meet their duties within the statutory time frame, local authorities / Academy Trusts should identify a number of eligible individuals in each of the different categories required to constitute an independent review panel in advance of an application for a review.

### 8.3 Appointing a clerk and the clerk's role

#### A guide to the law<sup>28</sup>

103. The local authority / academy trust may appoint a clerk to provide advice to the panel and parties to the review on procedure, legislation and statutory guidance on exclusions.
104. Where appointed the clerk must perform the following additional functions:
- Make reasonable efforts to inform the following people that they are entitled to: make written representations to the panel; attend and make oral representations to the panel; be represented; and (in the case of a parent), to bring a friend:
    - a) Parents;
    - b) Headteacher (where an excluding headteacher has left the school, the panel may use its discretion in deciding whether also to invite this person to make representations);
    - c) Governing board; and
    - d) the local authority (in the case of a maintained school or pupil referral unit).
  - Make reasonable efforts to circulate to all parties, including to panel members and the SEN expert, copies of relevant papers five school days in advance of the review. These papers must include:
    - a) the governing board's decision;
    - b) the parents' application for a review; and
    - c) any policies or documents that the governing boards was required to have regard to in making their decision.
  - Give all parties details of those attending and their role, once the position is clear.
  - Attend the review and ensure that minutes are produced in accordance with instructions from the panel.
105. Where a clerk is not appointed the functions in paragraph 104 become the responsibility of the local authority / academy trust.

#### **Statutory guidance to local authorities / academy trusts on appointing an independent review panel clerk**

106. The clerk should not have served as clerk to the governing board in the meeting at which the decision was made not to reinstate the pupil.
107. In addition to the training required by law, clerks should have an up-to-date understanding of developments in case law, legislation and guidance which are relevant to exclusion.

---

<sup>28</sup> Section 51A Education Act 2002 and regulations made under this section.

108. Where a clerk is not appointed, the local authority / academy trust should consider what additional steps it may need to take to ensure that the independent review panel is administered properly.

**Statutory guidance to local authority / academy trust regarding the clerk's role on preparing for an independent review**

109. The clerk should identify in advance of the meeting whether the pupil will be attending. Where an excluded pupil is attending the hearing, consideration should be given in advance as to the steps that will be taken to support his / her participation. If the excluded pupil is not attending it should be made clear that he / she may feed in their views through a representative or by submitting a written statement.
110. The clerk should inform the parents of their right to bring a friend to the hearing.
111. In order to review the governing board's decision, the panel will generally need to hear from those involved in the incident, or incidents, leading the exclusion. The clerk should also try to ascertain whether an alleged victim, if there is one, wishes to be given a voice at the review. This could be in person, through a representative or by submitting a written statement.
112. In the case of witnesses who are pupils of the school it will normally be more appropriate for the panel to rely on written statements. Pupils may appear as witnesses if they do so voluntarily and with their parents' consent. In such cases, that pupil's parents should be invited to attend the meeting in support of their child.
113. Where character witnesses are proposed the clerk should seek the agreement of the panel, but this should be allowed unless there is good reason to refuse.
114. All written witness statements should be attributed, signed and dated, unless the school has good reason to wish to protect the anonymity of the witness, in which case the statement should at least be dated and labelled in a way that allows it to be distinguished from other statements. The general principle remains that excluded pupils are entitled to know the substance behind the reason for their exclusion.
115. Parties attending the hearing have the right to be represented. Representatives may make written or oral representations to the panel. If any of the parties wish to bring more than one friend or representative, the clerk should seek the panel's agreement in advance, having regard to a reasonable limit on numbers attending the review. However, all parents may attend, if they wish to do so, and each can make representations and be represented.

116. In addition to written witness statements, the clerk should request written evidence from the school in order to circulate it in advance of the meeting, such as policies and documents of the school which the governing boards would reasonably have been expected to take account of in reaching their decision on the exclusion.
117. Where the school's case rests largely or solely on physical evidence, and there the facts are in dispute, then the physical evidence, if practicable, should be retained and be available to the panel. Where there are difficulties in retaining physical evidence, photographs or signed witness statements should be used.
118. The clerk should notify the panel where requested documents have not been provided so that the panel can take a decision on whether to adjourn the hearing to allow for the documents to be provided.

#### **8.4 Ensuring that panel members and clerks are trained**

##### **A guide to the law<sup>29</sup>**

119. The local authority / academy trust must ensure that all panel members and clerks have received training within the two years prior to the date of the review. This training must have covered the
  - requirements of the primary legislation, regulations and statutory guidance governing exclusion (which would include an understanding of how the principles applicable in an application for judicial review relate to the panel's decision making);
  - need for the panel to observe procedural fairness and the rules of natural justice;
  - role of the chair of a review panel;
  - role of the clerk to a review panel;
  - duties of headteachers, governing boards and the panel under the Equality Act 2010; and
  - effect of section 6 of the Human Rights Act 1998 (acts of public authorities unlawful if not compatible with certain human rights) and the need to act in a manner compatible with human rights protected by that Act.

#### **8.5 Appointing an SEN expert**

##### **A guide to the law<sup>30</sup>**

120. If requested by parents in their application for an independent review panel, the local authority / academy trust must appoint an SEN expert to attend the panel and cover the associated costs of this appointment.

---

<sup>29</sup> Section 51A Education Act 2002 and regulations made under this section.

<sup>30</sup> Section 51A Education Act 2002 and regulations made under this section.

121. The SEN expert must be someone who has expertise and experience of special educational needs considered by the local authority / academy trust as appropriate to perform the functions specified in the legislation.
122. The local authority / academy trust must make arrangements to indemnify the SEN expert against any legal costs and expenses reasonably incurred as a result of any decisions or actions connected to the review and which are taken in good faith.
123. Parents have a right to request the attendance of an SEN expert at a review, regardless of whether the school recognises that their child has SEN.
124. The SEN expert's role is set out in paragraphs 159 to 162.
125. Individuals may not serve as an SEN expert if they have, or at any time have had, any connection with the local authority, academy trust, school, parents or pupil, or the incident leading to the exclusion, which might reasonably be taken to raise doubts about their ability to act impartially. However, an individual should not be assumed to have such a connection simply by virtue of the fact that he/she is an employee of the local authority / academy trust.

**Statutory guidance to local authorities and academy trusts on appointing an SEN expert**

126. The SEN expert should be a professional with first-hand experience of the assessment and support of SEN, as well as an understanding of the legal requirements on schools in relation to SEN and disability. Examples of suitable individuals might include educational psychologists; specialist SEN teachers; special educational needs coordinators (SENCOs); and behaviour support teachers. Recently retired individuals are not precluded from fulfilling this role, though the local authority / academy trust would need to assure themselves that the individual had a good understanding of current practice and the legal requirements on schools in relation to SEN.
127. Whilst individuals are not automatically taken to be partial simply because they are an employee of, or contracted by, a local authority or academy trust, they should not have had any previous involvement in the assessment or support of SEN for the excluded pupil, or siblings of the excluded pupil. The local authority / academy trust should request that prospective SEN experts declare any conflict of interest at the earliest opportunity.

128. The final decision on the appointment of an SEN expert is for the local authority / academy trust to make but it should take reasonable steps to ensure that parents have confidence in the impartiality and capability of the SEN expert. Where possible, this may include offering parents a choice of SEN expert. In order to meet its duties within the statutory time frame, the local authority / Academy Trust should consider maintaining a list of individuals capable of performing the role of SEN expert in advance of a request.
129. It is for the local authority / academy trust to determine the amount of any payment in relation to the appointment of the SEN expert, such as financial loss, travel and subsistence allowances.

## **9. The duties of independent review panel members, the clerk and the SEN expert in the conduct of an independent review panel.**

### **A guide to the law<sup>31</sup>**

130. Panel members and, if appointed, the SEN expert must declare any known conflict of interest before the start of the review.
131. The role of the panel is to review the governing board's decision not to reinstate a permanently excluded pupil. In reviewing the decision, the panel must consider the interests and circumstances of the excluded pupil, including the circumstances in which the pupil was excluded, and have regard to the interests of other pupils and people working at the school.
132. The panel must apply the civil standard of proof, i.e. 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt'.
133. Following its review, the panel can decide to
- uphold the governing board decision;
  - recommend that the governing boards reconsiders their decision, or
  - quash the decision and direct that the governing board considers the exclusion again.
134. The panel's decision does not have to be unanimous and can be decided by a majority vote. In the case of a tied decision the chair has the casting vote.
135. The independent review panel's decision is binding on the: pupil; parents; governing board; headteacher; local authority; and (in the case of an academy) academy trust.

---

<sup>31</sup> Section 51A Education Act 2002 and regulations made under this section.

136. The panel may only quash the decision where it considers that it was flawed when considered in the light of the principles applicable on an application for judicial review (statutory guidance on this consideration is provided by paragraphs 152 to 155).
137. New evidence may be presented to the panel, though the school may not introduce new reasons for the exclusion and panels must disregard any new reasons that are introduced.
138. In deciding whether the governing board's decision was flawed, and therefore whether to quash the decision, the panel must only take account of the evidence that was available to the governing boards at the time of making their decision. This includes any evidence which the panel considers would, or should, have been available to the governing boards if they had been acting reasonably.
139. If evidence is presented that the panel considers is unreasonable to have expected the governing board to have been aware of at the time of their decision, the panel can take account of the evidence when deciding whether to recommend that the governing board reconsider their decision.
140. Where present, the panel must seek and have regard to the SEN expert's view of how SEN might be relevant to the pupil's exclusion. Where an SEN expert has been requested but is not present, the panel should make parents aware of their right to request that the review is adjourned until such time as an SEN expert can attend.
141. The jurisdiction of the First-tier Tribunal (Special Educational Needs and Disability) and County Court to hear claims of discrimination relating to a permanent exclusion does not preclude an independent review panel from considering issues of discrimination in reaching its decision.
142. Where a panel directs a governing board to reconsider an exclusion it has the power to order that a readjustment of the school's budget must be made or (in the case of an academy) that the school must make an equivalent payment to the local authority if the governing boards does not offer to reinstate the pupil within 10 school days of receiving notice of the panel's decision. The sum of this adjustment / payment must be £4,000 and would be in addition to any funding that would normally follow an excluded pupil (paragraphs 156 to 158 provide statutory guidance to panels on the only circumstances under which this payment should not be ordered).
143. The panel does not have the power to order a financial readjustment or payment in circumstances where it has only recommended that the governing boards reconsiders their decision.
144. The panel may adjourn on more than one occasion, if necessary. However, consideration must be given to the effect of adjournment on the parties to the review, the excluded pupil and any victim.

145. A review cannot continue if the panel no longer has representation from each of the three categories of members required (see paragraph 95). In this event, the panel must be adjourned until the number can be restored.
146. Once a review has begun, no panel member may be substituted by a new member for any reason. Accordingly, if the required representation cannot be restored from the original members, a new panel must be constituted to conduct the review afresh. In the case of a five-member panel, the panel may continue in the absence of any of its members, provided all three categories of member are still represented.
147. Following the review, the panel must issue written notification to all parties without delay. This notification must include
- the panel's decision and the reasons for it;
  - where relevant, details of any financial readjustment / payment to be made if a governing board subsequently decides not to offer to reinstate a pupil; and
  - any information that must be recorded on the pupil's educational record to reflect the decision (in particular, where a governing boards does not decide to reinstate a pupil following a direction to reconsider, it must be noted that the exclusion will not count towards the rule that an admission authority may refuse to admit a child who has been excluded twice; or in the case of a community or voluntary controlled school, that the governing boards may appeal against the decision of the local authority as the admission authority to admit the child).

**Statutory guidance to independent review panel members on the conduct of an independent review panel**

148. The chair should outline the procedure to be followed and explain to all parties that the panel is independent of the school, the local authority or (in the case of an academy) the academy trust.
149. The panel should support all parties to participate in the review and ensure that their views are properly heard. The independent review should be conducted in an accessible, non-threatening and non-adversarial manner.
150. It is for the panel to decide whether any witnesses should stay for the rest of the review, but they should not be present before giving evidence.
151. In the interests of fairness and transparency, care should be taken to ensure that no party, other than the clerk, is present with the panel in the absence of the other parties. This includes the SEN expert. The panel should ask all parties, apart from the clerk, to withdraw before the panel make a decision. The clerk may stay to help the panel by referring to the notes of the meeting and providing advice on the wording of the decision letter.

## **Statutory guidance to independent review panel members on coming to a decision**

152. When considering the governing board's decision in light of the principles applicable in an application for judicial review, the panel should apply the following tests:
- **Illegality** - did the governing board act outside the scope of their legal powers in taking the decision to exclude?
  - **Irrationality** - was the decision of the governing board not to reinstate the pupil so unreasonable that it was not one a sensible person could have made?
  - **Procedural impropriety** - was the process of exclusion and the governing board's consideration so unfair or flawed that justice was clearly not done?
153. Procedural impropriety means not simply a breach of minor points of procedure but something more substantive that has significant impact on the quality of the decision-making process. This will be a judgement for the panel to make but the following are examples of the types of things that could give rise to procedural impropriety: bias; failing to notify parents of their right to make representations; the governing boards making a decision without having given parents an opportunity to make representations; failing to give reasons for a decision; or being a judge in your own cause (e.g. if the headteacher who took the decision to exclude were also to vote on whether to reinstate the pupil).
154. Where the criteria for quashing a decision have not been met the panel should consider whether it would be appropriate to recommend that a governing board reconsiders their decision not to reinstate the pupil. This should not be the default option but should be used where evidence or procedural flaws have been identified that do not meet the criteria for quashing the decision but which the panel believe justify a reconsideration of the governing board's decision.
155. In all other cases the panel should uphold the governing board's decision.

## **Statutory guidance to independent review panel members on the financial readjustment / payment**

156. In the case of a maintained school or PRU, where a panel has quashed the governing board's decision and directed that they reconsider, the panel should order that a readjustment must be made to the school's budget, unless the governing board subsequently offers to reinstate the pupil. The only exception to this is where a school does not have a delegated or separate budget from the local authority from which the readjustment can be made.

157. In the case of an academy, where the panel has quashed the governing board's decision, the panel should order that the academy must make a payment directly to the local authority in which the Academy is located, unless the governing board offer to reinstate the pupil.
158. The panel should order that the readjustment or (in the case of an academy) payment is due automatically if the governing board has not offered to reinstate the excluded pupil within 10 school days of being notified of a direction to reconsider. The panel does not have to reconvene to issue this order.

**Statutory guidance to SEN experts on their conduct during an independent review panel.**

159. The SEN expert's role is analogous to an expert witness, providing impartial advice to the panel on how special educational needs might be relevant to the exclusion. The SEN expert should base their advice on the evidence provided to the panel. The SEN expert's role does not include making an assessment of the pupil's special educational needs.
160. The focus of the SEN expert's advice should be on whether the school's policies which relate to SEN, or the application of these policies in relation to the excluded pupil, were legal, reasonable, and procedurally fair (in line with the explanations in paragraph 152). If the SEN expert believes that this was not the case s/he should, where possible, advise the panel on the possible contribution that this could have made to the circumstances of the pupil's exclusion.
161. Where the school does not recognise that a pupil has SEN, the SEN expert should advise the panel on whether s/he believes the school acted in a legal, reasonable and procedurally fair way with respect to the identification of any special educational needs that the pupil may potentially have, and any contribution that this could have made to the circumstances of the pupil's exclusion.
162. The SEN expert should not criticise a school's policies or actions simply because s/he believes a different approach should have been followed or because another school might have taken a different approach.

**Statutory guidance to the clerk and local authority / academy trust on the record of the proceedings of a review panel**

163. The clerk to a review panel should ensure that minutes of the proceedings are taken, including details of the attendance, the voting and the decision.

164. The minutes are not public documents but should be retained by the local authority / academy trust for a period of at least five years, as they may need to be seen by a court or (in the case of maintained school) by the Public Service Ombudsman. Local authorities / academy trusts should be aware of their duties under the Freedom of Information Act 2000 and the General Data Protection Regulation (GDPR) May 2018 when retaining information.

### **Statutory guidance to the independent review panel and clerk on notifying parties of the outcome of the review**

165. If the panel upholds the permanent exclusion, the clerk should immediately report this to the local authority as well as notifying the parents and governing body. If the pupil lives outside the local authority in which the school is located, the clerk should make sure that the 'home authority' is also informed in writing without delay of the outcome of the review. This includes any situation where parents withdraw or abandon their application for a review.

## **10. The governing board's duty to reconsider an exclusion decision following a review**

### **A guide to the law<sup>32</sup>**

166. Where the panel directs or recommends that the governing board reconsiders their decision, the governing board must reconvene to do so within 10 school days of being given notice of the panel's decision. Notice is deemed to have been given on the same day if it is delivered directly or on the second working day after posting if it is sent by first class mail.
167. If, following a direction to reconsider, the governing board does not offer to reinstate the pupil within 10 school days of being notified of the panel's decision, an adjustment may be made to the school's budget in the sum of £4,000. In the case of an academy, the school would be required to make an equivalent payment directly to the local authority in which the school is located. This payment will be in addition to any funding that would normally follow an excluded pupil.
168. If the governing board offers to reinstate the pupil within the specified timescale but this is declined by the parents, no readjustment may be made to the school's budget. The governing boards must comply with any direction of the panel to place a note on the pupil's educational record. The clerk must also note that, where a pupil is not reinstated following a direction to consider, the exclusion does not count towards the rule that an admission authority may refuse to admit a child who has been excluded twice; or in the case of a community or voluntary controlled school, the governing boards may appeal against the decision of the local authority as the admission authority to admit the child.

---

<sup>32</sup> Section 51A Education Act 2002 and regulations made under this section.

169. In the case of either a recommended or directed reconsideration, the governing board must notify the following people of their reconsidered decision, and the reasons for it, in writing and without delay:
- the parents;
  - the headteacher;
  - the local authority and, where relevant, the 'home authority'.

**Statutory guidance on the governing board's duty to reconsider reinstatement following a review.**

170. The reconsideration provides an opportunity for the governing board to look afresh at the question of reinstating the pupil, in light of the findings of the independent review panel. There is no requirement to seek further representations from other parties or to invite them to the reconsideration meeting. The governing board is not prevented from taking into account other matters that it considers relevant. It should, however, take care to ensure that any additional information does not make the decision unlawful. This could be the case, for example, where new evidence is presented, or information is considered that is irrelevant to the decision at hand.
171. The governing board should ensure that clear minutes are taken of the meeting as a record of the evidence that was considered by the governing board. These minutes should be made available to all parties on request.
172. The governing board should ask any parties in attendance to withdraw before making a decision. Where present, a clerk may stay to help the governing board by reference to their notes of the meeting and with the wording of the decision letter.
173. The governing board should note the outcome of its consideration on the pupil's educational record, along with copies of any papers for future reference.
174. The governing board should base its reconsideration on the presumption that a pupil will return to the school if reinstated, regardless of any stated intentions by the parents or pupil. Any decision of a governing board to offer reinstatement which is subsequently turned down by the parents should be recorded on the pupil's educational record. The governing board's decision should demonstrate how they have addressed the concerns raised by the independent review panel; this should be communicated in standard English for all parties to understand.

## **11. The local authority's role in overseeing the financial readjustment / payment<sup>33</sup>**

### **Statutory guidance to local authorities on claiming the financial readjustment / payment**

175. Local authorities will be responsible for adjusting the budget share for maintained schools and PRUs with delegated budgets in circumstances where a panel has ordered a financial adjustment. (See paragraph 156.)
176. This financial readjustment should be made within 28 days of notification of a direction from the panel. Academies should be expected to make payment within the same timescale.
177. If an academy fails to comply with its legal requirement to pay following a direction from an independent review panel, the local authority will be responsible for enforcing this requirement. However, the local authority should also inform the Education and Skills Funding Agency.
178. If an excluded pupil has been found a place at another school by the time the governing board has reconsidered and decided not to reinstate the pupil, the local authority may, if it chooses, pass the amount of the financial readjustment to the pupil's new school.

## **12. Statutory guidance to headteachers, governing boards, independent review panel members and clerks on police involvement and parallel criminal proceedings**

179. Headteachers need not postpone taking a decision on an exclusion solely because a police investigation is underway. In such circumstances, headteachers will need to take a decision on the evidence available to them at the time.
180. Where the evidence is limited by a police investigation or criminal proceedings, headteachers should give particular consideration to ensuring that the decision to exclude is fair. However, the final decision on whether to exclude is for the headteacher to make.

---

<sup>33</sup> Section 51A Education Act 2002 and regulations made under this section. The requirements for the transfer of funding following an exclusion from a maintained school or pupil referral unit are set out in the Education (Amount to Follow Permanently Excluded Pupil) Regulations 1999. Academy funding agreements may require an academy to enter into a similar agreement with the local authority.

181. Where the governing board is required to consider a headteacher's decision in these circumstances they cannot postpone their meeting and must decide whether or not to reinstate the pupil on the evidence available.
182. The fact that parallel criminal proceedings are in progress should also not directly determine whether an independent review panel should be adjourned. Relevant factors for the panel to consider will include
- whether any charge has been brought against the pupil and, if so, what the charge is;
  - whether relevant witnesses and documents are available;
  - the likely length of delay if the hearing were adjourned and the effect it may have on the excluded pupil, the parents, any victim or the school; and
  - whether an adjournment or declining to adjourn, might result in injustice.
183. Where a panel decides to adjourn, the clerk (or local authority / academy trust where a clerk is not appointed) will be responsible for monitoring the progress of any police investigation and / or criminal proceedings, as well as for reconvening the panel at the earliest opportunity. If necessary, the panel may adjourn more than once (in line with the requirements in paragraph 144).

## Useful links

### **Departmental Advice on Alternative Provision:**

<https://www.gov.uk/government/publications/education-for-children-with-health-needs-who-cannot-attend-school>

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/268940/alternative\\_provision\\_statutory\\_guidance\\_pdf\\_version.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/268940/alternative_provision_statutory_guidance_pdf_version.pdf)

### **Departmental Advice on Behaviour and Discipline in Schools:**

<https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools>

### **Departmental Advice on Behaviour and Mental Health:**

<https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>

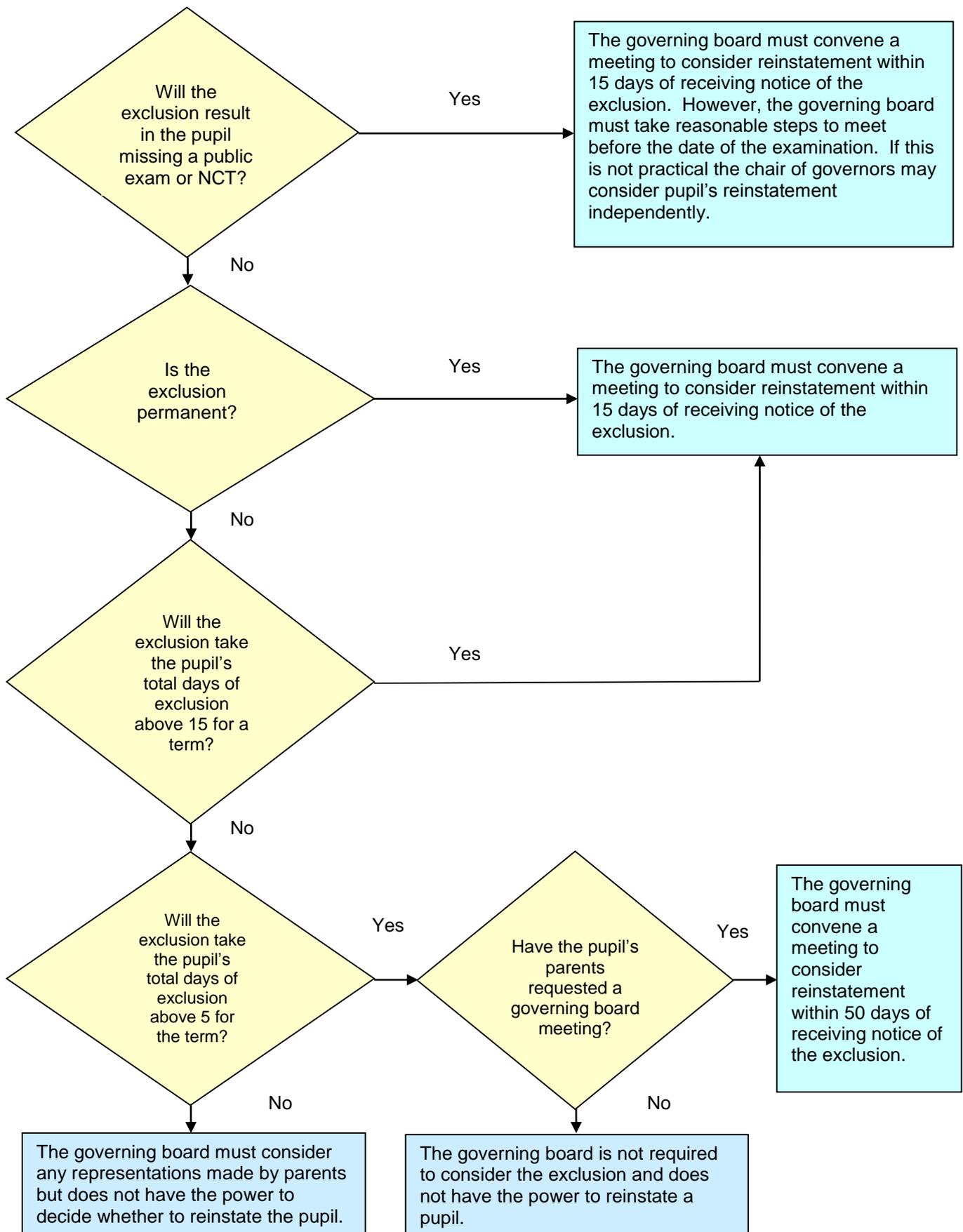
### **Children with Special Educational Needs and Disabilities:**

<https://www.gov.uk/children-with-special-educational-needs/overview>

### **Departmental Advice on attendance:**

<https://www.gov.uk/government/publications/school-attendance>

## Annex A - A summary of the governing board's duties to review the headteacher's exclusion decision



The governing board may delegate its functions to consider an exclusion to a designated sub-committee.

## Day Six Provision

- **Schools are responsible for providing children with full time, suitable education from the sixth day of a fixed exclusion.**
- The local authority is responsible for providing full time education from the sixth day of a permanent exclusion.
- Secondary schools make various arrangements including Mayesbrook Park School or education within another secondary school. All costs are the responsibility of the school where the pupil is excluded for a fixed period.
- Primary schools are responsible for making arrangements within another school as above or at an alternative provision. Costs are the responsibility of the school.
- Advice can be sought by contacting Pat Vayghan: 020 8227 2652  
[pat.vayghan@lbbd.gov.uk](mailto:pat.vayghan@lbbd.gov.uk) or  
Bal Gill: 020 8227 2293  
[bal.gill@lbbd.gov.uk](mailto:bal.gill@lbbd.gov.uk)

## **Provision for Looked After Children Excluded from School**

- In the extremely rare event of a looked after child being excluded from school, the school is under a duty to secure full-time education from the **first** day.
- The school must inform the Virtual School without delay by phoning the Virtual Head – Looked After Children on 020 8227 **2584** or Business Support Officer on 020 8227 **2691**.
- Looked after children should be fully included in school.
- If the headteacher thinks exclusion could be an option, the school must arrange an urgent review before making the decision and must invite the Virtual School.
- Your inclusion officer can provide advice.
- If the review concludes that there is no other option and decides to exclude **permanently**, the local authority must provide full time education from the first day.

School must **urgently** contact the Virtual School by phoning the Virtual Head – Looked After Children on 020 8227 **2584** or Business Support Officer on 020 8227 **2691**.

## **Annex B - A summary of the governing board's power to direct a pupil off site for the purpose of improving their behaviour**

### **Introduction**

Maintained schools have the power to refer a pupil off site for the purpose of improving his or her behaviour. This power is granted under **Section 29A of the Education Act 2002** which states:

*The governing boards of a maintained school in England may require any registered pupil to attend at any place outside the school premises for the purpose of receiving educational provision which is intended to improve the behaviour of the pupil.*

There are also regulations that are applicable. Originally this was the **Education (Educational Provision for Improving Behaviour) (England) Regulations 2010** – this was then amended by the **2012 Regulations**. The explanatory memorandum to the 2010 regulations is very helpful in summarising the powers and duties of the governing boards. Paragraph 7.5 provides:

*During the passage of the Education and Skills Act 2008 through Parliament, concerns were raised that the new power would enable governing boards to remove pupils from the school indefinitely, without regard to the needs of the pupil and whether those needs were being met by the off-site provision. There were particular concerns about the effect this would have on pupils with SEN. **Were the power to be used in this way it could have the effect of a permanent exclusion**, without the governing boards having to comply with the statutory exclusions procedures and with the pupils and their parents having no right of appeal.*

Ministers therefore agreed to amend the regulations so that safeguards were in place to ensure that the power was not abused. A number of safeguards were introduced to the 2010 Regulations but then amended by the 2012 Regulations. The current safeguards are:

- Governing boards are the commissioners of off-site education and must ensure that it is suitable.
- At least two days before the imposition of a requirement to be educated off-site, a notice must be provided to the parents and if the pupil has an EHC Plan, also to the LA maintaining the plan. The notice must contain basic information about the requirement – the address of the provision, the amount of time for which it is imposed, and the reasons for imposing the requirement.
- Governing boards are required to hold review meetings at such intervals as they, having regard to the needs of the pupils, consider appropriate.
- Parents / the LA (where the pupil has an EHC Plan) can request a review meeting. On receipt of a request, the governing board **must** carry out a review meeting as soon as is reasonably practicable unless a review has been held in the 10 weeks preceding the request.
- If the school does not act lawfully – then a parent may challenge this via public law remedies, i.e. judicial review at the High Court.
- The school should decide how frequently to meet to consider reviews.
- The use of this power **must be** for the purpose of the pupil receiving education provision which is intended to improve their behaviour. If the power is only being used to educate a pupil off site, then this would be unlawful.

## Annex C EX1 - Notification to LA of Headteacher's decision to exclude a pupil

### Section A: Personal details

<b>Pupil's legal surname:</b>			<b>First name:</b>	
<b>Date of birth:</b>		<b>Gender M/F:</b>	<b>UPN:</b>	
<b>Address:</b>			<b>ULN:</b> (if pupil is in Year 9 or above)	
			<b>Postcode:</b>	
<b>Parent/Carer:</b>			<b>Emergency contact details:</b>	
<b>Telephone:</b>				
<b>Mobile:</b>				
<b>School:</b>			<b>Year group:</b>	

### Section B – Looked After Children details

<b>Looked After Child</b>	<input type="checkbox"/>	<b>Child in Need</b>	<input type="checkbox"/>	<b>Child Protection</b>	<input type="checkbox"/>
---------------------------	--------------------------	----------------------	--------------------------	-------------------------	--------------------------

<b>Responsible authority:</b>			
<b>Contact name/number of responsible officer (virtual school)</b>		<b>Exclusion pack sent</b>	Y / N
<b>Name of social worker:</b>		<b>Exclusion pack sent</b>	Y / N

### Section C - SEN details

#### SEN Status

<b>N – No Special Educational Need</b>	<input type="checkbox"/>	<b>K – School Special Educational Need Support</b>	<input type="checkbox"/>
<b>Q – Under Statutory Assessment</b>	<input type="checkbox"/>	<b>E – Statement /EHC plan</b>	<input type="checkbox"/>

## SEN Area of Need

<b>SpLD</b> = Specific Learning Difficulty	<input type="checkbox"/>
<b>SLD</b> = Severe Learning Disability	<input type="checkbox"/>
<b>SEMHD</b> = Social, Emotional and Mental Health Difficulties	<input type="checkbox"/>
<b>HI</b> = Hearing Impairment	<input type="checkbox"/>
<b>MSI</b> = Multi-Sensory Impairment	<input type="checkbox"/>
<b>ASD</b> = Autistic Spectrum Disorder	<input type="checkbox"/>

<b>MLD</b> = Moderate Learning Difficulty	<input type="checkbox"/>
<b>PMLD</b> = (Profound & Multiple Learning Difficulties)	<input type="checkbox"/>
<b>SLCN</b> = Speech, Language & Communication Needs	<input type="checkbox"/>
<b>VI</b> = Vision Impairment	<input type="checkbox"/>
<b>PD</b> = Physical Difficulty	<input type="checkbox"/>

## Section D – Exclusion details

### Type of exclusion:

<b>Lunchtime</b>	<input type="checkbox"/>	<b>Permanent</b>	<input type="checkbox"/>	<b>Fixed term</b>	<input type="checkbox"/>
------------------	--------------------------	------------------	--------------------------	-------------------	--------------------------

<b>Number of school days missed (Lunch = 0.5-day exclusion)</b>	<input type="text"/>
<b>Will the exclusion affect attendance at any public examinations?</b>	<input type="checkbox"/>
<b>Will the school make suitable arrangements?</b>	<input type="checkbox"/>

<b>Start date of exclusion:</b>	<input type="text"/>	<b>Return date:</b>	<input type="text"/>
---------------------------------	----------------------	---------------------	----------------------

### Main reason for exclusion

<b>PP = Physical assault against a pupil</b> Includes fighting, violent behaviour, wounding, obstruction and jostling.	<input type="checkbox"/>	<b>PA = Physical assault against an adult</b> Includes violent behaviour, wounding, obstruction and jostling.	<input type="checkbox"/>
<b>VP = Verbal abuse/threatening behaviour against a pupil</b> Includes threatened violence, aggressive behaviour, swearing, homophobic abuse and harassment, verbal intimidation and carrying an offensive weapon.	<input type="checkbox"/>	<b>VA = Verbal abuse/threatening behaviour against an adult</b> Includes threatened violence, aggressive behaviour, swearing, homophobic abuse and harassment, verbal intimidation and carrying an offensive weapon.	<input type="checkbox"/>
<b>BU = Bullying</b> Includes verbal, physical and homophobic bullying.	<input type="checkbox"/>	<b>RA – Racist abuse</b> Includes racist taunting and harassment, derogatory racist statements, swearing that can be attributed to racist characteristics, racist bullying and racist graffiti.	<input type="checkbox"/>
<b>SM = Sexual misconduct</b> Includes sexual abuse, sexual assault, sexual harassment, lewd behaviour, sexual bullying and sexual graffiti.	<input type="checkbox"/>	<b>DA = Drug and alcohol related</b> Includes possession of illegal drugs, inappropriate use of prescribed drugs, drug dealing, smoking, alcohol/substance abuse.	<input type="checkbox"/>
<b>DM = Damage</b> Includes damage to school or personal property belonging to any member of the school community, vandalism, arson and graffiti.	<input type="checkbox"/>	<b>TH = Theft</b> Includes stealing school property, stealing personal property (from an adult or pupil), stealing from shops and other establishments on a school outing, selling and dealing in stolen property.	<input type="checkbox"/>
<b>PDB = Persistent disruptive behaviour</b> Includes challenging behaviour, disobedience and persistent violation of school rules.	<input type="checkbox"/>	<b>Other</b> Includes incidents which are not covered by the categories above. This category should be used sparingly. .....	<input type="checkbox"/>

Serious incident form completed

Yes / No (delete as applicable)



## Annex D - Model Exclusion Letters

### Model letter 1: Notifying a parent of a fixed term exclusion of five days or less in one term and where a public examination is not missed.

Dear **[Parent/Carer]**

I have decided to exclude **[child's name]** for a fixed period of **[specify period]**. This means that **[s/he]** will not be allowed in school between **[date]** and **[date]** but should return to school on **[date]**.

I realise that this exclusion may well be upsetting for you, but please be assured that I have not taken this decision lightly. **[Child's name]** has been excluded for this fixed period because **[reason(s)]**.

#### Either

[You have a duty to ensure that your child is not present in a public place during school hours unless there is reasonable justification for this. If your child is present in a public place during school hours within the specified dates and without reasonable justification, you may receive a penalty notice from the local authority. We will set school work for **[child's name]** to be completed on the days specified above. You will be able to collect this on **[date]** from **[details of how to collect]**. Please ensure that the work is completed and returned to us promptly for marking.]

#### Or

**[[Child's name]** is a child in care and must receive full time education from the first day of exclusion. Therefore, I have arranged for **[him/her]** to report with you to **[contact details – name, address, phone number, email]** on **[date]** at **[time]**.

You have the right to make representations about my decision to the governing board by contacting **[name]** at **[contact details — address, phone number, email]**. The governing board has no power to direct reinstatement. However, they must consider your representations and may place a copy of their findings on your child's school record.

You and your child are advised to attend a reintegration interview at **[place]** on **[date]** at **[time]**. If this is not convenient, please contact the school to arrange an alternative date and time. The purpose is to discuss how we can manage your child's return to school.

Please let me know if you have a disability or special need which would affect your ability to attend or take part. Please inform me if you require an interpreter. **[Child's name]**'s exclusion expires on **[date]** and we expect **[child's name]** to be back in school on **[date]** at **[time]**.

You should also be aware that if you think the exclusion relates to your child's disability, and you think disability discrimination has occurred, you have the right to appeal, and/or make a claim, to the First Tier Tribunal (<http://www.justice.gov.uk/guidance/courts-and-tribunals/tribunals/send/index.htm>)

You also have the right to see a copy of your child's school record. Due to confidentiality restrictions, you need to notify me in writing if you wish to be supplied with a copy.

You may find it useful to contact Coram Children's Legal Centre. They provide free legal advice and information to parents on education matters. They can be contacted on **0300 330 5485** or by going online at <http://www.childrenslegalcentre.com> or <http://www.childlawadvice.org.uk>

If your child has special educational needs, then a local, independent service is also available to advise you. The service is provided by Carers of Barking and Dagenham (Information Advice Support Service (IASS)), 334 Heathway, Dagenham, RM10 8NJ – Phone: **020 8593 4422** – email: [carers@carerscentre.org.uk](mailto:carers@carerscentre.org.uk) – Online: <https://www.carers.org/local-service/barking>

Yours sincerely  
**[Name]**  
Headteacher

**Model letter 2: Notifying a parent of a fixed period exclusion of more than five days but fewer than 16 days in a term, no public examination missed.**

Dear **[Parent]**

I have decided to exclude **[child's name]** for a fixed period of **[specify period]**. This means that **[s/he]** will not be allowed in school between **[date]** and **[date]** but should return to school on **[date]**.

I realise that this exclusion may well be upsetting for you, but please be assured that I have not taken this decision lightly. **[Child's name]** has been excluded for this fixed period because **[reason(s)]**.

**Either**

[You have a duty to ensure that your child is not present in a public place during school hours unless there is reasonable justification for this. If your child is present in a public place during school hours within the specified dates and without reasonable justification, you may receive a penalty notice from the local authority. We will set school work for **[child's name]** to be completed on the days specified above. You will be able to collect this on **[date]** from **[details of how to collect]**. Please ensure that the work is completed and returned to us promptly for marking.

From **[date of 6<sup>th</sup> day]** until the expiry of the exclusion I have arranged for your child to attend full-time education at **[name, address, telephone number, email]**

**Or**

**[[Child's name]** is a child in care and must receive full time education from the first day of exclusion. Therefore, I have arranged for **[him/her]** to report with you to **[contact details – name, address, phone number, email]** on **[date]** at **[time]**.

You have the right to contact the school to request a meeting of the governing board, which you may attend, to review my decision. As this exclusion is for more than five school days in a term, should you request it, the governing board must meet within 50 school days of the beginning of the exclusion; you may attend and be accompanied by a friend or representative. If you do wish to make representations or be accompanied, please contact at **[name]** at **[address, phone number, email]** as soon as possible.

You and your child are advised to attend a reintegration interview at **[place]** on **[date]** at **[time]**. If this is not convenient, please contact the school to arrange an alternative date and time. The purpose is to discuss how we can manage your child's return to school.

Please let me know if you have a disability or special need which would affect your ability to attend or take part. Please inform me if you require an interpreter. **[Child's name]**'s exclusion expires on **[date]** and we expect **[child's name]** to be back in school on **[date]** at **[time]**.

You should also be aware that if you think the exclusion relates to your child's disability, and you think disability discrimination has occurred, you have the right to appeal, and/or make a claim, to the First Tier Tribunal (<http://www.justice.gov.uk/guidance/courts-and-tribunals/tribunals/send/index.htm>)

You also have the right to see a copy of your child's school record. Due to confidentiality restrictions, you need to notify me in writing if you wish to be supplied with a copy.

You may find it useful to contact Coram Children's Legal Centre. They provide free legal advice and information to parents on education matters. They can be contacted on **0300 330 5485** or by going online at <http://www.childrenslegalcentre.com> or <http://www.childlawadvice.org.uk>

If your child has special educational needs, then a local, independent service is also available to advise you. The service is provided by Carers of Barking and Dagenham (Information Advice Support Service (IASS)), 334 Heathway, Dagenham, RM10 8NJ – Phone: **020 8593 4422** – email: [carers@carerscentre.org.uk](mailto:carers@carerscentre.org.uk) – Online: <https://www.carers.org/local-service/barking>

Yours sincerely  
**[Name]**  
Headteacher

### **Model letter 3: Notifying a parent of a fixed period exclusion of more than 15 school days in total in one term**

Dear **[Parent]**

I have decided to exclude **[child's name]** for a fixed period of **[specify period]**. This means that **[s/he]** will not be allowed in school between **[date]** and **[date]** but should return to school on **[date]**.

I realise that this exclusion may well be upsetting for you, but please be assured that I have not taken this decision lightly. **[Child's name]** has been excluded for this fixed period because **[reason(s)]**.

#### **Either**

[You have a duty to ensure that your child is not present in a public place during school hours unless there is reasonable justification for this. If your child is present in a public place during school hours within the specified dates and without reasonable justification, you may receive a penalty notice from the local authority. We will set school work for **[child's name]** to be completed on the days specified above. You will be able to collect this on **[date]** from **[details of how to collect]**. Please ensure that the work is completed and returned to us promptly for marking.

From **[date of 6<sup>th</sup> day]** until the expiry of the exclusion I have arranged for your child to attend full-time education at **[name, address, telephone number, email]**

#### **Or**

**[[Child's name]** is a child in care and must receive full time education from the first day of exclusion. Therefore, I have arranged for **[him/her]** to report with you to **[contact details – name, address, phone number, email]** on **[date]** at **[time]**.

As the length of the exclusion is more than 15 school days in one term the governing board must meet to consider the exclusion. At this meeting you may make representations. The latest date on which the governing board can meet is **[date here — no later than 15 school days from the date the governing boards is notified]**. If you wish to make representations you may be accompanied by a friend or representative. Please contact **[name of contact]** on/at **[contact details — address, phone number, email]**, if this is the case. The Clerk will inform you of the time, date and location of the meeting.

You and your child are advised to attend a reintegration interview at **[place]** on **[date]** at **[time]**. If this is not convenient, please contact the school to arrange an alternative date and time. The purpose is to discuss how we can manage your child's return to school.

Please let me know if you have a disability or special need which would affect your ability to attend or take part at either meeting. Please inform me if you require an interpreter. **[Child's name]**'s exclusion expires on **[date]** and we expect **[child's name]** to be back in school on **[date]** at **[time]**.

You should also be aware that if you think the exclusion relates to your child's disability, and you think disability discrimination has occurred, you have the right to appeal, and/or make a claim, to the First Tier Tribunal (<http://www.justice.gov.uk/guidance/courts-and-tribunals/tribunals/send/index.htm>)

You also have the right to see a copy of your child's school record. Due to confidentiality restrictions, you need to notify me in writing if you wish to be supplied with a copy.

You may find it useful to contact Coram Children's Legal Centre. They provide free legal advice and information to parents on education matters. They can be contacted on **0300 330 5485** or by going online at <http://www.childrenslegalcentre.com> or <http://www.childlawadvice.org.uk>

If your child has special educational needs, then a local, independent service is also available to advise you. The service is provided by Carers of Barking and Dagenham (Information Advice Support Service (IASS)), 334 Heathway, Dagenham, RM10 8NJ – Phone: **020 8593 4422** – email: [carers@carerscentre.org.uk](mailto:carers@carerscentre.org.uk) – Online: <https://www.carers.org/local-service/barking>

Yours sincerely  
**[Name]**  
Headteacher

## Model letter 4: Permanent exclusion

Dear **[Parent's Name]**

I have decided to permanently exclude **[child's name]** from school. This means that **[s/he]** will not be allowed in school from **[date]** unless **[s/he]** is reinstated by the governing board.

I realise that this exclusion may well be upsetting for you. Please be assured that I have not taken this decision lightly. **[Child's name]** has been permanently excluded because **[reason(s)]**.

### Either

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

For the first five days we will set work for **[Child's Name]** which you will be able to collect on **[date]**. Please ensure it is completed and returned to us promptly for marking.

From **[date of 6<sup>th</sup> day]** until the expiry of the exclusion the Local Authority has arranged for your child to attend full-time education at **[name, address, telephone number, email]**

### Or

**[[Child's name]** is a child in care and must receive full time education from the first day of exclusion. Therefore, the local authority will arrange for **[him/her]** to report with you to **[contact details – name, address, phone number, email]** on **[date]** at **[time]**.

As this is a permanent exclusion the governing board must meet to consider my decision. You may make representations at the review meeting. The governing boards may reinstate your child immediately or from a specified date. Alternatively, they have the power to uphold my decision, in which case you can request that the exclusion is reviewed by an Independent Review Panel.

The latest date on which the governing board can meet is **[date here — no later than 15 school days from the date the governing board is notified]**. If you wish to make representations, you may be accompanied by a friend or representative. Please contact **[name of contact]** at **[contact details — address, phone number, email]**, if this is the case. The Clerk will inform you of the time, date and location of the meeting, whether or not you choose to make representation.

Please let me know if you have a disability or special need which would affect your ability to attend or take part. Please inform us if you need an interpreter.

You should also be aware that if you think the exclusion relates to your child's disability, and you think disability discrimination has occurred, you have the right to appeal, and/or make a claim, to the First Tier Tribunal (<http://www.justice.gov.uk/guidance/courts-and-tribunals/tribunals/send/index.htm>)

You also have the right to see a copy of your child's school record. Due to confidentiality restrictions, you need to notify me in writing if you wish to be supplied with a copy.

You may find it useful to contact Coram Children's Legal Centre. They provide free legal advice and information to parents on education matters. They can be contacted on **0300 330 5485** or by going online at <http://www.childrenslegalcentre.com> or <http://www.childlawadvice.org.uk>

If your child has special educational needs, then a local, independent service is also available to advise you. The service is provided by Carers of Barking and Dagenham (Information Advice Support Service (IASS)), 334 Heathway, Dagenham, RM10 8NJ – Phone: **020 8593 4422** – email: [carers@carerscentre.org.uk](mailto:carers@carerscentre.org.uk) – Online: <https://www.carers.org/local-service/barking>

Yours sincerely  
**[Name]**  
Headteacher

## **Model letter 5: Fixed period exclusion during which a public examination or National Curriculum test is due.**

Dear **[Parent]**

I have decided to exclude **[child's name]** for a fixed period of **[specify period]**. This means that **[s/he]** will not be allowed in school between **[date]** and **[date]** but should return to school on **[date]**.

I realise that this exclusion may well be upsetting for you, but please be assured that I have not taken this decision lightly. **[Child's name]** has been excluded for this fixed period because **[reason(s)]**.

### **Either**

[You have a duty to ensure that your child is not present in a public place during school hours unless there is reasonable justification for this. If your child is present in a public place during school hours within the specified dates and without reasonable justification, you may receive a penalty notice from the local authority. We will set school work for **[child's name]** to be completed on the days specified above. You will be able to collect this on **[date]** from **[details of how to collect]**. Please ensure that the work is completed and returned to us promptly for marking.]

### **If more than 5 days**

[From **[date of 6<sup>th</sup> day]** until the expiry of the exclusion I have arranged for your child to attend full-time education at **[name, address, telephone number, email]**]

### **Or**

**[[Child's name]** is a child in care and must receive full time education from the first day of exclusion. Therefore, I have arranged for **[him/her]** to report with you to **[contact details – name, address, phone number, email]** on **[date]** at **[time]**.

As **[child's name]** is due to sit a public examination during the exclusion period, the governing board must meet to consider the exclusion. Whilst there is no automatic right for an excluded pupil to take an examination or test on the excluding school's premises, the governing board should consider whether it would be appropriate to exercise their discretion to allow an excluded pupil on the premises for the sole purpose of taking the examination or test. At the review meeting you may make representations to the governing board and you may bring a friend or representative. Please contact **[name of contact]** at **[contact details — address, phone number, email]** if you wish to do this.

The governing board must meet before **[date] — before the examination and no later than 15 school days from the date the governing board is notified**], before the examination. If the full governing board cannot meet, the chair or vice chair may consider this situation. Therefore, if you are unable to attend, the meeting will go ahead in your absence. The Clerk will inform you of the time, date and location of the meeting.

You and your child are advised to attend a reintegration interview at **[place]** on **[date]** at **[time]**. If this is not convenient, please contact the school to arrange an alternative date and time. The purpose is to discuss how we can manage your child's return to school.

Please let me know if you have a disability or special need which would affect your ability to attend or take part in either meeting. Please inform me if you require an interpreter at either meeting. **[Child's name]**'s exclusion expires on **[date]** and we expect **[child's name]** to be back in school on **[date]** at **[time]**.

You should also be aware that if you think the exclusion relates to your child's disability, and you think disability discrimination has occurred, you have the right to appeal, and/or make a claim, to the First Tier Tribunal (<http://www.justice.gov.uk/guidance/courts-and-tribunals/tribunals/send/index.htm>)

You also have the right to see a copy of your child's school record. Due to confidentiality restrictions, you need to notify me in writing if you wish to be supplied with a copy.

You may find it useful to contact Coram Children's Legal Centre. They provide free legal advice and information to parents on education matters. They can be contacted on **0300 330 5485** or by going online at <http://www.childrenslegalcentre.com> or <http://www.childlawadvice.org.uk>

If your child has special educational needs, then a local, independent service is also available to advise you. The service is provided by Carers of Barking and Dagenham (Information Advice Support Service (IASS)), 334 Heathway, Dagenham, RM10 8NJ – Phone: **020 8593 4422** – email: [carers@carerscentre.org.uk](mailto:carers@carerscentre.org.uk) – Online: <https://www.carers.org/local-service/barking>

Yours sincerely  
**[Name]**  
Headteacher

**Model letter 6: Notifying a parent (and local authority in the case of a child subject to an EHC plan or statement of SEN) of a decision to refer a pupil to an alternative provision for the purpose of improving behaviour. (To be sent not less than two days before the start of the placement.)**

Dear **[relevant person]** **[Director of Children's Services]**

I have decided to refer **[child's name]** to an alternative provision for the purpose of improving **[his/her]** behaviour for a period of **[specify period]** days. This means that **[he/she]** will not be allowed in school between **[date]** and **[date]** but should return to school on **[date]**.

From **[date]** until the expiry of the referral period I have arranged for your child to attend full-time education at **[name, address, telephone, email]**. You should report to **[name of person]** who will meet you at **[time]** at **[part of provision]**. For the initial period of time, I have agreed an integration programme as follows **[integration programme]**; thereafter the morning session commences at **[time]** and the afternoon session finishes at **[time]**. The provision has breaks at **[times]** for **[length of time]**.

I realise that this referral may well be upsetting for you. Please be assured that I have not taken this decision lightly. **[Child's name]** has been referred off site for this fixed period because **[reason(s)]**. During this time your child needs to improve behaviour and reach the following objectives: **[list the behaviour objectives here]**.

You have a duty to ensure that your child attends this provision unless an absence is authorised. You may receive a penalty notice from the local authority if your child is absent.

The governing board has a duty to keep this matter under review and have therefore agreed to review the case on **[dates]** at **[times]** at **[venues]**. The provider will produce a written report. However, you **[or the local authority]** have the right to request a review meeting by writing to me at **[address]** and the governing board must organise this unless a meeting has been held in the last 10 weeks.

Please let me know if you have a disability or special need which would affect your ability to attend or take part. Please inform me if you require an interpreter. **[Child's name]**'s referral expires on **[date]** and we expect **[child's name]** to be back in school on **[date]** at **[time]**.

You should also be aware that if you think the offsite referral relates to your child's disability, and you think disability discrimination has occurred, you have the right to appeal, and/or make a claim, to the First Tier Tribunal (<http://www.justice.gov.uk/guidance/courts-and-tribunals/tribunals/send/index.htm>)

You also have the right to see a copy of your child's school record. Due to confidentiality restrictions, you need to notify me in writing if you wish to be supplied with a copy.

You may find it useful to contact Coram Children's Legal Centre. They provide free legal advice and information to parents on education matters. They can be contacted on **0300 330 5485** or by going online at <http://www.childrenslegalcentre.com> or <http://www.childlawadvice.org.uk>

If your child has special educational needs, then a local, independent service is also available to advise you. The service is provided by Carers of Barking and Dagenham (Information Advice Support Service (IASS)), 334 Heathway, Dagenham, RM10 8NJ – Phone: **020 8593 4422** – email: [carers@carerscentre.org.uk](mailto:carers@carerscentre.org.uk) – Online: <https://www.carers.org/local-service/barking>

Yours sincerely

**[Name]**

Chair of Governors

## **Annex E - Consideration to be given to assembling the evidence pack**

### **PERMANENT EXCLUSION**

The meeting of the Governing Board Discipline Committee (GBDC) must be held within 15 school days of receiving notice of the permanent exclusion.

The letter confirming the date and time of the meeting together with the following paperwork should be sent out to all parties at least five school days before the GBDC meeting:

1. Cover sheet – this meets the requirement to inform all parties date, time and venue and who will be attending the meeting.
2. The letter notifying the parents of the permanent exclusion – This is included because it sets out the reason for the permanent exclusion, as no new grounds can be brought in.
3. Report of incident / reason for permanent exclusion and witness statements (including any statements from the excluded pupil and other pupils and staff relating to the incident that led to the permanent exclusion). All statements must be signed and dated. However, if it is felt students' names should be blocked out to protect them, it is acceptable to photocopy or type up the statements and retain the originals in the school records.
4. If the excluded pupil is not attending, opportunity should be given for the pupil to submit documentation to ensure his/her views are available by other means.
5. The permanently excluded student's school record, especially when the record has been stipulated as a contributing factor for the permanent exclusion. This should also include the strategies that had been put in place to support the permanently excluded pupil and improve his/her behaviour prior to the permanent exclusion. Positive outcomes to support should also be noted.
6. Information regarding any SEN issues.
7. If there is an Individual Education Plan this will include the pupil's difficulties, the school's strategies, support and reviews, and information on other services involved.
8. A pastoral support programme which may include the involvement of other agencies for pupils who have been, or are at risk of being, permanently excluded.
9. Attendance records.
10. Any other relevant documentation.

As the permanent exclusion has been in breach of the school's behaviour policy, this must be made available for all parties or reference to where it is available, such as the school website.

The permanent exclusion by the Head and the GBDC meeting must be applied against the following:

- (a) In response to a serious breach, or persistent breaches, of the school's behaviour policy; and,
- (b) where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

## **Annex F – Practical notes regarding the role of the Governing Board Discipline Committee Meeting**

*This is an internal document for the governing board, i.e. a briefing of their role and never intended to be sent to parents/carers.*

The role of the Governors' Discipline Committee is to act as another 'set of eyes' to review the headteacher's decision to exclude. Exclusions are very serious, and the governors will review whether the exclusion has been carried out correctly and takes account of the needs of the pupil. They are not a rubber-stamping board.

The following people will attend the meeting:

- The governors, one of whom will act as Chair of the Committee. The committee must be quorate (i.e. there must be a minimum of three governors and maximum of five).
- An independent clerk to take notes and advise on procedure.
- A local authority representative (in the case of a maintained school only).
- The headteacher and/or a senior member of staff.
- The parents or carers – they can be accompanied by a friend or advocate/adviser at the meeting for support.
- The pupil who has been permanently excluded unless they are very young or there are strong reasons against them attending. It is important that the pupil is given every opportunity to have their say.
- Witnesses may be called to give evidence but do not normally remain for the full meeting.

The meeting will follow a clear agenda which gives everyone an opportunity to have their say. The agenda for the meeting will be as follows: -

- Welcome and introductions.
- The reason for the permanent exclusion as set out in the notification letter to the parent/carer confirming the permanent exclusion.
- Headteacher's or nominated representative's presentation.
- Questions by the parents and governors.
- Parents' representation.
- Questions by the headteacher and governors.
- Local authority's statement (for permanent exclusions).
- Summing up by the school; and
- summing up by the parents.

A letter will be sent to the parent(s) by first class post setting out the governing board's decision without delay.

At the conclusion of the meeting, the Chair will ask all parties, except the Clerk, to leave. The Clerk will remain with governing board to make notes of their discussions and decision.

### **GBDC DECISION**

The GBDC must consider, on a balance of probability:

- whether the pupil did what he/she is alleged to have done and what behaviour policies were not followed;
- whether the correct procedures and timescales have been adhered to by the headteacher;
- if the pupil has been excluded for behaviour outside school, this has to be included in the behaviour policy, referring to wearing the school uniform when the incident took place, i.e. impacting on the reputation of the school community

- the seriousness of the incident, and the appropriateness of the length of the sanction;
- the likelihood of the incident being repeated if the pupil was allowed to return;
- the fairness of the exclusion in relation to any other pupils involved in the same incident;
- any relevant previous misbehaviour;
- the support provided by the school and for how long it was provided;
- parental involvement;
- any special educational needs and disabilities the pupil may have;
- any mitigating circumstances (e.g. being bullied, close family bereavement or mental health issues);
- that the school's behaviour policy states that permanent exclusion is a possible consequence of behaviour such as that alleged;
- how the school's discipline policy is disseminated to pupils and parents.

The GBDC's decision will be to

- **decline to reinstate the pupil** if it agrees with the headteacher's decision; or
- **direct reinstatement of the pupil** immediately or on an agreed date.

A decision to exclude a pupil permanently should only be taken under the following circumstances:

- a) in response to serious and/or persistent breaches of the school's behaviour policy; and,
- b) if allowing the pupil to remain in school would seriously harm the education or welfare of the pupils or others in the school.

## **Annex G - Agreement re: the Servicing of Permanent Exclusion Hearings by Independent Clerks on behalf of Governing Boards Disciplinary Committees**

### **1. Participating Clerks**

1.1 Listed below are the contact details of the participating clerk/s. These details should not be shared with parents / guardians or any other unauthorised person / organisation.

- **Ms. Pat Brown** - Tel. 01708 229880 (h); 07885 419818 (m);  
email: pat.brown@talk21.com;  
address: 171 Howard Road, Upminster, RM14 2UQ.

### **2. General Issues**

2.1 In this document, reference to the Governing Board Disciplinary Committee (GBDC) includes any services provided on its behalf by employees of the school.

2.2 The service provided by independent clerks is on behalf of the GBDC only. It is permissible for the clerk to advise the school / headteacher of any procedural matters in relation to the GBDC hearing.

### **3. Outline of Service provided by Clerks**

3.1 Clerks will provide the following services, as required, under this agreement:

- a) Advise on any procedural aspects relating to the permanent exclusion, as requested / required by the GBDC.
- b) Check any letters to parent/guardian of excluded pupil regarding the GBDC hearing, as requested / required by the school.
- c) Advise the school on the paperwork to be submitted to the GBDC, as requested / required by the school.
- d) Attend the GBDC hearing, be responsible for the smooth running of the hearing, take contemporaneous notes and give advice to the GBDC on procedural matters as appropriate.
- e) Prepare and send the decision letter on behalf of the GBDC to the parent, headteacher and local authority without delay.  
(**Note:** the school must provide the clerk with letter headed paper.)
- f) Provide the GBDC with the typed minutes of the hearing within five school days of the hearing.

### **4. General Arrangements**

4.1 Following the headteacher's decision to permanently exclude a pupil(s), arrangements will be made on behalf of the GBDC for the following (this will typically be by a member of staff at the school for ease of administration):

- Contact a clerk from the list above to ascertain their acceptance of appointment in respect of the case and availability to attend a GBDC hearing.

- Convene a meeting of the GBDC within 15 school days and make all necessary arrangements for the hearing (e.g. room booking, refreshments etc.)
  - Confirm the clerk's appointment in writing.
  - Write to the parent confirming the arrangements for the GBDC hearing.
  - Collate and distribute all documentation relating to the GBDC hearing to all relevant parties (i.e. the GBDC Members, parent, clerk, headteacher) within the timescales stipulated in the statutory Guidance.
- 4.2 Following the clerk's appointment, he/she will provide the services referred to in Section 3 above and be entitled to the appropriate fee in accordance with the fee structure outlined in Section 5 below.
- 4.3 These arrangements will also apply to any re-hearings necessary as a result of an Independent Review Panel (a) recommending that the GBDC reconsiders its decision; or (b) quashing the decision and directing the GBDC to consider the exclusion again. The same Clerk should be used for the re-hearing unless he/she is unavailable.

## **5. Financial Arrangements**

5.1 Clerk's fees for the service will be as follows: -

- Single permanent exclusion for full service described in Section 3 above - £280 plus £25 expenses (to cover travelling, printing, postage and other incidental costs).
  - Multiple permanent exclusions for full service described in Section 3 above - £150 per additional child.
  - Each additional day(s) required in respect of any single or multiple cases (related to the same incident) for full service described in Section 3 above - £180 plus £25 expenses.
  - For cases where a clerk is appointed and performs any of the duties described in a) to c) of Section 3 but, for whatever reason, the case does not progress to a GBDC hearing - £100.
- 5.2 For the avoidance of doubt, in the event that a clerk is appointed but is not required to perform any of the duties described in a) to c) of Section 3, no fee will be payable.
- 5.3 The same fee structure will apply to re-hearings referred to in paragraph 4.3 above.
- 5.4 From 1 September 2013, schools shall be responsible for the payment of any services provided under this Agreement and clerks shall invoice schools directly. Schools will be responsible for ensuring that invoices are paid within 28 days of receipt.

# **Section 3**

## **Managed Moves**

## Managed Move Protocol

**All schools in Barking & Dagenham have agreed to participate in the implementation of this protocol and will adhere to its requirements, particularly with reference to its time-scales and in the provision of appropriately detailed pupil information.**

### **Protocol for the managed moves of pupils between schools**

This guidance has been written for use in Barking & Dagenham to ensure that pupil's education is maintained, parents' rights are protected and there is clarity between the schools involved over the responsibility for each pupil. It is not intended for use in circumstances where parents themselves initiate a transfer from one school to another. In these cases, the normal admission procedures for the new school should be followed.

### **Background DFE Guidance**

One of the principles underpinning national and local policies for managing and funding exclusions states that:

*Schools in an area should be encouraged and enabled to take collective responsibility for preventing exclusions as far as possible, including developing effective alternatives to exclusion, and for making educational provision for those who are excluded. Other reasons to initiate a Managed Move may be for safeguarding, legal or other extreme circumstances. Each case for a Managed Move will be judged on its own merits.*

A system of managed moves between schools can be used as an intervention to reduce the risk of a child being permanently excluded, or as a formal agreement between two schools, a child and their parent(s). It allows a child at risk of permanent exclusion to transfer to another school for a trial period of 12 school weeks. If the move is deemed to be a success, at the end of this period, the child will formally transfer to the proposed school. If, during this period, the move is unsuccessful, the child will return to their home school. The move requires the agreement of the child's parent(s), the head teacher of the child's current school (the home school) and the head teacher of the proposed school. All schools are expected to take their fair share of pupils. Data will be shared openly with all head teachers to ensure equity and fairness.

### **Principles**

The following general principles should underpin all requests for the managed transfer of vulnerable pupils and those at risk of permanent exclusions:

1. The needs of the child should be paramount.
2. A managed move should only take place if all parties consider there is a chance it may address a child's difficulties and a school can be identified to offer that opportunity.
3. The principles of honesty, openness, transparency and cooperation between schools.
4. It is the professional judgment of the head teacher, that the school has already exhausted all its own strategies and the pupil is close to a permanent exclusion.

5. Managed moves should only take place if the pupil's parents are in agreement and the pupil is willing to transfer and attend the new school.
6. Managed moves should be for a time limited period of no more than 12 weeks, with a recorded review by the sixth week, involving all parties. There should be a planned date for a final review at which time a decision is made over whether the move can become permanent.
7. The pupil must remain on the roll of the home school marked 'D' for dual registered during the managed moved period and the attendance register must be maintained at the home school with the receiving school providing attendance information at least weekly.
8. The home school must retain responsibility for the pupil if, after review, the new school is not willing to admit the pupil on a permanent basis.
9. The receiving school, in discussion with the home school can end the arrangement at any time.
10. All schools agree to take their fair share of pupils undertaking managed moves.
11. There will be a limit to the number of managed moves any school will be asked to take with an equitable distribution between all schools.
12. The process should be overseen by senior members of staff in both schools.

**Managed moves are not appropriate for pupils with a statement of Special Educational Need or an Education, Health and Care Plan who are subject to separate guidance.**

### **Protocols**

1. The pupil and parent(s) must consent to any managed move.
2. Non-attendance would not normally be a criterion for a managed move unless the professionals agree that this would have a good chance of success.
3. With the exception of a one-off incident, the current (home) school must have initiated and conducted a full Pastoral Support Program (PSP).
4. The receiving school should conduct a positive integration interview.
5. Consideration needs to be given to school uniform requirements.
6. A key member of staff/mentor should be identified to support the pupil during the first two terms.
7. Only one managed move will be allowed for the pupil.
8. A process of monitoring and reviewing to be established.

### **Procedures**

1. When a head teacher wishes to initiate a managed move, they must first discuss this with the parents.
2. The head teacher should then fully complete the **Managed Move Form** (*see Appendix 1*) giving as much information on the child.
3. The head teacher will make direct contact with the other secondary head teacher regarding a possible managed move.
4. Once a receiving school has been agreed, the receiving school will sign the Managed Move Form.
5. The home school will notify the local authority for the agreement to be endorsed at the Fair Access Panel.

6. The receiving school should arrange a meeting between the two schools, the parent(s), the pupil and other agencies as appropriate to the individual case.
7. Reviews should be planned by the sixth week and attended by representatives of both schools, the pupil, parent(s) and any other agencies. Reviews should be minuted and documented evidence kept such as records of behaviour, achievements, progress and incidents.
8. If problems arise or the receiving school is considering ending the managed move, the head teacher should hold an urgent review meeting with both schools, pupil and parent(s).
9. Any termination of the placement must be confirmed in writing to the parent(s) and to the home school head teacher, specifying the date on which the child must return to their home school. The home school will notify the local authority to be presented at the Fair Access Panel for monitoring purposes.
10. At the final review meeting a decision must be made as to whether the child will return to their home school or be admitted to the receiving school on a permanent basis. On the agreed date for permanent admission to the receiving school, the pupil will be removed from the register of the home school and admitted to the register of the receiving school. Any remaining school records should be transferred to the receiving school.
11. The **Managed Move Flowchart** is an overview of the process (**see Appendix 2**).

### **Information Sharing**

Head teacher must make available the following information for a receiving school:

1. Copy of PSP and details of reviews including targets set and progress made.
2. Full attendance details.
3. Details of school interventions and support given in respect of issues causing concern.
4. Education, Health and Care Plan and details of support provided.
5. Records of other agency involvement and dates.
6. Individual Education/Behaviour Plans.
7. Full academic record including (where appropriate) relevant exam board details.
8. Other relevant information.

### **Monitoring and Quality Assurance**

The Fair Access Panel will quality assure the managed move, monitor the process and share data and related information with all the head teachers.

### Managed Move Form

Protocol for the managed moves of pupils between schools. This form must be completed by the home school and returned to the local authority. The information will be presented at the Fair Access Panel to quality assure the managed move, monitor the process and share data and related information with the head teachers.

<b>PUPIL'S NAME:</b>	<b>PUPIL'S HOME SCHOOL:</b>
<b>ADDRESS:</b>	<b>DOB:</b> <b>YEAR GROUP:</b> <b>UPN:</b>

<b>Please tick in one box only for each category</b>	<b>Overall good</b>	<b>Overall satisfactory</b>	<b>Overall poor</b>
<b>Effort</b>			
<b>Attitude to staff</b>			
<b>Attitude to peers</b>			
<b>Homework</b>			

<b>EHCP</b>	<b>LAC status</b>	<b>Ethnicity</b>	<b>Attendance</b>	<b>Exclusions</b>

**Attainment levels for Core Subjects:**

<b>Reasons for Managed Move – why might a move to this particular school be successful?</b>

<b>PUPIL'S RECEIVING SCHOOL:</b>	<b>MANAGED MOVE START DATE:</b>
<b>6 WEEKS REVIEW DATE:</b>	<b>12 WEEKS END DATE:</b>

Please send completed form to [bal.gill@lbbd.gov.uk](mailto:bal.gill@lbbd.gov.uk)

## Managed Move Flowchart

