

Suspensions and Permanent Exclusions Handbook 2026–2027

**Statutory guidance, Leeds procedures and practical tools
for schools, academies and governing boards**

Learning Access Service.
Children and Families.



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Purpose of this handbook

The purpose of this handbook is to support schools and academies in the city of Leeds to understand the process, implications and required actions when a pupil of compulsory school age is suspended or permanently excluded.

How to use this handbook

This handbook is designed as a practical compliance and good practice guide for schools, academies, governing boards, clerks and local authority officers. Readers should use it alongside the Department for Education statutory guidance, the school's behaviour policy and any relevant local procedures. Throughout the document, statutory requirements are highlighted through the use of "must", while Leeds recommended practice is framed as "should" or "good practice".

The current DfE statutory guidance is available here: [Suspension and permanent exclusion guidance](#).

Version control

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Key statutory messages

- Only the headteacher may suspend or permanently exclude a pupil, and this must be on disciplinary grounds.
- Any decision to suspend or permanently exclude must be lawful, reasonable and procedurally fair.
- Permanent exclusion should be used only as a last resort.
- Parents/carers, the local authority and, where relevant, the social worker and Virtual School Head must be notified without delay.
- Schools must distinguish clearly between statutory requirements and Leeds recommended practice.

The main audiences for this handbook are:

- Headteachers, principals and governors;

- Support staff involved in exclusion administration, communication and meeting arrangements;
- Local authority officers who require information on suspension and permanent exclusion processes; and
- Area Inclusion Partnerships.

The handbook contains:

- Information on where to seek support in Leeds with the aim of reducing and preventing exclusions
- Guidance and links to model letters for use by headteachers, principals and chairs of governing boards
- Information on the SEMH Pathways Panel in relation to permanent exclusions
- Process checklist that headteachers, principals and admin staff can use in the event of suspensions or permanent exclusions
- Separation of pupils for safeguarding purposes
- Information on managed moves and off-site direction

This handbook should be read alongside the Department for Education’s statutory guidance published in July 2026.

[Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)

Terminology used in this handbook

This handbook provides guidance on legislation governing the suspension and permanent exclusion of pupils from maintained schools, maintained special schools, pupil referral units, academies, free schools, special schools, studio schools, university technical colleges and alternative provision academies in England. Throughout this handbook, the term “school” is used to describe any setting to which the guidance applies. Where the term “academy” is used, it refers to any category of academy to which the guidance applies.

The definition of a ‘**parent**’ for the purposes of the education legislation is broad. In addition to the child's birth parents, references to parents/carers in the statutory guidance, and this advice, 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 who has care of the child (for example, a foster carer). Where a child is looked after, correspondence relating to a suspension or permanent exclusion should therefore be sent to both the child’s carer **and** social worker. Where practical, all those with parental responsibility should be involved in the suspensions and permanent exclusions process.

Where a **school’s academic year** consists of three terms or fewer, a reference to a ‘**term**’ in the 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; and
- 31 July to 31 December.

DfE **exclusion codes** needed for census completion and reporting/recording

[Complete the school census - Find a school census code - Guidance - GOV.UK](#)

Please scroll down to the suspensions and permanent exclusion section on the link above.

Managed moves

“A managed move is used to initiate a process which leads to the transfer of a pupil to another mainstream school permanently. Managed moves should be voluntary, offered as part of a planned intervention and agreed with all parties involved (including the parents and the admission authority of the new school). Managed moves should only occur when it is in the pupil’s best interests.” (page 25, paragraph 58 [School suspensions and permanent exclusions - GOV.UK](#))

Off-site direction

“Off-site direction is when a pupil is required to attend another education setting temporarily to improve their behaviour. ...[O]ff-site direction should be used to arrange time limited placements at an alternative provision or another mainstream school.” (page 21, paragraph 39 [School suspensions and permanent exclusions - GOV.UK](#))

What to do now

Decision stage

- Establish facts.
- Hear the pupil’s account.
- Consider safeguarding, SEND, equality and contributing factors.
- Consider support and alternatives.
- Record the headteacher’s reasoning.

Immediately after decision

- Notify required parties.
- Issue the appropriate letter.
- Ensure safe departure.
- Record and report the exclusion.
- Arrange work and sixth-day provision where required.

Governance stage

- Identify the applicable threshold.
- Arrange the meeting.
- Circulate the evidence.
- Hear all representations.
- Record a reasoned decision.
- Notify parties without delay.

Frequently asked questions

How do I report a suspension?

If your school shares data with Leeds City Council through Wonde, as well as with the DfE, you do not need to report suspensions to the local authority separately.

If your school does not share data with the local authority through Wonde, you must continue to report suspensions using the E-notification form. Details and links are provided below.

To notify the local authority of a suspension, complete the e-form, available through [Leeds for Learning](#).

You can also access the form directly using the link below:

<https://forms-uat.leeds.gov.uk/SchoolExclusionNotification/>

Please be aware that the e-form does not accept decimals.

Half a day = 1 session.

One day = 2 sessions.

One and a half days = 3 sessions.

For suspensions of more than one day, the start and end dates must cover all sessions for which the pupil is suspended.

How do I notify the local authority of a permanent exclusion?

E-forms can only be used to notify the local authority of a suspension. Notifications of permanent exclusions must be sent directly to the Exclusions mailbox:

Exclusions@leeds.gov.uk

How should a permanent exclusion be coded from the sixth school day?

While a permanently excluded pupil remains on the school's admission register, the school should continue to use the appropriate attendance code.

Where alternative provision is in place and the pupil attends it, schools should use the relevant attendance code, such as:

Code D – Dual Registered at another educational establishment; or

Code B – Off-site educational activity, where the provision is approved educational activity and the pupil is not registered at another school.

If the pupil is not attending alternative provision, they should be marked absent using Code E.

This reflects paragraph 166 of the [Suspension and permanent exclusion guidance](#).

What should be included in the governing board pack for a suspension where the governing board must consider reinstatement?

Appendix 2 of this handbook contains a more detailed suggested checklist for governing board packs. Further information can also be found on page 45 of the [Suspension and permanent exclusion guidance](#).

Although the headteacher who issued the suspension is responsible for deciding what should be included in the pack, the Exclusions team recommendations are in appendix 2.

What should be included in the governing board pack for a permanent exclusion meeting?

Appendix 2 of this handbook contains a more detailed suggested checklist for governing board packs. Further information can also be found on page 45 of the [Suspension and permanent exclusion guidance](#).

Does a lunchtime exclusion count towards the 45-school-day limit in an academic year?

Yes. See the main section **Overview of required actions – Lunchtime suspensions** for the authoritative explanation of how lunchtime suspensions count towards the 45-school-day limit and governing board thresholds.

Does a governing board meeting need to be convened when a pupil reaches the 45-school-day suspension limit in an academic year?

No. Reaching the 45-school-day suspension limit does not automatically require a governing board meeting or lead to permanent exclusion. See **Cancelling exclusions** and **Overview of required actions** for the authoritative explanation of the 45-school-day limit and next steps.

Does the 45-school-day suspension limit reset at the start of the academic year?

Yes. See **Advice to schools and academies on suspension and permanent exclusion** for the authoritative explanation of the 45-school-day limit.

Does the number of suspension days reset when a pupil moves schools in one academic year?

No. The 45-school-day suspension limit applies to the pupil within the academic year, including where the pupil changes school. See **Advice to schools and academies on suspension and permanent exclusion** for the authoritative explanation.

Can governing board reinstatement meetings be held online?

Yes, where the statutory criteria are met. See **Arrangements and protocol for a governing board meeting to consider exclusion – Remote access meetings** and **Appendix 13** for the authoritative explanation.

Can a school refuse a parental request for an online governing board meeting or independent review panel?

Yes.

A governing board or arranging authority may refuse a request to hold a meeting via remote access where the statutory requirements for a remote meeting cannot be met.

For example, a request may be refused where:

- there are safeguarding concerns that make remote participation inappropriate;
- a remote meeting would not enable participants to engage fully and effectively; or
- the meeting could not be conducted fairly and transparently.

The [Suspension and Permanent Exclusion Guidance](#) states that a governing board or arranging authority:

"can, in such circumstances, refuse to hold a meeting through the use of remote access if, as a result of the safeguarding concern..."

The guidance also permits refusal where:

"a remote meeting will not fully enable the participants to take part or cannot be held fairly and transparently."

See paragraph 265 of the [School suspensions and permanent exclusions guidance](#).

In all cases, the governing board or arranging authority should consider the individual circumstances of the case before deciding whether a remote meeting is appropriate.

Is there a parent guide?

Yes. The Department for Education (DfE) has published a guide for parents on school behaviour and exclusion:

[A guide for parents on school behaviour and exclusion - GOV.UK \(www.gov.uk\)](#)

The template letters included in this handbook contain links to the guide so that parents can access further information about suspensions, permanent exclusions and their rights of representation and review.

How do I remove a pupil who has been permanently excluded from our register?

See **Governing board meetings to consider a permanent exclusion – If a permanent exclusion is upheld at the governing board meeting** for the authoritative explanation of when a pupil's name may be removed from the admission register.

How do I calculate the 15 school days after the governing board meeting?

The 15 school-day period is calculated using **school days for the individual school concerned**. Training days, weekends and school holidays do not count.

The 15 school days run from the date the parent/carer is **notified in writing** of the governing board's decision, rather than the date the governing board meeting took place. In many cases, this will mean that the 15-school-day period starts after the meeting date.

Schools should therefore take account of:

- the date the decision letter is sent or delivered to the parent; and
- the school's term dates and any days when the school is not open to pupils.

Further information can be found in paragraphs 150 and 155 of the [Suspension and Permanent Exclusion Guidance](#).

Note: The governing board should ensure that parents/carers are notified of the decision without delay, as this notification date is critical for calculating the time limit for requesting an Independent Review Panel.

Advice to schools and academies on suspension and permanent exclusion

Introduction

As set out on page 11 of the [Suspension and Permanent Exclusion Guidance](#), only the headteacher of a school or academy may suspend or permanently exclude a pupil, and this must be on disciplinary grounds in accordance with the school's behaviour policy.

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

- a suspension has a start date and an end date;
- a suspension cannot be extended; and
- if a headteacher decides to permanently exclude a pupil following a suspension, the permanent exclusion is a separate exclusion decision and not an extension of the suspension.

Schools should be mindful that informal exclusions, unlawful exclusions and off rolling are not permitted. Where a pupil is required to remain away from school for disciplinary reasons, this must be carried out in accordance with the statutory suspension and permanent exclusion framework.

If the decision to suspend or permanently exclude a pupil is made, this must be lawful, reasonable and fair. Schools and academies have a statutory duty not to discriminate against pupils based on protected characteristics. Consideration should be given to the fair treatment of pupils who may be more vulnerable to exclusion. This includes children with a social worker, children looked after and previously looked after, pupils with social, emotional and mental health (SEMH) needs, pupils receiving SEN Support, pupils with an Education, Health and Care (EHC) Plan, and pupils with medical needs.

It is recognised that disruptive behaviour can be an indication of unmet needs. Where a school or academy has serious concerns about a pupil's behaviour, it should seek to identify any underlying causes or contributing circumstances and intervene at an early stage to reduce the need for suspension or permanent exclusion. Schools and academies should consider whether an Early Help Assessment or other multi-agency assessment is appropriate, particularly where a young person has experienced multiple suspensions within a term.

Support for children and their families in Leeds may be sought from a range of services, including local Clusters, Learning Inclusion Teams within Children's Services, and the Area Inclusion Partnerships (AIPs).

Where a pattern of concerning behaviour is emerging, schools should consider whether an Early Help Assessment would assist in identifying and addressing underlying needs.

Best practice is for a reintegration meeting to be held following a suspension involving the parent/carer, the pupil and, where appropriate, the child's social worker. However, a pupil must not be prevented from returning to school because a reintegration meeting has not yet taken place. If schools have any queries, they should contact their AIP Lead or seek advice from the Exclusions Team at exclusions@leeds.gov.uk.

In 2011, the Leeds School Forum adopted the principles of the DfE Exclusions Trial, which sought to reduce all exclusions, but particularly permanent exclusions. The intention of the trial was to provide schools, working in partnership with one another and the local authority, with an opportunity to develop a fresh approach to addressing challenging behaviour through the principles of **Prevent, Provide and Return**:

- **Prevent** exclusion through earlier and effective intervention;
- **Provide** high-quality educational experiences for children who cannot manage in a mainstream setting at a particular point in their learning journey; and
- **Return** children to mainstream learning where they can continue to progress through education and into employment or training.

In Leeds, partnership support for children, their families and schools is provided through the multi-agency locality Clusters, Area Inclusion Partnerships (AIPs) and Children's Services.

In line with the 2026 statutory guidance and Leeds's Child Friendly City approach, pupils who are suspended or permanently excluded should, where appropriate having regard to their age and understanding, be enabled and encouraged to participate in the process at all stages.

Access to support in Leeds

1. Support from clusters to children and families

All Clusters can offer a range of targeted support to meet the additional needs of children and their families. This may include locally based family support, targeted interventions and emotional wellbeing and mental health support.

Your Cluster Targeted Services Lead (TSL) can advise whether it would be appropriate to contact the **MindMate Single Point of Access (SPA)** for Emotional and Mental Health Services. The SPA provides advice and can facilitate referrals to health services, including Child and Adolescent Mental Health Services (CAMHS).

2. Support from Area Inclusion Partnerships

(For schools/academies not part of an AIP – please contact the local authority)

Area Inclusion Partnerships (AIPs) are partnerships of schools and academies operating across five areas of the city. Their purpose is to promote inclusion, prevent suspensions and permanent exclusions, and support children and young people whose social, emotional and mental health (SEMH) needs may be linked to challenging or disruptive behaviour.

AIPs are commissioned by Leeds City Council through funding from the High Needs Block of the Dedicated Schools Grant. Schools and academies within each area also contribute financially to support the work of their AIP.

Every AIP provides advice and support to schools and academies to promote inclusion and improve outcomes for children and young people.

Through devolved and locally contributed funding, AIPs can support arrangements for pupils to access additional support within school or a range of alternative provision where appropriate. This may include provision within an AIP school-based setting or provision commissioned from external providers where this best meets the needs of the child or young person.

AIPs can also support schools in communicating with parents and carers regarding a pupil's access to alternative provision and any support arrangements that may be required.

In addition, AIPs provide the first level of support to schools in relation to SEMH pathways. They assist schools to make appropriate and comprehensive referrals to the SEMH Pathways Panel and help ensure that information is current, relevant and supported by the necessary parental consent before a case is considered by the Panel, whether as an exceptional case discussion or following a permanent exclusion.

(For schools/academies not part of an AIP – please contact the local authority)

3. Support from the Learning Inclusion Teams

Schools should be aware of their duties under the SEND Code of Practice to adopt a graduated approach to meeting pupils' special educational needs and disabilities (SEND). This should include clear assessment, planning, intervention and regular review, together with seeking advice from relevant professionals where appropriate. SENCOs play a key role in supporting this process.

Where further support is required, SENCOs can seek advice from the Learning Inclusion Teams to consider a child or young person's needs and identify appropriate support in accordance with the SEND Code of Practice.

The Learning Inclusion Teams include:

- **Educational Psychology Service (EPS)** – provides support to schools in assessing, understanding and planning for the needs of children and young people, including advice on appropriate interventions and strategies.

- **SEN and Inclusion Team** – offers advice, resources and training to education settings.
- **STARS (Specialist Training in Autism and Raising Standards)** – provides advice and support for children and young people with Autism Spectrum Condition (ASC).
- **Sensory Services** – provide support and advice where a hearing impairment or visual impairment may be affecting a child or young person's educational experience.
- **SENSAP (SEN Statutory Assessment and Provision Team)** – supports schools and families in relation to Education, Health and Care Plans (EHCPs) and statutory assessment processes, where the graduated approach has been followed in accordance with the SEND Code of Practice.
- [Inclusive Mainstream Practice Guidance](#) – available through Leeds for Learning to support inclusive practice in mainstream settings.

Further information about specialist educational support and SEND services in Leeds can be found through the **Leeds Local Offer**:

Directory (Leeds Local Offer)

[Leeds SEND Local Offer | Leeds Local Offer](#)

Advice for the headteacher in deciding to exclude

1. Decisions to suspend or permanently exclude a pupil should not be taken lightly. Permanent exclusion should only be used as a last resort. Before deciding to permanently exclude, headteachers should consider whether advice or support should be sought from the relevant AIP, Learning Inclusion Team, Virtual School, where applicable, or other appropriate professionals. See Part 4 of the 2026 [School suspensions and permanent exclusions guidance](#).
2. “Informal” or “unofficial” suspensions are unlawful. This includes sending a pupil home to “cool off” or asking parents/carers to keep a pupil at home without formally suspending them. A pupil is either attending school, absent or suspended. Any suspension must be formally recorded. For further examples of unlawful practice, see pages 15-16 of the [School suspensions and permanent exclusions guidance](#).
3. The threat of exclusion must never be used to influence parents/carers to remove their child from the school roll or to encourage elective home education. See page 16 of the [School suspensions and permanent exclusions guidance](#).
4. Before deciding to suspend or permanently exclude, the headteacher should satisfy themselves that the pupil has had an opportunity to give their account of events, where appropriate. See page 11 of the [School suspensions and permanent exclusions guidance](#).
5. The headteacher should have due regard to their duty of care to the pupil and consider any safeguarding risks that a suspension or permanent exclusion might present. See page 11 of the [School suspensions and permanent exclusions guidance](#).
6. Certain groups of pupils continue to be disproportionately represented in exclusion statistics. Headteachers should ensure that the school has taken appropriate steps to understand and address the needs of pupils who may be particularly vulnerable to exclusion, making use of external advice and support where appropriate. Where a pupil from one of these groups is at risk of permanent exclusion, schools should consider consulting Children's Services and their AIP Lead.
7. Any contributing factors identified following an incident of poor behaviour should also be considered. This may include trauma, bereavement, bullying, safeguarding concerns, unmet SEND, or mental health difficulties. As the 2026 DfE guidance states, headteachers should take account of any contributing factors identified after an incident of misbehaviour has occurred and consider the relevant provisions of the *Behaviour in Schools* guidance. See page 12 of the [School suspensions and permanent exclusions guidance](#).
8. Where a pupil is subject to repeated suspensions, the headteacher should consider whether suspension is addressing the underlying causes of the behaviour. A broader multi-agency approach may assist in identifying and responding to unmet needs. Good practice would be to convene a multi-agency meeting, such as a Team Around the Child meeting, involving the parent/carer and relevant professionals at the earliest opportunity. The relevant AIP and Cluster can support these discussions. Where a pupil has an Education, Health and Care Plan (EHCP), the school may wish to request an early annual review.
9. The headteacher should consider whether a restorative approach may be appropriate, particularly following a serious one-off incident where relationships can be repaired and risks safely managed.
10. Before deciding to permanently exclude, the headteacher should consider whether alternative strategies, interventions or support have been explored and whether there are any suitable alternatives to permanent exclusion that would be in the best interests of the pupil and the wider school community. See page 1 and paragraph 127 on page 41 of the [School suspensions and permanent exclusions guidance](#).

Exclusion: Your Area Inclusion Partnership:

Where a headteacher is considering a permanent exclusion, they should contact their Area Inclusion Partnership (AIP) Lead to discuss the circumstances of the case and any available alternatives or support.

Schools and academies may also wish to seek advice from their AIP Lead before deciding to suspend a pupil, particularly where concerns are escalating or additional support may be required.

The role of the AIP Lead is to support schools and academies within their geographical area to promote inclusion, reduce suspensions and permanent exclusions, and share examples of effective practice.

AIP staff can also be contacted by parents and carers who have queries regarding suspensions, permanent exclusions or the support available to their child.

The role of the Children and Family Services - exclusions

The role of the Exclusions team is to support the local authority in discharging its statutory duties in relation to suspensions and permanent exclusions, and to provide advice and support to parents/carers, schools, academies and governing boards throughout the exclusion process.

Children's Services support the local authority's statutory duties by:

- collating information relating to suspensions and permanent exclusions, following schools' and academies' statutory reporting responsibilities;
- ensuring that any pupil who is permanently excluded has access to suitable full-time education from the sixth school day following the exclusion. Arrangements for sixth-day provision will normally be discussed with the relevant AIP Lead;
- participating in the SEMH Pathways Panel. The Lead Officer for Exclusions sits on the Panel and contributes to discussions regarding support for the school or academy, support for the child or young person, and possible alternatives to permanent exclusion;
- attending all permanent exclusion governing board meetings for maintained schools to support and advise on the exclusion process. Academies may also request local authority attendance at governing board meetings. In all cases, a parent/carer may request the attendance of a local authority representative. The role of the representative is to advise on process and statutory requirements and not to participate in the decision-making;
- attending Independent Review Panels (IRPs) for maintained schools and, where appropriate, academy cases in which the local authority representative has previously been involved.

Local authority response to notification of a permanent exclusion

In all cases where the local authority is notified of a permanent exclusion:

- a letter will be sent to the parent/carer providing information about the permanent exclusion process (see **Appendix 1 – Letter from the local authority to parent/carer**); and
- a local authority representative will contact the parent/carer to explain the governing board process and answer any procedural questions.

Any correspondence relating to permanent exclusions should be sent to:

exclusions@leeds.gov.uk

Cancelling exclusions

A headteacher may cancel an exclusion that has already begun, provided the governing board has not yet met to consider the exclusion.

The 2026 DfE guidance states that:

"a permanent exclusion cannot be cancelled if the pupil has already been excluded for more than 45 school days in a school year or if they will have been so by the time the cancellation takes effect."

(See page 14 of the [Suspension and Permanent Exclusion Guidance](#).)

Where a permanent exclusion cannot be cancelled because of the 45-school-day limit, the governing board should meet to consider reinstatement within the timescales set out in the statutory guidance.

It should be noted that reaching the **45-school-day limit does not automatically** result in a permanent exclusion. Once a pupil has reached the 45-school-day limit, no further suspensions can be issued during that academic year. **Schools should therefore consider what additional support, interventions or alternative arrangements may be required to address the pupil's behaviour and meet their needs.** Any decision to permanently exclude must continue to be made on its own merits, in accordance with the statutory guidance and the school's behaviour policy.

Where an exclusion is cancelled:

- the parent/carer, governing board and local authority should be notified without delay. Where applicable, the social worker and Virtual School Head should also be informed;
- the parent/carer should be offered the opportunity to meet with the headteacher to discuss the circumstances giving rise to the cancellation;
- the school should report cancelled exclusions to the governing board at least once per term, including the circumstances and reasons for the cancellations, to enable appropriate oversight; and
- the pupil should be allowed to return to school without delay.

If the decision to suspend or permanently exclude has been made

Once a decision to suspend or permanently exclude a pupil has been made, there are several statutory requirements that schools and academies must follow. This section outlines the actions required of headteachers, principals and school or academy administrative staff to ensure compliance with the statutory guidance and relevant legislation.

See **Appendix 2 – Suspension Checklist and Permanent Exclusion Checklist**.

What actions are required?

Please refer to the checklists in the appendices to ensure compliance with the [Suspension and Permanent Exclusion Guidance](#).

Overview of required actions

1. Notify parents/carers without delay

When the headteacher decides to suspend or permanently exclude a pupil, they must notify the parent/carer, the local authority and, where applicable, the Virtual School Head and/or the child's allocated social worker without delay. See **Who to notify of a suspension and permanent exclusion** for the authoritative notification requirements.

- As a matter of good practice, parents/carers should be contacted by telephone as soon as possible after the decision is made, with written confirmation sent within one school day.
- Suggested template letters are included at **Appendix 3 (Suspensions)** and **Appendix 4 (Permanent Exclusions)**.
- Schools should ensure that appropriate arrangements are in place for the pupil to leave school safely.

2. Arrange sixth-day provision where required

- Where a suspension is for more than five school days, the school must arrange suitable full-time education for any pupil of compulsory school age from the sixth school day of the suspension. For permanent exclusions, see **During exclusion** for the authoritative sixth-day provision requirements.
- The AIP can provide advice on suitable sixth-day arrangements. Schools should have agreed arrangements for sixth-day provision in place. See **Appendix 5 – AIP Contact Details**.

3. Notify the local authority

The local authority should be notified of all suspensions and permanent exclusions without delay, regardless of the length of the exclusion.

- Notifications should be authorised by the headteacher.
- The reason for the exclusion should be recorded using the appropriate exclusion code(s) (see **Appendix 6**). Up to three exclusion codes may be used.
- Where a suspension exceeds five school days, or in cases of permanent exclusion, the governing board and the relevant AIP should also be informed without delay.

4. Additional steps for permanent exclusions

In the case of a permanent exclusion, the headteacher should notify the local authority and the AIP immediately to enable arrangements for sixth-day provision.

The school must also complete the SEMH Pathways Panel referral form and submit it to Pathways@leeds.gov.uk. A copy of the referral form can be obtained from the relevant AIP.

5. Lunchtime suspensions

Where a pupil is suspended for the duration of the lunchtime period only, the same legal requirements apply as for any other suspension.

Lunchtime suspensions count as half a school day when calculating:

- the total number of suspension days; and
- whether the threshold for a governing board meeting has been reached.

6. Suspensions cannot be extended

Suspensions cannot be extended or converted into permanent exclusions.

At the end of a suspension, the pupil has the right to return to school. Whilst it is good practice to hold a reintegration meeting before the pupil's return, the pupil must not be prevented from returning to school because the meeting has not yet taken place.

7. Permanent exclusion governing board meetings

Where a pupil has been permanently excluded, the governing board must meet within 15 school days of being notified of the exclusion to consider whether the pupil should be reinstated.

8. Meetings where governors are not required to convene

Even where there is no legal requirement for the governing board to meet, parents/carers may be offered, or may request, a meeting with governors. This may be particularly helpful where there is a pattern of suspensions.

As a matter of good practice, schools should also consider whether a multi-agency meeting is required to identify and address the needs of the child and their family.

Who to notify of a suspension and permanent exclusion

1. Notification to parents/carers, the local authority and relevant professionals

The headteacher/principal must, without delay, notify the parent/carer and the local authority of all suspensions and permanent exclusions, regardless of their length.

Where appropriate, the school should also notify the child's allocated social worker and/or the Virtual School Head.

For permanent exclusions, notification should be sent to: exclusions@leeds.gov.uk

The current Permanent Exclusion Notification Form is available on the Leeds for Learning exclusions page. A copy is also included in this handbook (see **Appendix 14**).

To notify the local authority of a suspension, schools that are not sharing data with the local authority through Wonde should complete the E-Notification Form available on the Leeds for Learning exclusions page.

Please note: Permanent exclusions cannot be notified through the E-Notification Form.

2. Notification to the governing board

The headteacher/principal must, without delay, notify the governing board of:

- all permanent exclusions (including any cancelled permanent exclusions);
- suspensions which mean the pupil has been suspended for more than 15 school days in a term; and
- any suspension or permanent exclusion which would result in the pupil missing a public examination or National Curriculum test.

3. Notification to the home local authority

Where a pupil lives in a different local authority area from that in which the school is located, the headteacher/principal must notify the pupil's home local authority without delay.

The home local authority representative should be invited to any governing board meeting relating to the exclusion and provided with the relevant papers at least five school days before the meeting.

Contact details for neighbouring local authorities can be found in **Appendix 7**.

During exclusion

For permanent exclusions, the local authority (through Children's Services and the relevant AIP Lead) is responsible for arranging suitable full-time education to begin no later than the sixth school day following the permanent exclusion. Where a pupil lives in a different local authority area to the school, this responsibility rests with the pupil's **home local authority**.

1. Provision does not need to be arranged by either the school or the local authority for pupils in Year 11 who have completed all their public examinations.
2. Schools should seek to minimise the disruption to a pupil's education caused by an exclusion. Whilst the statutory duty to provide full-time education begins on the sixth school day of a permanent exclusion, there is a clear benefit in arranging suitable provision at the earliest opportunity. Where a child is looked after, schools and partner agencies should work together to secure appropriate provision from the first day of the exclusion wherever possible.
3. 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 the excluded pupil. Any work provided should be accessible, appropriate and capable of being completed outside of school.

Penalty notices

Information relating to penalty notices is now contained within the [Working together to improve school attendance: July 2026](#) guidance. Paragraph 183 states:

"A penalty notice may also be issued where parents allow their child to be present in a public place during school hours without reasonable justification during the first 5 days of a suspension or permanent exclusion. The school must have notified the parents of the days the pupil must not be present in a public place."

This type of penalty notice is not included in the National Framework and therefore not subject to the same considerations about support being provided or count towards the limit as part of the escalation process in the case of repeat offences for non-attendance. These penalty notices are charged at £120, reduced to £60 if paid within 21 days.

Schools should be aware that the process for requesting a penalty notice in these circumstances is initiated by the school. It is therefore important that parents/carers are clearly informed, in writing, of the dates during which their child must not be present in a public place during school hours.

For further advice, please contact the School Attendance Team:

schoolattendanceservice@leeds.gov.uk

Relevant documents and forms can be found in Appendix 15 and are also available via [Attendance Service resources | Leeds for Learning](#) under the penalty notice section.

Duties of the governing board

(See Part 6, 7 and 8 of the [Suspension and permanent exclusion guidance](#))

1. **Duty to consider exclusions**

The governing board has a duty to consider parents'/carers' representations about suspensions and permanent exclusions. Page 43 of the statutory guidance provides a summary of the governing board's duties.

The governing board must consider and decide whether a suspended or permanently excluded pupil should be reinstated within 15 school days of receiving notice of the exclusion from the headteacher where:

- the exclusion is a permanent exclusion;
- the suspension would result in the pupil being suspended for more than 15 school days in a term; or
- the exclusion would result in the pupil missing a public examination or National Curriculum test.

Where the pupil will have been suspended for more than five but not more than 15 school days in a term, the governing board must consider and decide on reinstatement within 50 school days of receiving notice of the suspension if the parent/carer makes representations and requests that the governing board meets.

2. **Delegation in maintained schools**

In maintained schools, the governing board may delegate its functions relating to the consideration of suspensions and permanent exclusions to a committee consisting of at least three governors.

3. **Delegation in academies**

In academies, the governing board may delegate these functions to a smaller committee where permitted by the trust's Articles of Association.

4. **Membership of exclusion committees**

For maintained schools, the committee must comprise at least three governors. Academies should check their articles of association and scheme of delegation. Any governor with prior involvement in the case, or whose participation could give rise to actual or apparent bias, should not sit on the committee.

5. **Training**

Best practice is for all governors involved in exclusion decisions to receive appropriate training on the exclusions process and to understand the importance of remaining impartial and reaching decisions based on the evidence presented by the school, parent/carer and pupil.

6. **Children's Services best practice guidance**

Children's Services recommends the following:

- the meeting date should, where possible, be agreed in consultation with the parent/carer;
- all parties should be informed of any relevant recommendations from the SEMH Pathways Panel;
- the agenda at Appendix 8 should be used and shared in advance with parents/carers and, where appropriate, the pupil;
- meeting papers should be shared with all parties sufficiently in advance of the meeting to allow proper consideration of the information;
- written notification of the governing board's decision should be provided to parents/carers without delay using the model letters at Appendix 9A, Appendix 9B, Appendix 9C or Appendix 9D, as applicable; and

- parents/carers should be advised that a record of the meeting can be provided upon request.

Process of the meeting

Attendees

1. The parent/carer and headteacher/principal must be invited to any governing board meeting convened to consider a suspension or permanent exclusion.

Where applicable, the Virtual School Head and/or the pupil's allocated social worker must also be invited.

2. For maintained schools, a representative of the local authority must be invited to meetings considering an exclusion.

In Leeds, a local authority representative will endeavour to attend permanent exclusion meetings and, wherever possible, attend other exclusion meetings. Attendance can be requested by the headteacher/principal, governing board and the parent/carer.

Although academies are not required to invite a local authority representative, the local authority welcomes the opportunity to support academies and will seek to attend permanent exclusion meetings and other exclusion meetings where invited by the governing board, academy or parent/carer.

Arrangements and protocol for a governing board meeting to consider exclusion

Prior to the meeting

Statutory guidance is clear that, in preparing to consider an exclusion, governors should:

- not discuss the exclusion with any party outside of the meeting, including the headteacher;
- arrange for a clerk (who is not a member of the committee) to take minutes and ensure there is an accurate record of the proceedings;
- request any written evidence in advance of the meeting (including witness statements and other relevant information held by the **school**, such as information relating to a pupil's SEND);
- ensure that all relevant evidence and information is circulated to the parties in advance of the meeting, including a list of those who will be present. As a matter of Leeds best practice, papers should be circulated at least five school days before the meeting;
- encourage the excluded pupil to attend the meeting and share their views, taking account of the pupil's age and understanding. Where attendance is not possible or appropriate, governors should ensure that the pupil's views are obtained by other means;
- allow parents/carers and pupils to be accompanied by a friend, advocate or representative; and

- consider any reasonable adjustments required to support the attendance and participation of those attending the meeting, for example where a parent/carer or pupil has a disability that affects their ability to attend or make representations.

In preparing the governing board pack, the headteacher should also have regard to the strategies and support put in place for the pupil. This may include:

- actions taken within school;
- meetings with parents/carers;
- multi-agency meetings and their outcomes;
- referrals to the Cluster or AIP;
- Educational Psychology involvement;
- specialist assessments or reports; and
- any other relevant interventions or support.

Remote access meetings

The [Suspension and Permanent Exclusion Guidance](#) makes clear that meetings conducted by remote access should only take place where requested by a parent and should not be the default option for exclusion meetings.

The governing board must be satisfied that the criteria set out in the statutory guidance are met before agreeing to a remote access meeting. Further information can be found in **Appendix 13** of this handbook and **Annex A** of the DfE guidance.

Social workers and Virtual School Heads may attend remotely regardless of the format chosen for the meeting, provided they are able to participate effectively and their attendance does not affect the fairness or transparency of the proceedings.

See pages 70–71 of the [Suspension and Permanent Exclusion Guidance](#).

In the meeting

(Appendix 8 provides a model agenda for the governing board committee and guidance for the Chair.)

As a matter of good practice, the Chair should explain the purpose and process of the meeting at the outset, including the possible outcomes available to the governing board.

Following the hearing of all representations, and before the governing board retires to make its decision, the Chair should remind all parties of the possible outcomes. All parties should then withdraw from the meeting. Where present, the clerk may remain to assist the governing board by referring to their notes of the proceedings and helping to draft the decision letter.

Making the decision

In deciding whether to reinstate a suspended or permanently excluded pupil, the governing board should consider whether the headteacher's decision was **lawful**, **reasonable** and **procedurally fair**, taking account of the headteacher's statutory duties and whether the decision was made in accordance with the school's behaviour policy.

The governing board must apply the civil standard of proof, namely "**the balance of probabilities**", meaning that it is more likely than not that a fact occurred.

In reaching its decision, the governing board should consider all the evidence presented, including:

- the circumstances of the incident;
- the headteacher's reasons for the exclusion;
- whether the school's behaviour policy was correctly applied;
- any relevant safeguarding, SEND, SEMH or other vulnerability considerations;
- any representations made by the pupil and their parent/carer; and
- whether the exclusion decision was lawful, reasonable and procedurally fair.

See Appendix 20 for the reflective decision-making checklist to support governors' deliberations.

Having considered all the evidence, the governing board may either:

- **decline to reinstate the pupil**, thereby upholding the exclusion; or
- **direct the reinstatement of the pupil**, either immediately or from a specified date.

Explaining next steps

As a matter of good practice, the governing board should ensure that parents/carers understand any rights of review or appeal that may be available following the decision.

Communicating the decision

Model letters for notifying parents/carers, the headteacher/principal, social worker, Virtual School Head, where applicable, and the local authority of the governing board's decision can be found at **Appendices 9A, 9B, 9C and 9D**.

The decision should be communicated **without delay**.

Reasons for the decision

The decision letter should set out the reasons for the governing board's decision in sufficient detail to enable all parties to understand how the decision was reached.

Where the pupil resides in a different local authority area from the school, the governing board must also notify the pupil's **home local authority** of its decision.

Governing board meetings to consider suspensions

The governing board must consider the reinstatement of a suspended pupil within 15 school days of receiving notice of the exclusion **if**:

- it is a suspension which would bring the pupil's total number of school days of suspension to more than 15 in a term; or
- it would result in a pupil missing a public examination or National Curriculum test.

In the case of a suspension which takes the pupil's total number of suspension days to five or more in a term, the governing board must consider any representations made by the parents/carers.

If requested to do so by the parents/carers, the governing board must consider the reinstatement of a suspended pupil within fifty school days of receiving notice of the suspension.

The committee should consider whether the decision to suspend the pupil was **lawful, reasonable, and procedurally fair**, taking account of the headteacher's legal duties.

Whilst reaching a decision, the committee 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 - upholding a suspension; or
- Direct reinstatement of the pupil immediately or on a particular date

In the case of a suspension which does not bring the pupil's total number of days of exclusion to more than five in a term, the governing board can consider any representations made by the parents, but it cannot direct reinstatement and is not required to arrange a meeting with parents.

- i. Where reinstatement is not practical because the pupil has already returned to school following the expiry of a suspension or parents/carers make clear they do not want their child reinstated, the governing board must still consider whether the headteacher's decision to exclude the child was justified based on the evidence and other factors.
- ii. The committee should note their decision on the pupil's educational record, along with copies of relevant papers for future reference.
- iii. 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.
- iv. *Appendix 9A* provides the model decision letter for suspension cases. See **Communicating the decision** for the authoritative notification requirements and decision-letter standards.

Governing board meetings to consider a permanent exclusion

The governing board should consider whether the headteacher's decision to permanently exclude the pupil was **lawful, reasonable** and **procedurally fair**, taking account of the headteacher's statutory duties and whether the decision was made in accordance with the school's behaviour policy.

In reaching its decision, the governing board should consider all relevant evidence, including:

- the circumstances of the incident;
- the headteacher's reasons for the permanent exclusion;
- whether the school's behaviour policy was correctly applied;
- any relevant SEND, SEMH, safeguarding or vulnerability considerations;
- any representations made by the pupil and their parent/carer; and
- whether the exclusion decision was lawful, reasonable and procedurally fair.

See **Appendix 20** for the reflective decision-making checklist to support governors' deliberations.

In reaching a decision, the governing board must apply the civil standard of proof, namely **"the balance of probabilities"**, meaning that it is more likely than not that a fact is true.

Having considered the evidence, the governing board may either:

- **decline to reinstate the pupil**, thereby upholding the permanent exclusion; or
- **direct reinstatement of the pupil**, either immediately or from a specified date.

The governing board should record its decision on the pupil's educational record and retain copies of any relevant papers for future reference.

Appendices 9C and 9D contain model letters relating to permanent exclusions, including letters for use where the governing board directs reinstatement or declines to reinstate. The clerk to the governing board should notify the parent/carer, headteacher/principal and local authority of the decision without delay.

The decision letter should set out the reasons for the governing board's decision in sufficient detail to enable all parties to understand how the decision was reached. Where the pupil resides in a different local authority area, the governing board must also notify the pupil's **home local authority**.

If a permanent exclusion is upheld at the governing board meeting

If the governing board declines to reinstate the pupil and upholds the permanent exclusion, the parent/carer may apply for an **Independent Review Panel (IRP)** within **15 school days** of being notified of the governing board's decision.

The governing board must not arrange for the pupil's name to be removed from the school's admission register until:

- 15 school days have passed since the parent/carer was notified of the governing board's decision and no application has been made for an IRP; or
- the parent/carer has confirmed in writing that they do not intend to apply for an IRP; or
- where an application for an IRP has been made within the prescribed timescale, the review process has been completed or abandoned.

Where a pupil's name has been removed from the school's admission register and a subsequent discrimination claim is successful, the First-tier Tribunal (Special Educational Needs and Disability) or County Court may direct that the pupil be reinstated.

Until the pupil's name is removed from the school's admission register, the pupil should be recorded using the appropriate attendance code. Where alternative provision has been arranged and the pupil attends that provision, an appropriate code should be used, for example:

- **Code B** – Off-site educational activity; or
- **Code D** – Dual Registered (at another educational establishment).

Where a pupil is not attending alternative provision, they should be recorded as absent using **Code E**. See paragraphs 160–166 of the [Suspension and Permanent Exclusion Guidance](#).

If a permanent exclusion is not upheld and the governing board reinstates the pupil

If the governing board directs reinstatement, arrangements should be made for the pupil to return to school as soon as possible, or on the date specified by the governing board.

The school should notify the parent/carers, the pupil, relevant staff, and where applicable the social worker and Virtual School Head, of the arrangements for the pupil's return.

As a matter of good practice, the school should consider holding a reintegration meeting with the pupil and parent/carers to discuss any support, interventions or reasonable adjustments that may assist the pupil's successful return to school. However, the pupil must not be prevented from returning to school if such a meeting cannot take place before the reinstatement date.

Where the pupil's name has been removed from the school's admission register, the school must ensure that the necessary arrangements are made to reinstate the pupil on roll in accordance with the governing board's decision.

Independent Review Panel – role and process

Parents/carers have **15 school days** from the date they are notified in writing of the governing board's decision to uphold a permanent exclusion to apply for an **Independent Review Panel (IRP)**. (See paragraphs 150 and 155 of the [Suspension and Permanent Exclusion Guidance](#).)

The governing board's decision letter must explain how an application for an Independent Review Panel may be made. See **Appendix 9D**.

The IRP must meet within **15 school days** of the application being received.

Parents/carers may request an IRP regardless of whether they attended the governing board meeting or made representations to the governing board.

Whether or not a school has identified a pupil as having special educational needs (SEN), parents/carers (or the pupil, if aged 18 or over) have the right to request the attendance of a **SEN Expert** at the review.

The role of the SEN Expert is to provide impartial advice to the panel on how SEN may be relevant to the exclusion, including whether the school appears to have fulfilled its duties under the SEND framework and equality legislation.

Excluded pupils should be enabled and encouraged to participate throughout the exclusion process, taking account of their age, maturity and understanding.

An IRP does **not** have the power to direct a governing board to reinstate a permanently excluded pupil. However, where the panel considers that the governing board's decision is flawed when assessed against the principles applied in judicial review proceedings, it may:

- **uphold** the governing board's decision;
- **recommend** that the governing board reconsiders its decision; or
- **quash** the decision and direct the governing board to reconsider the exclusion.

If, following a quashing decision, the governing board does not subsequently reinstate the pupil, the panel may order the school or academy to make an **additional payment of £4,000**. In maintained schools, this payment is made to the local authority towards the cost of providing alternative education.

If an Independent Review is requested by a parent

1. **Appendix 10** contains model letters used by the clerk to IRPs arranged by Leeds City Council. These letters may also be adapted for use by academies that arrange their own IRPs and do not use the local authority's service.
2. For maintained schools, IRPs are generally held at **Leeds Civic Hall**, although alternative venues or remote access arrangements may be used where appropriate and in accordance with the statutory guidance.
3. The clerk to the IRP is responsible for making the necessary arrangements for the hearing, notifying all parties of the date, time and venue, and circulating the relevant papers in accordance with the timescales set out in the statutory guidance.
4. Parents/carers, the headteacher, the governing board and the local authority (where applicable) are entitled to make written representations, attend the hearing and make oral representations. They may also be represented or accompanied.
5. Where requested by the parent/carer (or the pupil if aged 18 or over), a **SEN Expert** must be appointed to attend the hearing and provide impartial advice to the panel on matters relating to special educational needs and disabilities.

The governing board's duty to consider the findings of an Independent Review Panel

Part 12 of the DfE *Suspension and Permanent Exclusion Guidance* sets out the governing board's duties where an IRP recommends or directs reconsideration of a permanent exclusion decision.

Where an IRP:

- recommends that the governing board reconsiders its decision; or
- quashes the decision and directs the governing board to reconsider it,

the governing board must reconvene and reconsider the permanent exclusion in accordance with the timescales and requirements set out in the statutory guidance.

When reconsidering the decision, the governing board should take account of the findings and reasoning of the IRP, together with all relevant evidence. Following reconsideration, the governing board must decide whether to offer reinstatement or maintain the permanent exclusion.

The governing board must notify the parent/carer, headteacher, local authority and any other relevant parties of its decision without delay.

Part 13 of the DfE guidance sets out the local authority's duty to apply financial adjustments where an IRP has quashed a governing board's decision, and the governing board subsequently decides not to reinstate the pupil.

To contact the Exclusions Team, please email exclusions@leeds.gov.uk

Head of Service - Learning Access - Alison Finley

Lead Exclusion Officer - Shannel Hamilton

Children Missing Education Lead - Rachel Buckland

Appendix 1: Permanent Exclusion Information and Support for Parents/Carers – Letter from the local authority

Please reply to:

Exclusions Team
Learning Access Service
PO Box 911
Civic Hall
Leeds
LS1 9WJ

Telephone: 0113 378 5028

Reference: Ex PP1

Date: [Insert Date]

Parent/Carer of: [Child's Name]

Dear Parent/Carer,

Permanent Exclusion of [Child's Name]

We have been informed that **[Child's Name]** has been permanently excluded from **[School/Academy Name]**.

We appreciate that this may be a difficult and unsettling time for you and your family. The purpose of this letter is to explain the next steps in the exclusion process and to highlight the support and sources of advice available to you.

What Happens Next?

The school's Governing Board (or appropriate committee) must meet to review the Headteacher's decision and determine whether:

- the permanent exclusion should be upheld; or
- your child should be reinstated to the school.

You will be invited to attend this meeting and will have the opportunity to give your views, submit information and ask questions.

The school should provide all relevant papers and evidence before the meeting to allow you sufficient time to prepare.

Independent Advice and Support

The Learning Access Service can provide impartial information and support to help you understand the exclusion process, including:

- what to expect at the Governing Board meeting;
- your rights during the process;

- how to prepare representations for the meeting;
- the role of the Local Authority; and
- how to request an Independent Review Panel if the Governing Board upholds the permanent exclusion.

Any discussion you have with the Exclusions Team will be treated confidentially.

If you would like to speak with a member of the team, please contact us on **0113 378 5028**.

Your Rights if You Believe Disability Discrimination Has Occurred

If you believe the exclusion may be related to your child's disability or special educational needs, and that disability discrimination may have occurred, you may have the right to make a claim to the First-tier Tribunal (Special Educational Needs and Disability) or, in some circumstances, to the County Court.

Making such a claim does **not** affect your right to:

- make representations to the Governing Board; or
- request an Independent Review Panel if appropriate.

Further information is available from:

First-tier Tribunal (SEND)

[Government guidance on SEND tribunals](#)

Further Sources of Independent Advice

SEND Information, Advice and Support Service (SENDIAS)

SENDIAS provides free information, advice and support to children, young people and parents, including advice relating to exclusions.

[Find your local SENDIAS service](#)

Coram Children's Legal Centre

Coram Children's Legal Centre provides free legal information and advice about school exclusions.

[Child Law Advice - School Exclusions](#)

Telephone: **0300 330 5485**

Monday to Friday, 8.00am to 6.00pm

Independent Provider of Special Education Advice (IPSEA)

IPSEA is a national charity providing free and independent advice and support regarding special educational needs and disabilities.

[Visit IPSEA](#)

National Guidance

The Department for Education's statutory guidance on suspensions and permanent exclusions can be found here:

[School Suspensions and Permanent Exclusions Guidance](#)

The Department for Education has also published a guide specifically for parents:

<https://www.gov.uk/government/publications/school-behaviour-and-exclusion-guidance-for-parents>

What You Should Expect from the School or Academy

In accordance with statutory guidance, the school or academy should:

- invite you to attend the Governing Board meeting considering the permanent exclusion;
- provide written evidence and information before the meeting;
- allow you to be accompanied by a friend, supporter or representative;
- facilitate your child's participation wherever appropriate;
- invite the pupil's social worker, where applicable;
- invite the Virtual School Head where the pupil is looked after; and
- make any reasonable adjustments required to ensure that all parties can participate fully in the process.

We're Here to Help

We recognise that permanent exclusion is a significant event for any child and family. If you have questions about the process or would like impartial advice before the Governing Board meeting, please contact the Exclusions Team on **0113 378 5028**.

Yours sincerely,

[Name]

**Lead Officer - Exclusions Team
Learning Access Service
Leeds City Council**

Appendix 2: Checklists for suspensions, permanent exclusions and governing board packs

Suspension Checklist

Stage 1: Immediate Actions (Day 1)

Action	Completed	Date/Time	Evidence/Notes
Parent/carers contacted and reason for suspension explained	☐		
Arrangements confirmed for safe collection/home travel	☐		
Social Worker informed (where applicable)	☐		
Virtual School Head informed (where applicable)	☐		
Suspension letter issued to parent/carers within 24 hours	☐		
Suspension notification form completed or register code inputted to notify the local authority via your MIS and Wonde	☐		

Stage 2: Governing Board Arrangements (If required)

Action	Completed	Date/Time	Evidence/Notes
Appropriate governors identified	☐		
Conflict of interest check completed	☐		
Parents/carers consulted regarding meeting date	☐		
Social Worker invited (where applicable)	☐		
Virtual School Head invited (where applicable)	☐		
Youth Justice Worker invited (where applicable)	☐		
Meeting date confirmed in writing	☐		
Clerk arranged	☐		

Committee Membership Check

- ☐ Maintained school committee comprises at least three governors
- ☐ Academy arrangements comply with Articles of Association and Scheme of Delegation
- ☐ No governor involved where actual or perceived bias may arise

Stage 3: Meeting Preparation

Action	Completed	Date/Time	Evidence/Notes
Exclusion pack prepared	☐		
Pack sent to governors	☐		
Pack sent to parents/carers	☐		
Pack sent to relevant professionals	☐		
Pack circulated at least 5 school days before meeting	☐		
Agenda prepared	☐		

Stage 4: Meeting Held

Action	Completed	Date/Time	Evidence/Notes
Governing board meeting held	☐		
Attendance recorded	☐		
Decision recorded and minuted	☐		

Stage 5: After the Meeting

Action	Completed	Date/Time	Evidence/Notes
Decision letters issued without delay	☐		
Local Authority notified	☐		
Home Local Authority notified (if applicable)	☐		
Social Worker notified (if applicable)	☐		
Virtual School Head notified (if applicable)	☐		
Youth Justice Worker notified (if applicable)	☐		
Meeting notes stored on pupil file	☐		
Meeting notes provided upon request	☐		

Permanent Exclusion Checklist

Stage 1: Immediate Actions

Action	Completed	Date/Time	Evidence/Notes
Parent/carers informed of permanent exclusion	☐		

Safe collection/home arrangements confirmed	☐		
AIP Lead informed	☐		
Support options discussed with AIP Lead	☐		
Exclusion letter sent without delay	☐		
Social Worker informed (where applicable)	☐		
Virtual School Head informed (where applicable)	☐		
Youth Justice Worker informed (where applicable)	☐		

Stage 2: Local Authority Notifications

Action	Completed	Date/Time	Evidence/Notes
Permanent Exclusion Notification Form completed	☐		
Notification sent to Leeds LA	☐		
Home LA notified (if outside Leeds)	☐		
SEMH Pathways referral completed	☐		
Referral sent to Pathways Panel	☐		

Stage 3: Educational Provision

Action	Completed	Date/Time	Evidence/Notes
Confirmed with the responsible local authority that suitable full-time education will begin no later than the sixth school day.	☐		
AIP informed	☐		
LA informed	☐		
Child Looked After provision expedited (where applicable)	☐		

Stage 4: Governing Board Arrangements

Action	Completed	Date/Time	Evidence/Notes
Governing board committee identified	☐		
Conflict of interest check completed	☐		
Parents/carers consulted on date	☐		
LA informed of meeting date	☐		
LA representative invited	☐		
Clerk arranged	☐		

Meeting date confirmed in writing	☐		
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Stage 5: Pack Preparation

Action	Completed	Date/Time	Evidence/Notes
Exclusion pack compiled	☐		
Governors received papers	☐		
Parents/carers received papers	☐		
LA representative received papers	☐		
Relevant professionals received papers	☐		
Papers sent at least 5 school days before meeting	☐		

Stage 6: Governing Board Meeting

Action	Completed	Date/Time	Evidence/Notes
Agenda prepared	☐		
Meeting held	☐		
Parties accommodated separately before hearing	☐		
Recording arrangements agreed (if applicable)	☐		
Decision reached and recorded	☐		

Stage 7: Following Governing Board Decision

Action	Completed	Date/Time	Evidence/Notes
Decision letter sent without delay	☐		
LA received copy	☐		
Required professionals received copy	☐		
Meeting notes available on request	☐		
IRP deadline calculated and recorded	☐		

Independent Review Panel Tracking

Item	Date	Notes
Governing Board Decision Date		
Decision Letter Sent		
Final IRP Request Date (15 school days)		
Parent Declined IRP	☐	

IRP Requested	☐	
IRP Hearing Date		
IRP Outcome		
Request Withdrawn	☐	
Request Out of Time	☐	

Stage 8: Completion of Exclusion Process

Action	Completed	Date/Time	Evidence/Notes
IRP outcome communicated (if applicable)	☐		
Second governing board meeting held (if applicable)	☐		
Final decision letters issued	☐		
LA notified of final outcome	☐		
Pupil removed from admission register (where appropriate)	☐		
Date of removal recorded	☐		
Copies of final letters sent to exclusions@leeds.gov.uk	☐		

Exclusion Pack Checklist

Document Included	Included
Exclusion Notification Form	☐
Parent/Carer Exclusion Letter	☐
Headteacher Report	☐
Incident Account	☐
Previous Exclusions History (if relevant)	☐
Behaviour Logs	☐
SEMH Pathways Documentation (if relevant)	☐
SEND Information	☐
Professional Involvement Summary	☐
Early Help Documentation	☐
Meeting Notes with Parents/Carers	☐
Chronology	☐
Witness Statements	☐

Pupil Statement	☐
School Behaviour Policy	☐
Other Supporting Evidence	☐

Quality Assurance Check

- ☐ All documents paginated
- ☐ All personal data checked
- ☐ Parents/carers received papers
- ☐ Governors received papers
- ☐ Local Authority received papers (where required)
- ☐ Sent at least five school days before meeting

Appendix 3: Notification of Suspension to Parents/Carers (Model Letter)

Please note

The reason for suspension must provide a clear factual explanation of:

- the specific behaviour that led to the suspension;
- the relevant section(s) of the school's behaviour policy that were breached;
- the evidence considered when reaching the decision;
- any relevant context or circumstances taken into account; and
- why suspension was considered an appropriate and proportionate response.

Do **not** simply state a DfE exclusion category or census code (for example, "physical assault", "vape related", "mobile phone use", "verbal abuse" or "persistent disruptive behaviour"). These categories are used for reporting purposes only and do not, on their own, explain the reasons for the decision.

The description should be sufficiently detailed to enable the parent/carers and, where appropriate, the governing board to understand:

- what happened;
- how the behaviour policy was breached; and
- why the suspension was necessary in the circumstances.

Avoid subjective language, assumptions or opinions. The explanation should be factual, balanced and based on the evidence available at the time the decision was made.

Private and Confidential

Date: [Date]

Dear [Parent/Carer's Name]

Decision to Suspend [Child's Name]

I am writing to inform you that I have decided to suspend [Child's Name] from [School Name] for [number] school day(s).

Suspension Details

Suspension starts:

Suspension ends:

Return to school:

Total school days suspended:

☐ This means that **[Child's Name]** must not attend school during this period unless specifically instructed to do so.

Reason for the Suspension

Following careful consideration of the circumstances, I have decided that a suspension is appropriate because:

[Provide a clear factual description of the incident(s), the school behaviour policy provisions breached, the evidence considered, and why suspension was judged to be a proportionate response.]

The decision to suspend has not been taken lightly. All relevant information available at the time was considered before reaching this decision.

Your Responsibilities During the First Five School Days

[For pupils of compulsory school age]

For the first five school days of the suspension, you have a legal responsibility to ensure that **[Child's Name]** is not present in a public place during normal school hours without reasonable justification.

This applies on:

[Insert dates]

A penalty notice may be issued if a child is present in a public place during school hours without reasonable justification during this period.

Work During the Suspension

The school will provide work for **[Child's Name]** to complete during the suspension period.

Arrangements for work:

[Insert arrangements for collection, submission, marking and feedback.]

We encourage **[Child's Name]** to complete the work provided so that they can continue their learning whilst away from school.

Education from the Sixth School Day

[Include only where suspension exceeds five consecutive school days]

From the sixth school day of the suspension, suitable full-time education will be arranged.

Provider details:

- Provider: [Name]
- Address: [Address]
- Start date: [Date]
- Time to attend: [Time]
- Reporting to: [Staff member]
- Transport arrangements: [Details]

If these arrangements have not yet been finalised, they will be provided to you separately without delay.

Your Right to Make Representations

Where the total suspension exceeds 15 school days in a term

Because this suspension means that **[Child's Name]** has been suspended for more than 15 school days in the current term, the Governing Board must meet to consider whether reinstatement is appropriate.

You have the right to:

- submit written representations;
- attend the meeting;
- be accompanied by a friend, supporter or representative;
- invite **[Child's Name]** to attend and present their views.

To discuss attendance or submit representations, please contact:

[Name]

[Position]

[Telephone / Email]

The Clerk will write to you separately with details of the meeting.

Where total suspensions exceed five but do not exceed 15 school days in a term

You have the right to make representations to the Governing Board regarding this suspension.

If you wish the Governing Board to consider your representations, please contact:

[Name]

[Position]

[Telephone / Email]

The Governing Board will consider any representations made and notify you of the outcome.

Reintegration Meeting

We would like to invite you and **[Child's Name]** to a reintegration meeting to support a successful return to school.

Date: [Date]

Time: [Time]

Location: [Location]

Staff member: [Name]

Please note that **[Child's Name]** will not be prevented from returning to school if this meeting cannot take place beforehand.

Advice and Support

Parents and carers may wish to seek independent advice and support from:

- SEND Information, Advice and Support Service (SENDIAS)
- Coram Children's Legal Centre
- IPSEA (Independent Provider of Special Education Advice)

Useful information:

- [School suspensions and permanent exclusions - GOV.UK](#)
- [School exclusions: guide for parents - GOV.UK](#)

If you believe the suspension may relate to your child's disability and that disability discrimination may have occurred, you may have the right to make a claim to the First-tier Tribunal (Special Educational Needs and Disability).

Further information is available through:

- <https://www.gov.uk/complain-about-school/disability-discrimination>

We look forward to welcoming **[Child's Name]** back to school on **[date]** at **[time]**.

Should you have any questions regarding this suspension, please contact the school.

Yours sincerely

[Headteacher/Principal Name]

[School/Academy Name]

Appendix 4: Notification of Permanent Exclusion to Parents/Carers (Model Letter)

Please note

The reason for permanent exclusion must:

- clearly identify the behaviour and incidents relied upon;
- distinguish established facts from allegations;
- avoid vague statements such as "persistent disruption" without particulars;
- explain why permanent exclusion was considered necessary;
- demonstrate consideration of relevant circumstances, including SEND, safeguarding, equality duties and any support previously provided;
- be consistent with the evidence that may later be considered by the Governing Board or Independent Review Panel.
- explain the specific behaviour that led to the decision;
- identify the relevant section(s) of the school's behaviour policy;
- summarise the evidence considered;

Do not rely solely on DfE exclusion categories such as:

- Physical assault
- Vape related
- Use of a mobile phone
- Verbal abuse
- Persistent disruptive behaviour

These are census categories only and do not provide sufficient explanation of the decision.

The letter should clearly demonstrate that:

1. the exclusion is in response to a serious breach, or persistent breaches, of the school's behaviour policy; **and**
2. allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Private and Confidential

Date: _____

Parent/Carer Name: _____

Address: _____

Dear Parent/Carer,

Permanent Exclusion from School

I am writing to inform you that I have decided to permanently exclude **[Pupil Name]** from **[School Name]** with effect from **[Date]**.

I have taken this decision because:

[Insert detailed reasons for the permanent exclusion.]

In reaching this decision I have considered all relevant evidence and circumstances and have concluded that allowing **[Pupil Name]** to remain at the school would seriously harm the education or welfare of the pupil or others within the school community.

Your Right to Make Representations

The Governing Board is required to consider this permanent exclusion and will meet to review the decision.

You have the right to:

- submit written representations to the Governing Board;
- attend the meeting and make representations in person;
- be accompanied by a friend, representative or advocate;
- ask questions of those presenting information to the Governing Board.

The school will write to you separately with details of the meeting arrangements.

Where appropriate and taking account of age and understanding, **[Pupil Name]** should also be enabled and encouraged to participate in the process and express their views.

Educational Provision

The local authority must arrange suitable full-time education for permanently excluded pupils from the sixth school day following the permanent exclusion.

Details of the educational provision that has been arranged for **[Pupil Name]** will be provided separately.

Your Responsibilities During the First Five School Days

For the first five school days after the permanent exclusion becomes effective, you are responsible for ensuring that **[Pupil Name]** is not present in a public place during normal school hours without reasonable justification.

You may be issued with a penalty notice or prosecuted if **[Pupil Name]** is found in a public place during school hours without reasonable justification during this period.

Work has been provided for **[Pupil Name]** to complete during the first five school days of the exclusion.

Details are attached/enclosed.

Children with a Social Worker and Looked After Children

Where a pupil has an allocated social worker, the social worker will be notified of the exclusion without delay.

Where a pupil is looked after, the Virtual School Head will be notified without delay.

If the Governing Board Upholds the Permanent Exclusion

If the Governing Board decides not to reinstate **[Pupil Name]**, you will have the right to request an Independent Review Panel (IRP) to review the decision.

The Governing Board decision letter will explain:

- your right to request an Independent Review Panel;
- how to submit a request;
- the applicable timescales;
- your right to request the attendance of a Special Educational Needs (SEN) Expert;
- your right to claim disability discrimination under the Equality Act 2010.

Independent Advice

Guidance for parents on suspensions and permanent exclusions is available from the Department for Education.

Independent advice may also be available from:

SENDIASS (where applicable)

Coram Children's Legal Centre

Local authority exclusion support services

Other independent advice organisations

Contact details:

Leeds SENDIASS

[Home | Leeds SENDIASS](#)

Learning Access Service

Leeds City Council

Exclusions@leeds.gov.uk

Further Information

If you have any questions regarding this permanent exclusion, please contact:

Name: _____

Position: _____

Telephone: _____



Email: _____

Yours sincerely,

[Headteacher/Principal Name]

Appendix 5: AIP contact details

Area	Name	Role	Contact
Northeast	Lucie Lakin	AIP Secondary Chair	hallass03@carmanor.org.uk 0113 3368400
	John Mattinson	AIP Lead	Mattinson@roundhayschool.com 0113 393 1200
	Samantha Crackle (Primary)	Principal Locality Inclusion Leader	samantha.crackle@leeds.gov.uk samantha.crackle@nepaip.org.uk 07891 277159 0113 3781139
East	Chris Florey	Primary AIP Chair	headteacher@seacroftgps.org.uk 0113 2605385
	Mark Cooper	Secondary AIP Chair	m.cooper@mountstmarys.org 0113 2455248
	Kelly Newby	EAIP Project Director	kelly.newby@eaipleeds.com 07826541386
	Katherine Runciman	EAIP Deputy Project Director (who holds RIO remit)	katherine.runciman@eaipleeds.com 07808779116
Northwest	Dr Paul Bell Jo Bell	Joint AIP Secondary Chairs	bellp07@horsforthschool.org jo.bell@elawnswood.co.uk
	Elsbeth Warren & Rebecca Pettman	Joint AIP Primary Chairs	elsbeth.warren@ashfieldprimary.co.uk rpettman@quarrymountprimary.org.uk

	Ian St Rose	Project Director	ian.strose@nwaip.com 07891 279920
	Pauline Loftus	Inclusion Manager	pauline.loftus@nwaip.com 07891 272255
South	David Gurney	AIP Chair	gurneyd@cockburnschool.org
	Karen Sherwin	Project Director	sherwink@cockburnjohncharles.org 07891 278332
	Diane Sutcliffe	RIO	sutcliffed@cockburnjohncharles.org 07712 214569
West	Michelle Wilman	AIP Chair	michelle.wilman@westsilc.org
	Rachel Horan	(Secondary) AIP chair (Primary)	0113 386 2540 rhoran@parkspringprimary.co.uk 0113 2552526
	Helen Grayson	Secondary Project Director	Helen.grayson@westsilc.org 07748 763167
	James Philips	Primary Project Director	james.phillips08@swinnowprimary.com 07562 439746
	Chris Fletcher	Re-Inclusion Officer	chris.fletcher@westsilc.org 07562 439096

Appendix 6: School exclusion reasons and codes

[Complete the school census - Guidance - GOV.UK](#)

[Complete the school census - Find a school census code - Guidance - GOV.UK](#)

Suspension or permanent exclusion reason

Up to 3 reasons can be recorded for each suspension or permanent exclusion (where applicable).

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

This table provides examples of reasons for suspensions or permanent exclusions to aid schools selecting the relevant reason. These examples are used as a guide and are not intended to act as a tick list.

Pupil suspension or permanent exclusion reason (not for nursery schools). These codes come into force from the autumn 2026 term, collected from spring 2027 onwards

Code	Description
PP	Physical assault against a pupil
PA	Physical assault against an adult
VP	Verbal abuse/threatening behaviour against a pupil
VA	Verbal abuse/threatening behaviour against an adult
OW	Use or threat of use of an offensive weapon or prohibited item
BW	Found to have brought a weapon or prohibited item into school
BU	Bullying
TB	Cyber-bullying or threatening behaviour online
RA	Racist abuse including bullying
LG	Abuse against sexual orientation and gender identity including bullying
DS	Abuse relating to disability including bullying

Code	Description
SM	Sexual misconduct
SB	Harmful sexual behaviour
MB	Misogynistic behaviour
AB	Misandry Behaviour
DR	Drug related
AR	Alcohol Related
SR	Smoking Related
VR	Vape Related
DA	Drug and alcohol related
DM	Damage to property
TH	Theft
LD	Persistent disruptive behaviour - low level disruption
CB	Persistent disruptive behaviour – challenging behaviour
DB	Persistent or general disruptive behaviour
MT	Inappropriate use of social media or online technology
MP	Use of Mobile Phone
OS	Misbehaviour outside of school
PH	Wilful and repeated transgression of protective measures in place to protect public health

Appendix 7: Contact details of neighbouring authorities

Bradford Local Authority	Samantha Griffiths Paul Jennings	exclusionsteam@bradford.gov.uk
Leeds Local Authority	Alison Finley Shannel Hamilton Rachel Buckland	exclusions@leeds.gov.uk
North Yorkshire Local Authority	Julie Barber Amanda Morphet Helen Hunter	exclusions@northyorks.gov.uk
Wakefield Local Authority	Claire Hammerson Trish Henshall	exclusions@wakefield.gov.uk
Kirklees Local Authority	Allison Langdale Nick Jagger	AccesstoEducation@kirklees.gov.uk
Calderdale Local Authority	Dafydd Cherry	Dafydd.Cherry@calderdale.gov.uk

Appendix 8: Agenda for Governor's Meeting

Before the Meeting

Attendance and impartiality

The headteacher/principal should attend the meeting to explain the reasons for the suspension or permanent exclusion and to answer questions from the governing board.

To ensure that the process is fair and transparent, members of the governing board must not discuss the case with any party before the meeting begins.

Before the meeting, the following individuals should remain separate from the governing board members:

- parents/carers and their representatives;
- the pupil (where attending);
- school staff who are presenting the school's case;
- local authority representative (where present);
- social worker (where applicable);
- Virtual School Head representative (where applicable);
- Youth Justice worker (where applicable).

The Clerk should invite all parties into the meeting together when the governing board is ready to begin.

Membership of the Governing Board Panel

Governors considering the exclusion should have had no prior involvement in the decision to exclude and should approach the meeting with an open mind.

Whilst not prohibited, it is generally good practice for a staff governor not to sit on the panel where this can reasonably be avoided. Where a staff governor does participate, they should have had no direct involvement in the events leading to the exclusion and no significant prior involvement in the case.

The Clerk should confirm that all governors present are able to consider the matter impartially and declare any conflicts of interest before the meeting begins.

Suggested Meeting Agenda

1. Introductions and Opening Remarks

The Chair should:

- welcome all attendees;
- introduce the governors;
- invite all attendees to introduce themselves and explain their role;
- confirm that everyone has received the relevant papers;
- explain that the meeting is intended to be conducted fairly and respectfully, allowing everyone the opportunity to present their views.

2. Purpose of the Meeting

The Chair should explain that the meeting has been convened to consider the headteacher's decision to:

- suspend **[Child's Name]**; or
- permanently exclude **[Child's Name]**.

The Chair should explain the governing board's role and powers in relation to the exclusion.

3. Explanation of Procedure

The Chair should outline the order of proceedings and explain that all parties will have an opportunity to:

- present information;
- ask questions;
- clarify points;
- make representations before any decision is reached.

4. Headteacher's Presentation

The headteacher/principal presents:

- the circumstances leading to the exclusion;
- the investigation undertaken;
- the evidence considered;
- relevant behaviour policy provisions;
- support and interventions previously offered (where relevant);
- the reasons for the decision.

5. Questions to the Headteacher

Questions may be asked by:

- governors;
- parents/carers;
- the pupil (if attending);
- representatives accompanying the family;
- the local authority representative (where present);
- social worker (where applicable);
- Virtual School Head representative (where applicable);
- Youth Justice worker (where applicable).

6. Parent/Carer Representations

The parent/carers and any representative may present their views, provide additional information and explain why they believe the exclusion should or should not be upheld.

Where appropriate, the pupil should be given an opportunity to express their views.

7. Questions to the Parent/Carer

Governors may ask questions of the parent/carers, pupil or representative to clarify any issues raised.

8. Representations from Other Relevant Professionals

Where present, the following individuals should be invited to make representations:

- social worker;
- Virtual School Head representative;
- Youth Justice worker;
- local authority representative;
- any other relevant professional.

Governors may ask questions to clarify any information provided.

9. Closing Statements

The Chair should invite:

1. the headteacher/principal; and
2. the parent/carers or their representative

to make a brief closing statement.

The parent/carers should normally be offered the final opportunity to comment before deliberations begin.

10. Governing Board Deliberation

All parties, except the governors and Clerk, should withdraw.

The Clerk should remain to:

- advise on procedure where appropriate;
- record the discussion and decision;
- maintain an accurate record of the reasons for the decision.

The governing board should consider:

- whether the exclusion was lawful, reasonable and procedurally fair;
- whether the relevant statutory guidance has been followed;
- the evidence presented;
- the representations made by all parties;
- the individual circumstances of the pupil.

11. Decision

The governing board may:

For a suspension

- uphold the suspension; or
- direct the reinstatement of the pupil, where it has the statutory power to do so.

For a permanent exclusion

- direct immediate reinstatement;
- direct reinstatement from a specified date; or
- decline to reinstate the pupil and uphold the permanent exclusion.

12. Notification of the Decision

The Clerk should notify all parties of the governing board's decision in writing **without delay**.

The decision letter should include:

- the governing board's decision;
- the reasons for the decision;
- details of any review rights;
- information about the Independent Review Panel process where applicable.

Appendix 9A: Suspension letter. Clerk to parent declining to reinstate suspended pupil

Address/Date

Dear [Parent/Carer's Name]

The meeting of the Governing board or Committee at [school] on [date] considered the decision by [Headteacher's Name] to suspend your son/daughter, [Child's Name].

The Governing Board/ Committee has decided to decline to reinstate [Child's Name] and has therefore upheld the headteacher's decision to suspend.

The reasons for the Governing Board Committee's decision are set out below:

[Insert detailed reasons for the decision- see paragraph 156 of the [School suspensions and permanent exclusions - GOV.UK](#) .]

(Insert this paragraph if you want to demonstrate how the governing board met the criteria below and under each criteria provide the governing boards reasoning. (See paragraph 143 of the [School suspensions and permanent exclusions - GOV.UK](#))

In reaching its decision, the Governing Board Committee considered whether the headteacher's decision was:

- lawful;
- reasonable; and
- procedurally fair,

taking account of the headteacher's statutory duties and the school's behaviour policy.

[insert the paragraph if the pupil is still suspended]

[Child's Name]'s suspension expires on [date] and we expect [Child's Name] to be back in school on [date] at [time].

Sources of Advice and Support

If you believe the exclusion relates to your child's disability or special educational needs, and you consider that disability discrimination may have occurred, you may make a claim to the First-tier Tribunal (Special Educational Needs and Disability).

Further information is available at:



[Complain about a school: Disability discrimination - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/complain-about-a-school-disability-discrimination)

Every local area has a SEND Information, Advice and Support Service (SENDIAS) which provides information, advice and support to children, young people and parents, including advice about exclusions.

[The Information, Advice and Support Services Network](#)

Coram Children's Legal Centre provides information and advice about exclusions:

<https://childlawadvice.org.uk/information-pages/school-exclusion/>

Telephone: **0300 330 5485** (Monday to Friday, 8:00am to 6:00pm)

Independent Provider of Special Education Advice (IPSEA):

www.ipsea.org.uk

The DfE statutory guidance can be found at:

[School suspensions and permanent exclusions - GOV.UK](https://www.gov.uk/guidance/school-suspensions-and-permanent-exclusions)

The DfE's guide for parents can be found at:

[A guide for parents on school behaviour and exclusion - GOV.UK](https://www.gov.uk/guidance/a-guide-for-parents-on-school-behaviour-and-exclusion)

Yours sincerely

[name]

Clerk to the Governing Board/ Committee

Appendix 9B: Governing Board Decision to Reinstate a Suspended Pupil: Model Letter from the Clerk to the Parent/Carer

Private and Confidential

[Parent/Carer's Name]

[Address]

[Date]

Dear **[Parent/Carer's Name]**

Governing Board Decision Regarding the Suspension of [Child's Name]

The Governing Board Committee of **[School/Academy Name]** met on **[date of meeting]** to consider the decision made by **[Headteacher/Principal's Name]** to suspend **[Child's Name]**.

The suspension covered the following period:

- **First day of suspension:** [date]
- **Final day of suspension:** [date]
- **Number of school days:** [number]

[Where the Committee considered more than one suspension, list each suspension and its dates separately.]

The Committee considered whether the headteacher's decision to suspend **[Child's Name]** was lawful, reasonable and procedurally fair, taking account of the headteacher's legal duties and the school's behaviour policy.

In reaching its decision, the Committee carefully considered:

- the information and evidence provided by the headteacher;
- the school's behaviour policy;
- representations made by you and/or your representative;
- the views of **[Child's Name]**, where available;
- information provided by any relevant professionals;
- any relevant special educational needs and disabilities, safeguarding, equality or welfare considerations; and
- all other relevant circumstances presented to the Committee.

Committee's Decision

Select either Option 1 or Option 2. Delete the unused option and all drafting instructions before issuing the letter.

Option 1: Reinstatement remains practicable

Having carefully considered all the evidence and representations, the Committee has decided to **direct the reinstatement of [Child's Name]**.

The Committee has directed that **[Child's Name]** must be reinstated from:

Date: [date]

Time: [time]

The reasons for the Committee's decision are:

[Insert clear and sufficiently detailed reasons. Explain the findings of fact made on the balance of probabilities, how the Committee assessed whether the suspension was lawful, reasonable and procedurally fair, and why reinstatement was directed.]

The Committee's decision and reasons will be placed on **[Child's Name]'s** educational record.

Arrangements for Return to School

The school will contact you to confirm the practical arrangements for **[Child's Name]'s** return.

The named contact is:

Name: [name]

Role: [role]

Telephone: [telephone number]

Email: [email address]

The return arrangements are:

[Insert the date, time, location, person to whom the pupil should report and any agreed educational, pastoral or reasonable-adjustment arrangements.]

Where appropriate, the school will work with you, **[Child's Name]** and relevant professionals to identify support that may assist **[Child's Name]** to return successfully.

[Optional paragraph where a reintegration meeting is offered]

You and **[Child's Name]** are invited to attend a reintegration meeting:

Date: [date]

Time: [time]

Location: [location]

School representative: [name and role]

The purpose of the meeting is to discuss the support that may assist **[Child's Name]** on returning to school. **[Child's Name] must not be prevented from returning on the reinstatement date if the reintegration meeting cannot take place beforehand.**

Option 2: The suspension has ended and reinstatement is no longer practicable

The suspension had already ended by the date of the Committee's meeting. It was therefore no longer practicable for the Committee to direct **[Child's Name]'s** reinstatement.

The Committee was nevertheless required to consider the suspension and the representations made. Having carefully considered all the evidence and representations, the Committee decided that **[Child's Name] would have been reinstated if reinstatement had remained practicable.**

The reasons for the Committee's decision are:

[Insert clear and sufficiently detailed reasons. Explain the findings of fact made on the balance of probabilities, how the Committee assessed whether the suspension was lawful, reasonable and procedurally fair, and why it concluded that the pupil would otherwise have been reinstated.]

A note recording the Committee's decision, together with its reasons, will be placed on **[Child's Name]'s** educational record.

[Where the pupil has already returned to school]

The Committee understands that **[Child's Name]** returned to school on **[date]**.

[Where support or follow-up action has been identified]

The Committee has also asked the school to consider the following action or support:

[Insert details, making clear whether these are recommendations rather than conditions of the Committee's decision.]

Further Information

If you have any questions about the Committee's decision or require a copy of the record of the meeting, please contact:

[Name]

[Role]

[Telephone number]

[Email address]

Yours sincerely

[Name]

Clerk to the Governing Board Committee

Copies to:

- Headteacher/Principal
- Local authority, where required
- Pupil's home local authority, where different and required
- Social worker, where applicable
- Virtual School Head, where applicable
- **[Other relevant recipient]**

Remove this note before issuing the letter.

The letter must not simply state that the Committee "carefully considered the evidence". The reasons must enable the parent/carers and pupil to understand:

- what facts the Committee found to have occurred;
- which evidence the Committee accepted and how conflicting evidence was resolved;
- whether the facts were established on the balance of probabilities;
- how the Committee assessed whether the headteacher's decision was lawful, reasonable and procedurally fair;
- what relevant SEND, disability, equality, safeguarding, welfare or contextual matters were considered;
- why the Committee directed reinstatement or concluded that it would have directed reinstatement if this had remained practicable; and
- any recommendations made to the school, clearly distinguished from the Committee's formal decision.

Reasons must be specific to the individual case. Avoid generic statements such as “the Committee considered all the evidence” or “the suspension was not appropriate” without explaining the Committee’s findings and reasoning.

Appendix 9C: Governing Board Decision to Reinstate a Permanently Excluded Pupil

Letter from Clerk to Parent/Carer (Copy to Local Authority)

[Parent/Carer Name]

[Address]

[Date]

Dear [Parent/Carer Name]

Re: Governing Board Decision Regarding the Permanent Exclusion of [Child's Name]

The Governing Board Committee met on **[date]** to consider the decision of **[Headteacher's Name]** to permanently exclude **[Child's Name]** from **[School Name]**.

The Committee carefully considered:

- the Headteacher's reasons for the permanent exclusion;
- the school's evidence and documentation;
- the representations made by you and/or your representative;
- any information provided by [Child's Name];
- advice and information provided by the Local Authority; and
- all relevant circumstances of the case, including any safeguarding, special educational needs and disability (SEND), equality and welfare considerations.

Following careful consideration of all the available evidence and representations, the Committee has decided that **[Child's Name] should be reinstated to the school.**

Reasons for the Committee's Decision

[Insert clear and sufficiently detailed reasons. Explain the Committee's findings of fact on the balance of probabilities, the evidence accepted, how conflicting evidence was resolved, how it assessed whether the decision was lawful, reasonable and procedurally fair, and why reinstatement was directed.]

The Committee has directed that the reinstatement will take effect from:

Date of reinstatement: [Date]

Arrangements for Return to School

The school will contact you to discuss arrangements for [Child's Name]'s return and any support required to enable a successful reintegration.

The named contact for these arrangements is:

Name: [Name]

Position: [Position]

Telephone: [Phone Number]

Email: [Email Address]

Where appropriate, the school will work with you, [Child's Name] and relevant professionals to ensure suitable support is in place upon return.

If alternative provision arrangements have been made pending reinstatement, the school will provide you with further information regarding any transition arrangements.

Educational Record

The Governing Board's decision to reinstate [Child's Name] will be recorded and a note of this decision will be placed on the pupil's educational record in accordance with statutory guidance.

Further Information

If you have any questions regarding the practical arrangements for reinstatement, please contact the named school representative listed above.

The Governing Board appreciates the participation of all parties in the review process and wishes [Child's Name] every success on returning to education.

Yours sincerely

[Name]

Clerk to the Governing Board

Cc: Local Authority

Remove this note before issuing the letter.

The letter must not simply state that the Committee “carefully considered the evidence”. The reasons must enable the parent/carers and pupil to understand:

- what facts the Committee found to have occurred;
- which evidence the Committee accepted and how conflicting evidence was resolved;

- whether the facts were established on the balance of probabilities;
- how the Committee assessed whether the headteacher's decision was lawful, reasonable and procedurally fair;
- what relevant SEND, disability, equality, safeguarding, welfare or contextual matters were considered;
- why the Committee directed reinstatement or concluded that it would have directed reinstatement if this had remained practicable; and
- any recommendations made to the school, clearly distinguished from the Committee's formal decision.

Appendix 9D: Permanent exclusion letter – Clerk to parent declining to reinstate permanent exclusion (copy to LA)

Address/Date

Dear [Parent's name]

The Governing Board Committee of **[School]** met on **[date]** to consider the decision made by **[Headteacher's Name]** to permanently exclude **[Child's Name]**.

Having carefully considered all the available evidence and any representations made, the Governing Board Committee has decided to **decline to reinstate [Child's Name]** and has therefore upheld the permanent exclusion.

The reasons for the Governing Board Committee's decision are set out below:

[Insert detailed reasons for the decision- see paragraph 156 of the [School suspensions and permanent exclusions - GOV.UK](#) .]

NOTE TO REMOVE BEFORE SENDING - The letter must explain the Committee's findings of fact, how conflicting evidence was resolved, whether the facts were established on the balance of probabilities, and why the headteacher's decision was considered lawful, reasonable and procedurally fair.

(Insert this paragraph to demonstrate how the governing board met the criteria below and under each criteria provide the governing boards reasoning. (see paragraph 143 of the [School suspensions and permanent exclusions - GOV.UK](#))

In reaching its decision, the Governing Board Committee considered whether the headteacher's decision was:

- lawful;
- reasonable; and
- procedurally fair,

taking account of the headteacher's statutory duties and the school's behaviour policy.

Independent Review Panel

You have the right to apply for this decision to be reviewed by an **Independent Review Panel (IRP)**.

If you wish to request a review, you must write to: education.appeals@leeds.gov.uk (maintained schools only)

(Academies should insert the relevant contact details for the body arranging Independent Review Panels.)

Your request must be received by **[insert date]**, which is **15 school days** from the date you received this letter.

You may include any written evidence that you would like the Independent Review Panel to consider, including information about how your child's special educational needs (SEN), if any, may be relevant to the exclusion.

Right to request a SEN Expert

You have the right to request the appointment of a **Special Educational Needs (SEN) Expert** to attend the review, whether your child has an identified special educational need.

There is no cost to you for the appointment of a SEN Expert. If you would like a SEN Expert to attend, you should make this clear when requesting the review.

The SEN Expert's role is to provide impartial advice to the Independent Review Panel on how SEN may be relevant to the exclusion and whether the school's handling of SEN issues appears to have been lawful, reasonable and procedurally fair.

Representation

You may:

- attend the review hearing;
- submit written representations;
- make oral representations;
- be represented by another person at your own expense; and
- bring a friend, advocate or supporter with you.

Disability Discrimination

If you believe that the exclusion was related to your child's disability, you may have the right to bring a claim under the Equality Act 2010.

Claims relating to disability discrimination in schools may be brought before the **First-tier Tribunal (Special Educational Needs and Disability)**.

Further information can be found at:

<https://www.gov.uk/courts-tribunals/first-tier-tribunal-special-educational-needs-and-disability>

Please note that making a disability discrimination claim does not affect your right to request an Independent Review Panel.

Sources of Advice and Support

SEND Information, Advice and Support Service (SENDIAS)

Every local area has a SENDIAS service which provides information, advice and support to children, young people and parents, including advice about exclusions.

[The Information, Advice and Support Services Network](#)



[Complain about a school: Disability discrimination - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/complain-about-a-school-disability-discrimination)

Coram Child Law Advice

<https://childlawadvice.org.uk/information-pages/school-exclusion/>

Telephone: **0300 330 5485**
(Monday to Friday, 8am to 6pm)

Independent Provider of Special Education Advice (IPSEA)

<https://www.ipsea.org.uk>

IPSEA provides free and independent advice and support to children and young people with special educational needs and disabilities and their families.

Further Information

DfE Statutory Guidance

Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units in England, Including Pupil Movement

<https://www.gov.uk/government/publications/school-suspensions-and-permanent-exclusions>

DfE Guide for Parents

The DfE's guide for parents can be found at:

[A guide for parents on school behaviour and exclusion - GOV.UK](https://www.gov.uk/guidance/a-guide-for-parents-on-school-behaviour-and-exclusion)

Yours sincerely,

[Name]

Clerk to the Governing Board

Appendix 10A: Model Independent Review Panel letter - Independent Review Panel (IRP) Clerk to parent acknowledging request of an IRP

Address/Date

Dear [Parent's Name]

I am writing to acknowledge receipt of your request for an Independent Review Panel hearing in relation to the permanent exclusion of **[Child's Name]**.

I will contact you shortly with a proposed date for the hearing. In the meantime, please provide a daytime telephone number and email address so that I can contact you if necessary.

I note that you **[have / have not]** requested the appointment of a Special Educational Needs (SEN) Expert.

[Include this paragraph if parent HAS requested an SEN expert]

I will arrange for a SEN Expert to attend the hearing.

If you would like a particular SEN Expert to be considered, please let me know your preference **[from the attached list, if applicable]**. Whilst every effort will be made to accommodate your preference, I cannot guarantee the availability of a particular SEN Expert.

As outlined in the governing board's decision letter, you may, at your own expense, appoint a representative to make written and/or oral representations on your behalf. You may also be accompanied by a friend, advocate or supporter at the hearing.

If you intend to be represented, please provide the name and contact details of your representative as soon as possible.

[Child's Name] is also entitled to attend the hearing and share their views. If **[he/she]** does not wish to attend, views may be provided through a representative or by way of a written statement.

You may call witnesses, including character witnesses, if you wish. However, you are responsible for arranging their attendance.

Where witnesses are pupils, it will often be appropriate for the panel to consider written statements. A pupil may attend as a witness if they wish to do so voluntarily and parental consent has been obtained. In such cases, the parent/carers will also be invited to attend.

If you intend to rely on witness evidence, please provide:

- the names of any witnesses;
- any written witness statements; and
- any other documents you would like the panel to consider.

All statements should be signed and dated.



If you wish to submit any further information or evidence in advance of the hearing, please send this to me as soon as possible.

Please note that the Independent Review Panel does not have the power to compel witnesses to attend. In reviewing the governing board's decision, the panel will generally need to hear from those involved in, or connected to, the incident(s) that led to the permanent exclusion. This may include any alleged victim, where appropriate and where they wish to participate, either in person, through a representative, or by way of a written statement.

I will contact you again shortly with further details of the hearing.

If you have any questions about the review process in the meantime, please contact me on **[telephone number]** or **[email address]**.

Yours sincerely

[Name]

Clerk to the Independent Review Panel

Appendix 10B: Model Independent Review Panel letter -Independent Review Panel (IRP) Clerk to headteacher informing them of request for an IRP

Dear [Headteacher's Name],

I write to inform you that I have received an application for an Independent Review Panel (IRP) in relation to the Governing Board's decision to uphold the permanent exclusion of **[Child's Name]**.

A copy of the parent's application is enclosed.

The Governing Board's decision will now be reviewed by an Independent Review Panel.

The role of the Panel is to review the Governing Board's decision not to reinstate the pupil. In doing so, the Panel must consider the circumstances of the exclusion, the interests of the excluded pupil, and the interests of other pupils and staff at the school.

The Panel will apply the civil standard of proof, namely **the balance of probabilities**.

Following the hearing, the Panel may:

- uphold the Governing Board's decision;
- recommend that the Governing Board reconsiders its decision; or
- quash the decision and direct the Governing Board to reconsider the exclusion.

Where the Panel directs reconsideration and the Governing Board subsequently decides not to reinstate the pupil, a financial adjustment of **£4,000** may be payable in accordance with the statutory guidance.

SEN Expert

The parent has **[requested / not requested]** the appointment of a Special Educational Needs (SEN) Expert.

Where appointed, the SEN Expert will provide impartial advice to the Panel regarding any SEND issues that may be relevant to the exclusion. The SEN Expert is not responsible for assessing the pupil's special educational needs.

School Representation

The school may be represented at the hearing. The Governing Board may also wish to arrange for a governor who participated in the original exclusion hearing to attend and explain the Governing Board's decision.

The school may call witnesses if appropriate. Where pupil witnesses are involved, written statements will often be the most appropriate means of presenting evidence.

Documentation Required

In preparation for the hearing, please provide the following as soon as possible:

- the written evidence considered by the Governing Board;
- the minutes or record of the Governing Board meeting;
- the headteacher's permanent exclusion letter;
- the Governing Board's decision letter;
- any witness statements relied upon;
- copies of relevant behaviour records and supporting documentation;
- details of any interventions and support provided;
- copies of relevant policies, including the behaviour policy;
- any other documents considered relevant to the exclusion.

Where the case relies on physical evidence, that evidence should be retained where practicable. If this is not possible, photographs or signed witness statements should be provided.

Please also confirm:

- who will attend the hearing on behalf of the school; and
- whether the Governing Board will be represented.

New Evidence

Parties may submit new evidence for the Panel's consideration. However, the school may not introduce new reasons for the exclusion.

Hearing Date

I will contact you shortly regarding available hearing dates. The hearing must begin within **15 school days** of the local authority receiving the parent's application.

Please note that all documentation intended to be relied upon at the hearing should be circulated to all parties and the Panel at least **five school days before the hearing**.

If you have any questions regarding the review process, please contact me on **[telephone number/email]**.

Yours sincerely,



[Name]

Clerk to the Independent Review Panel

Appendix 10C: Model Independent Review Panel letter - Independent Review Panel (IRP) Clerk to SEN Expert

Address/Date

Independent Review Panel - [Child's Name/School Name]

Address and Date

Dear [Name],

Thank you for agreeing to attend the above Independent Review Panel hearing as the appointed Special Educational Needs (SEN) Expert.

I write to confirm that the hearing has been arranged for **[date]** at **[location/remote access details]**, commencing at **[time]**.

The purpose of the hearing is to consider an application for review of the Governing Board's decision not to reinstate **[Child's Name]** following their permanent exclusion from **[School Name]**.

I enclose the following documents for your consideration:

- the parent's application for review;
- the documents provided by the school and Governing Board; and
- the [DfE's Suspension and Permanent Exclusion Guidance](#).

The parent has requested the attendance of a SEN Expert. Parents have the right to request a SEN Expert regardless of whether the child has identified special educational needs.

Role of the SEN Expert

Your role is to provide **impartial advice** to the Independent Review Panel on how special educational needs (SEN) may be relevant to the exclusion. Your advice should be based on the evidence provided to the Panel.

Please note that your role is **not** to assess the pupil's special educational needs.

Your advice should focus on whether:

- the school's policies relating to SEN; and/or
- the way those policies were applied in the case of the excluded pupil,

appear to have been **lawful, reasonable and procedurally fair**.

When providing your advice, you should consider the Governing Board's decision considering the principles applied in judicial review proceedings, namely:

- **Illegality** – whether the Governing Board acted outside the scope of its legal powers.
- **Irrationality** – whether the decision was so unreasonable that no reasonable decision-maker could have reached it.

- **Procedural Impropriety** – whether the process followed was so unfair or flawed that justice was not done.

Where you identify concerns in relation to these matters, you should, where possible, advise the Panel on the extent to which they may have contributed to the circumstances leading to the exclusion.

Where the school has not identified the pupil as having SEN, you should advise the Panel on whether the school appears to have acted in a lawful, reasonable and procedurally fair manner regarding the identification and consideration of any potential SEN, and whether this may have been relevant to the exclusion.

The role of the SEN Expert is not to criticise a school's policies or actions simply because a different approach could have been taken or because another school may have acted differently.

Should you require any additional information or documentation prior to the hearing, please contact me.

Yours sincerely

[Name]

Clerk to the Independent Review Panel

Appendix 10D: Model Independent Review Panel letter - Independent Review Panel (IRP) Clerk to parent confirming arrangements for IRP

Address/date

Independent Review Panel - [Child's Name/School Name]

Dear [Parent's Name],

I am writing to confirm that arrangements have now been made for your Independent Review Panel (IRP) hearing.

The hearing will take place on **[date]** at **[venue/remote access details]** and will begin at **[time]**.

I will write to you again shortly with the papers that will be considered by the Panel, including the documentation submitted by the school.

If you wish to submit any additional information or evidence for the Panel to consider, please ensure that it reaches me by **[date]**.

The Role of the Independent Review Panel

The role of the Independent Review Panel is to review the Governing Board's decision not to reinstate **[Child's Name]** following their permanent exclusion.

In doing so, the Panel will consider:

- the circumstances of the exclusion;
- the interests and circumstances of **[Child's Name]**; and
- the interests of other pupils and staff at the school.

The Panel will apply the civil standard of proof, namely **the balance of probabilities**, meaning it will consider whether it is more likely than not that a fact is true.

Following the hearing, the Panel may:

- **uphold** the Governing Board's decision;
- **recommend** that the Governing Board reconsiders its decision; or
- **quash** the decision and direct the Governing Board to reconsider the exclusion.

Where the Panel directs the Governing Board to reconsider its decision and the Governing Board subsequently decides not to reinstate the pupil, the Panel may require the school to make a financial adjustment in accordance with the statutory guidance.

[Include if a SEN Expert has been requested]

Special Educational Needs (SEN) Expert

You have requested the attendance of a SEN Expert.

The SEN Expert's role is to provide impartial advice to the Panel on how special educational needs may be relevant to the exclusion. The SEN Expert will consider the evidence provided to the Panel but will not assess your child's special educational needs.

The focus of the SEN Expert's advice will be whether the school's approach to SEND matters appears to have been lawful, reasonable and procedurally fair.

Representation and Attendance

You may:

- attend the hearing;
- make written representations;
- make oral representations;
- be represented by another person at your own expense; and
- bring a friend, supporter or advocate with you.

If you intend to be represented, please let me know as soon as possible and provide the name and contact details of your representative.

[Child's Name] is also entitled to attend the hearing and share their views. If **[he/she]** does not wish to attend, views may be submitted in writing or through a representative.

Witnesses

You may call witnesses, including character witnesses, but you will be responsible for arranging their attendance.

Where witnesses are pupils, it will often be appropriate for the Panel to consider written statements. Any pupil attending as a witness must do so voluntarily and with parental consent.

Please provide me with:

- the names of any witnesses who will attend;
- any written witness statements; and

- any other evidence you wish to rely upon.

All witness statements should be signed and dated.

Please note that the Panel cannot compel witnesses to attend.

Confirmation of Attendance

Please complete and return the attached response form as soon as possible confirming:

- whether you will attend the hearing;
- whether you will be represented;
- whether you intend to call any witnesses; and
- whether you are content for the hearing to proceed in your absence if you choose not to attend.

If you require any further information about the Independent Review Panel process, please contact me on **[telephone number]** or **[email address]**.

Yours sincerely

[Name]
Clerk to the Independent Review Panel

Appendix 10E: Model Independent Review Panel letter - Independent Review Panel (IRP) Clerk to IRP member confirming arrangements for IRP

Independent Review Panel - [Child's Name/School Name]

I write to confirm that the above Independent Review Panel hearing has been arranged for [insert date] at [insert detail] starting at [insert time].

The purpose of the hearing is to consider an application to review the decision of the Governing board not to reinstate [Child's Name] to [name of school] and therefore to uphold the decision of the headteacher to permanently exclude [Child's Name].

I enclose copies of the following documentation for the hearing.

1. Parent's application
2. Documents provided by the school
3. Guidance notes and panel checklist
4. The Department of Education's guidance Suspension and permanent exclusion guidance
(publishing.service.gov.uk)

Should you require any further information or have any queries relating to this case, please contact me prior to the hearing.

Yours sincerely

[Name]

Clerk to the Independent Review Panel

Appendix 10F: Model Independent Review Panel letter - Independent Review Panel (IRP) Clerk to VSH and or social worker member confirming arrangements for IRP

Where a pupil has both an allocated social worker and is looked after, separate invitations should be sent to both the Virtual School Head and the social worker. Where only one applies, the invitation should be sent to the relevant professional.

Address/Date

Independent Review Panel - [Child's Name/School Name]

Dear [Name],

I write to confirm that the above Independent Review Panel (IRP) hearing has been arranged for **[date]** at **[venue / remote access details]** commencing at **[time]**.

The purpose of the hearing is to consider an application for review of the Governing Board's decision not to reinstate **[Child's Name]** following their permanent exclusion from **[School Name]**.

[Include if the pupil is looked after]

As **[Child's Name]** is a looked after child, you are invited to attend the Independent Review Panel in your capacity as the **Virtual School Head (VSH)**.

[The Suspension and Permanent Exclusion Guidance \(2026\)](#) states that, when attending an Independent Review Panel, the focus of the Virtual School Head's contribution should be to assist the Panel in considering whether the pupil's background and educational needs were considered by the headteacher in the lead up to the permanent exclusion, including whether any additional support could have been provided to improve behaviour and avoid exclusion where possible.

Where the Virtual School Head considers that this was not the case, they should, where possible, advise the Panel on the contribution that the pupil's needs may have made to the circumstances of the permanent exclusion.

(Paragraph 231, page 64, *Suspension and Permanent Exclusion Guidance*.)

[Include if the pupil has an allocated social worker]

As the allocated social worker for **[Child's Name]**, you are invited to attend the Independent Review Panel.

The *Suspension and Permanent Exclusion Guidance (2026)* states that, when attending an Independent Review Panel, the focus of the social worker's contribution should be on whether the pupil's welfare, safeguarding needs and any associated risks were considered in the lead up to the permanent exclusion.

Where the social worker considers that this was not the case, they should, where possible, advise the Panel on the contribution that the pupil's needs may have made to the circumstances of the permanent exclusion.

(Paragraph 230, page 64, *Suspension and Permanent Exclusion Guidance*.)

Please note that social workers and Virtual School Heads must be permitted to participate in Independent Review Panels through remote access where appropriate and in accordance with the requirements of the statutory guidance.

(See Part 11, pages 70-71, *Suspension and Permanent Exclusion Guidance*.)

Should you require any further information or have any queries relating to this case, please contact me prior to the hearing.

Yours sincerely,

[Name]

Clerk to the Independent Review Panel

Appendix 10G: Model Independent Review Panel letter - Independent Review Panel (IRP) Clerk to all parties confirming IRP decision

Address/Date

Independent Review Panel - [Child's Name/School Name]

Dear [Name],

I refer to the Independent Review Panel hearing held on **[date]** at **[location]** to consider the Governing Board's decision not to reinstate **[Child's Name]** following their permanent exclusion from **[School Name]**.

In reviewing the decision, the Panel had regard to the interests and circumstances of **[Child's Name]**, including the circumstances in which the exclusion arose, together with the interests of other pupils and staff at the school.

The Panel considered the representations made by the parent/carer, the headteacher, the governing board representative, **[the SEN Expert, where applicable]**, and **[insert details of any other attendees, representatives or witnesses]**.

The Panel also had regard to the Department for Education's *Suspension and Permanent Exclusion Guidance* (2026).

Outcome

[Choose the appropriate outcome]

Option 1 – Uphold

The Panel has decided to **uphold the Governing Board's decision not to reinstate [Child's Name]**.

Option 2 – Recommend Reconsideration

The Panel has decided to **recommend that the Governing Board reconsiders its decision not to reinstate [Child's Name]**.

Option 3 – Quash and Direct Reconsideration

The Panel has decided to **quash the Governing Board's decision and direct the Governing Board to reconsider the exclusion**.

The Panel reached its decision after reviewing the Governing Board's decision in light of the principles applicable to an application for judicial review and the tests set out in the statutory guidance.

Financial Adjustment

[Include only where the Panel has quashed the decision and directed reconsideration]

The Panel directs that, should the Governing Board decide not to reinstate **[Child's Name]** following reconsideration, a financial adjustment must be made in accordance with the statutory guidance.

- For maintained schools, the adjustment will be **£4,000**.
- For academies, the academy must pay **£4,000** to the local authority.

Effect of the Decision

The decision of the Independent Review Panel is binding on:

- the parent/carers and pupil;
- the headteacher;
- the Governing Board;
- the local authority; and
- where applicable, the academy trust.

This decision will be recorded on **[Child's Name]'s** educational record.

[Include if applicable]

If, following a direction to reconsider, the Governing Board decides not to reinstate **[Child's Name]**, the exclusion will not count towards the provisions relating to multiple exclusions for admission purposes.

[Include if applicable]

Children's Services will contact the parent/carers separately regarding arrangements for **[Child's Name]'s** ongoing education.

Yours sincerely,

[Name]

Clerk to the Independent Review Panel

Cc: Headteacher, Governing Board Representative, Local Authority Representative, Academy Trust
(where applicable)

Appendix 11: Model Cancellation letter - Headteacher to parent cancelling permanent exclusion or a suspension

Address/Date

Dear [Parent's Name]

Cancellation of Permanent Exclusion for [Child's Name] (Year [])

OR

Cancellation of Suspension for [Child's Name] (Year [])

Following a review of the circumstances relating to the **permanent exclusion/suspension** of **[Child's Name]** for a breach of the school's behaviour policy, I have decided to cancel the **permanent exclusion/suspension**.

As a result, the decision to permanently exclude/suspend **[Child's Name]** will no longer take effect and they will remain a pupil of **[School/Academy Name]**.

[Include where a governing board meeting would otherwise have been required]

I have informed the Governing Board that the exclusion has been cancelled and therefore any planned disciplinary panel or governing board meeting in relation to this exclusion is no longer required.

The Local Authority has also been notified that the exclusion has been cancelled, and that **[Child's Name]** will remain on the school/academy's admission register.

A copy of this letter has been sent to:

- the Local Authority;
- the child's social worker (where applicable);
- the Virtual School Head (where applicable); and
- the pupil's home local authority, where different from the authority in which the school is located.

If you would like to discuss the circumstances that led to the exclusion being cancelled, please contact the school on **[telephone number/email address]** and we will be happy to arrange a meeting.

The arrangements for **[Child's Name]'s** continued education will be as follows:

[Insert details of educational provision, return arrangements, meeting arrangements, key staff contacts, pastoral support and any reintegration arrangements.]

We look forward to continuing to work with **[Child's Name]** and your family to support their education and future success at **[School/Academy Name]**.

Yours sincerely

[Name]
Headteacher / Principal

Note: Where an exclusion is cancelled, paragraph 13 of the DfE guidance requires the parent/carer, governing board, local authority, social worker (where applicable) and Virtual School Head (where applicable) to be notified without delay. Schools should also report cancelled exclusions to the governing board at least once each term.

Appendix 12: Leeds financial adjustment and process following permanent exclusion

The purpose of this document is to outline:

- ☐ financial matters related to permanent exclusion of pupils
- ☐ processes that relate to these financial arrangements

Context

Children's Services in Leeds with schools/academies continue to work together to reduce the potential for a young person to be excluded. The LA has commissioned the school's partnerships known as Area Inclusion Partnerships to provide support to inclusion in learning of all young people in their schools/academies. The five partnerships may have different processes in place but have the same core responsibility which is outlined in the AIP contract.

In current DfE statutory legislation academies are expected to act in the same way as maintained schools. The Leeds Schools Forum has agreed that schools and academies should have the same access to Fair Access Process for admission processes and have the same financial adjustments around permanent excluded pupils.

Financial arrangement for a permanent exclusion to the school or academy

As agreed at Schools Forum the school adjustment for a permanent exclusion is:

- one off figure of £4.5K
- the AWPU for the specific young person from the date of PX (pro rata)
- Pupil premium (pro rata)

Educational provision from 6th day

Educational provision following a permanent exclusion will be provided by the relevant AIP to the school and confirmed at the SEMH Panel as soon as possible after exclusion to ensure that all young people have access to appropriate educational provision as under statute by the 6th day. If the young person is a Child Looked After this may be sooner than the 6th day.

- If the young person attends the AIP provision in their own AIP area from the 6th day and then returns to a mainstream school after 45 days or less when a decision to exclude is not upheld by governors – then no further financial adjustment from the school will be made.
- If the young person attends AIP provision on 6th day of another AIP to their own, then there may be a daily/weekly cost. The level of this cost will be determined by the AIP.
- If the young person attends an alternative provision from the 6th day, then the AIP will be charged with the cost of that provision by the provider.

Process for recharge for permanent exclusions

When a school notifies the local authority of a permanent exclusion form, they will also be required to complete the permanently excluded pupil financial readjustment form and return to exclusions@leeds.gov.uk it when the child has been removed from the school/academy's admission register. This form will then be passed to the receiving school for them to complete their section.

To ensure appropriate process in Leeds:

- Maintained schools will have the journal adjustment from their budget 45 days from the date of PX.
- Academies will receive an invoice for the adjustment 45 days from date of PX.
- The cost to schools and academies of an Independent Review Panel quashing a Governing Board's decision is £4k – the circumstances/details for this are outlined from DfE guidance (Part 13 page 71)

Support for a school/academy of taking on to roll a previously permanently excluded pupil

From September 2016, the figure for a receiving school is £4.5K – plus pro rata AWPU – and any other funding that relates to the child.

The £4.5k will be paid to the school or academy when the young person is taken on roll and confirmed attendance. This payment to schools will be agreed through the Exclusions Lead Officer.

This is a local agreement and goes further than the statutory guidance which outlines:

If a review panel has made a financial adjustment order and the excluded pupil is given a place at another school, including a PRU, ('the admitting school'), the local authority may, if it chooses, pass any or all of the amount of the financial adjustment (i.e., up to £4,000) to the admitting school.

Permanently excluded pupil financial readjustment form

(This form is to be completed by the school permanently excluding the pupil and then will be passed to the receiving school by the L A) There should only be one form completed.

Part A: To be completed by the school permanently excluding the pupil, once the pupil is removed from the school register-please return to exclusions@leeds.gov.uk

Name of pupil	D.O. B	UPN	
Name of school	DfE number	Name and contact details for the finance officer	
Date of PEX	AIP lead name	Name of current provision	
Date of Governors Panel meeting	Date PEX Upheld (this should correspond with the letter sent to the parent and the LA)	Independent review panel (IRP) requested? Yes or No	Independent review panel held? Yes or No (if no please provide a reason why)
Date of the IRP	Outcome of the IRP and date.		
EHCP Y/N	Pupil premium Y/N	FFI Y/N	CLA Y/N
Date pupil removed from school register (Please be aware that this cannot be back dated to the date of the PEX and should occur after all the exclusion process has taken place.)			
Name and role of person completing the form		Date form completed	

--	--

Part B This should be completed by the school receiving the pupil. Please return to exclusions@leeds.gov.uk

Pupil's home address		Last known provision for the Pupil	
Name of receiving school	DfE Number	Date on school register	Name of AIP Lead
Name and contact details for the finance officer			
Name and role of person completing the form		Date form completed	

Appendix 13: Key principles when conducting meetings via the use of remote access

Things to consider

Headteachers and governing boards may advise the parent or pupil (if they are over 18 years old), within their written notification, to consider the following, before requesting a remote access meeting:

- the technology that will be used for the governing board or IRP
- Do the parent or excluded pupil (if they are over 18 years old) have an appropriate space free from other distractions to enable them to participate fully with a remote access meeting
- Where the parent or excluded pupil (if they are over 18 years old) have limited access to the Internet, intermittent service, or slower speed internet, they should not request a remote meeting for a governing board or IRP
- Where the parent or excluded pupil (if they are over 18 years old) initially ask for a meeting to be held via the use of remote access then decide to withdraw the request, they should inform the governing board or arranging authority without delay. The governing board or arranging authority should without delay, arrange the meeting to be held face to face.

It is important to note that headteachers and governing boards should not place undue pressure on the parent or excluded pupil (if they are over 18 years old) to request a meeting to be held via the use of remote access, even if doing so means that they will arrange a meeting any sooner.

Running the meeting via the use of remote access

To ensure the meeting is capable of being held fairly and transparently, the governing board or arranging authority for IRPs should make every effort to check all participants understand the proceedings and be made aware of how to raise any issues that may prevent their effective engagement. If these conditions are not met, the meeting should not be held via remote access and must be arranged face to face without delay.

Things to consider

To help meetings run smoothly and ensure they are accessible to any participants, governing boards and IRPs should:

- provide clear instructions about how to join the meeting virtually, and distribute the joining instructions in a timely manner ahead of the meeting
- indicate a named person who parents, excluded pupils (if they are over 18 years old) or any participant should contact, if they have any questions before the meeting takes place
- consider holding a 'test meeting' with any participant to check the available technology is suitable, and that all participants understand how to access the meeting
- ensure that the chair of governors or IRP is prepared to explain the agenda at the start and provide clear guidance on how the meeting will be run, for example:
 - how participants should indicate they wish to speak

- how any 'chat' functions should be used
- whether there will be any breaks in proceedings
- how parents and excluded pupils can access advocacy services during the meeting

Things to remember

The use of remote access does not alter other procedural requirements that apply to governing boards, arranging authorities or IRPs. For example, if a parent requests the appointment of a special educational needs expert to advise a review panel, the arranging authority must appoint one and cover the cost as normal. Parents or excluded pupils (if they are 18 years old or older) may be joined by a friend as normal.

The governing boards and IRPs must consider written representations if they are made. The law does not allow for solely paper based 'meetings,' conducted in writing.

For the purposes of which information is recorded within minutes, the normal rules apply as per this guidance, and the governing board and IRP can instruct the clerk to record any information or instructions that they deem sensible to include so that the minutes provide a clear and sufficient record of all relevant parts of the meeting, for example, how chat functions or messages will be monitored.

Appendix 14: Permanent Exclusions notification form

Setting					
School Name		DfE Number			
Contact person within school		Contact details Email & phone			
Name					
Pupil					
First Name		Last Name			
UPN		Gender		Date of birth	Click here to enter a date.
Known As				Date pupil on roll	
Ethnicity	Choose an item.			Year Group	
	First language/ language spoken in the home				
Refugee?	Choose an item.	Asylum Seeker	Choose an item.	Young Carer	Choose an item.
Area Inclusion Partnership informed of PX for 6 th day cover arrangements?	Y/N	AIP Area (Delete as appropriate)	E NE – Primary NE Secondary S W-Primary W-Secondary NW		
Social Care involvement:	Current Historical	DSLs name and contact details			

Child In Need		Child Protection Plan		Looked After	
EHCP – please state if in progress finalised		Pupil Premium		SEND	
FSM	Choose an item.	Early Help		Current attendance	
Date parent notified of exclusion		No. of exclusion days this academic year		Attendance in last academic year	
Risk assessment in place	Y/N	Medical conditions IHCP in place?			
Known to Area Inclusion - Partnership Delete as appropriate	Y/N Current/Historical	Details of Area inclusion partnership involvement.			
Is the young person currently in Alternative Provision?	Y/N	Start date Alternative provision and details			
Exclusion Type					
Suspension Start Date	Click here to enter a date.	End Date (only use if not subject to DFE guidance or not a Leeds school reporting a suspension)	Click here to enter a date.		
Permanent exclusion start date		Education provided in the first 5 days of exclusion			

Reason (Up to 3 reasons can be recorded)	Choose an item. Choose an item. Choose an item.
Additional information including reasons for exclusion	
Contact in school to facilitate FSM	(Please be aware that pupils entitled to FSM should receive a meal during the first 5 days of an exclusion and from the 6 th day of a suspension if they are not attending a provision)
Current Address	
Parent/carers contact details	
Parent/carers contact details	
Social worker's name and contact details	
Youth Justice worker's name and contact details	
Other agencies involved please list with contact details.	

Subject studied	Working at Grade*	GCSE Target Grade	List below subjects and grade working out for Primary aged pupils.
English Language			
English Literature			
Reading Age			

Maths			
Combined Science			
Triple Science			
Other			
Other GCSE's Please state below			

Headteacher's/Principal declaration

I have informed the pupil's parent/carer of the right to make representation to the Chair of Governors and to request the LA's attendance at a governing board meeting. A copy of this parental notification is attached.

Headteacher's Signature

Please return this form to exclusions@leeds.gov.uk

***** Please note essential information below *****

Please attach a copy of the letter sent to the parent/carer informing them of the permanent exclusion. If this permanent exclusion is the outcome of further investigation after a suspension, please attach the original suspension letter too.

Please be aware if the pupil has a youth justice worker, social worker and or has virtual school involvement, they will also need a copy of the letter informing them of the permanent exclusion, including the suspension letters too.

Appendix 15: Penalty notice documents and information

Guidance where an excluded child is seen in a public place

A penalty notice may be issued where parents allow their child to be present in a public place during school hours without reasonable justification during the first 5 days of a suspension or permanent exclusion. The school must have notified the parents of the days the pupil must not be present in a public place. This type of penalty notice is not included in the National Framework and therefore not subject to the same considerations about support being provided or count towards the limit as part of the escalation process in the case of repeat offences for non-attendance.

The penalty notice is £120, reduced to £60 if paid within 21 days. Payment must be made within 28 days.

How to request a Penalty Notice to be issued and the evidence you will need.

1. A copy of exclusion letter sent to the parent in relation to the child. The letter must include a statement notifying the parent of their responsibilities during the first 5 days of the exclusion together with the consequences of non-compliance, including the issuing of a penalty notice if the child is seen in a public place during the first 5 days of an exclusion.
2. Attendance certificate demonstrating that the child was absent due to an exclusion during the day in question. This certificate must be signed, named and dated by the headteacher.
3. A written statement(s) from the witness(es) documenting their account in relation to seeing the child in public. The statement must include details of the location, date and time that the child was seen, and how the witness knew / recognised the child. Statement must also state that the witness is happy to appear in court if necessary to provide their account in front of the Magistrates. Please note a copy of this statement may be exhibited for the court and shared with parent/carer.
4. Reasonable Justification letter and form. This letter outlines the parents responsibility and shows that they had an opportunity to explain reasonable justification for being seen in public place.
5. Supporting evidence, including any photographic / video footage of the child present in a public place. At the point of request this is not needed - only if the penalty notice remains unpaid)

Once all evidence is gathered and you still feel that a penalty notice should be requested, please email all the evidence including full name and address of parents to the exclusions email Exclusions@leeds.gov.uk

Reasonable justification letter (located on Leeds for learning)

Full name of parent(s)

DATE OF LETTER

Address of parent

Dear FULL NAME OF PARENT CARER

Suspension/Permanent Exclusion of _____ PUPIL NAME_____

You were informed by school on DATE that there is a duty on the parent/carer of a child to ensure that their child is not present in a public place in school hours without reasonable justification during the first five days of each and every suspension or permanent exclusion (Section 103 of the Education and Inspections Act 2006).

The dates of the first 5 days were: PROVIDE THE DATES

CHILDS NAME was seen to be in the area of XXXXXXXXXXXX, which is a public place at Time on Date by XXXXXXXXXX

Please complete the enclosed form and return it to SCHOOL OFFICE/ EMAIL ADDRESS if you believe there was reasonable justification for CHILDS NAME'S presence in a public place during the first five days of their suspension/permanent exclusion.

It may support your case to enclose evidence with the return form, such as a copy of a GP/Hospital/Dentist appointment card or other evidence that you feel may give justification for your child's presence at the time and place given above to school. If we have not heard from you by DATE, we will automatically request a Penalty Notice to be issued.

Yours sincerely

SCHOOL CONTACT

PENALTY NOTICE (EXCLUSION) PARENT/CARER RESPONSE FORM

Pupil Name.....

Date of Birth.....

School.....

Reason/s why my child was in a public place during the first five days on exclusion.

.....

.....

.....

.....

.....

.....

Supporting evidence supplied Yes ☐ No ☐

Full Name of person completing this form

DOB.....

Relationship to child.....

Address.....

.....

Telephone Contact.....

Email contact.....

Signature.....

To avoid delay please return this form fully completed and signed.

Witness statement document- located on Leeds for learning

WITNESS STATEMENTS

Statement of witness

Excluded pupil seen in public place

STATEMENT OF (name of witness): [Name]

Age of witness (if over [18] enter over [18]): Over 18

Occupation of witness:

Name of school:

Pupil full name:

Pupil date of birth:

Pupil address:

Parent(s) full name and address:

Date seen:

Time seen:

Location seen:

Summary of scenario:

This statement (consisting of [Number] pages each signed by me,) is true to the best of my knowledge and belief and I make it knowing that, if it is tendered in evidence, I shall be liable to prosecution if I have wilfully stated in it anything which I know to be false or do not believe to be true.

Dated the [Day] day of [Month] [Year]

Please remember that the LA also require a copy of the permanent exclusion letter sent to the parent when the exclusion was issued.

Appendix 16: Separation of pupils for safeguarding purposes

This section should be read alongside pages 17-19 of the Department for Education's *Suspension and Permanent Exclusion Guidance* (2026). [DfE Suspension and Permanent Exclusion Guidance \(2026\)](#).

Key Legal Points

- **Separation for safeguarding purposes is not a suspension or permanent exclusion.**
- It should be used **only in rare circumstances** where safeguarding risks cannot be managed safely in school through alternative measures.
- A **police investigation is not required** for a school to consider separation.
- Decisions must be **necessary, proportionate, time-limited and regularly reviewed**.
- Schools must consider their duties under the **Human Rights Act 1998, Equality Act 2010** and **Keeping Children Safe in Education (KCSIE)**.
- The **Designated Safeguarding Lead (DSL)** should be actively involved in decision-making and review arrangements.
- Schools should maintain a clear written record of the reasons for separation, alternative options considered, and review outcomes.
- The **governing board should be informed**, and suitable educational provision should be arranged throughout the period of separation.

Important: Separation for safeguarding purposes must not be used as an informal exclusion or as an alternative to suspension. Schools should be able to demonstrate why the arrangement was necessary for safeguarding reasons and why alternative measures were not sufficient.

The DfE recognises that, in **rare circumstances** and on a **case-by-case basis**, a school may temporarily prevent a pupil from attending school premises for safeguarding reasons whilst an investigation is undertaken. This is referred to as **separation of pupils for safeguarding purposes**.

The guidance makes clear that separation for safeguarding purposes:

"is not an exclusion on disciplinary grounds."

A school may consider separation for safeguarding purposes where it is necessary to protect pupils and where identified risks cannot be managed safely through alternative arrangements that would allow the pupil to remain on the school site.

There does not need to be a police investigation or criminal investigation in place for a school to consider separation for safeguarding purposes. The arrangement may be used whilst safeguarding concerns are investigated and assessed.

Circumstances where separation may be considered include situations involving allegations of child-on-child abuse, including sexual violence or sexual harassment, where temporary separation is necessary to safeguard those involved whilst enquiries are completed.

Separation for safeguarding purposes may also be considered where:

- an ongoing investigation could lead to a permanent exclusion; or
- a pupil has been reinstated following a governing board review, but safeguarding concerns remain that require further assessment and management.

Safeguarding and Legal Duties

When considering separation for safeguarding purposes, schools must ensure that decisions are lawful, proportionate, necessary and regularly reviewed.

The DfE guidance states that schools:

"must specifically consider their duties under the Human Rights Act 1998 and the Equality Act 2010."

Schools should also have regard to:

- **Keeping Children Safe in Education (KCSIE);**
- guidance relating to child-on-child abuse;
- guidance relating to sexual violence and sexual harassment between children; and
- any relevant safeguarding, SEND, equality and vulnerability considerations.

The welfare and safety of children should be a primary consideration throughout the decision-making process. As the DfE guidance states:

"In all cases, schools should follow general safeguarding principles as set out in KCSIE."

Schools should maintain a clear written record of:

- the safeguarding concerns identified;
- alternative measures considered;
- reasons why separation was considered necessary;
- review arrangements; and
- decisions made throughout the process.

Actions to Take and Good Practice

Inform the Parent or Carer

Schools should inform the parent or carer as soon as possible of:

- the reasons for the separation;
- the arrangements that will be put in place;
- the expected review process; and
- the named school contact.

Good practice is to:

- identify the Designated Safeguarding Lead (DSL) or Deputy DSL who will oversee the process;
- provide the family with a named point of contact; and
- confirm all arrangements in writing.

Involve the Designated Safeguarding Lead

The Designated Safeguarding Lead (DSL), or Deputy DSL, should be involved before the decision is implemented, or as soon as reasonably practicable.

The DSL should play a central role in:

- risk assessment;
- safeguarding decision-making;
- liaison with external agencies; and
- reviewing ongoing arrangements.

Establish Review Arrangements

Separation for safeguarding purposes should always be a temporary measure.

Schools should:

- agree review dates from the outset;
- regularly assess whether the arrangement remains necessary and proportionate; and
- end the arrangement as soon as risks can be managed safely through alternative means.

Notify the Governing Board

The DfE guidance states that the governing board should be informed when separation for safeguarding purposes is used.

The governing board's role is to:

- provide oversight;
- ensure the arrangement remains lawful and proportionate; and

- satisfy itself that separation is being used only in exceptional circumstances where reasonable alternatives are not practicable.

Multi-Agency Working

As Leeds best practice, schools should notify and engage relevant professionals where appropriate, including:

- the Local Authority;
- the Area Inclusion Partnership (AIP);
- the child's social worker;
- the Virtual School Head (where applicable);
- the home local authority (where different); and
- other professionals involved with the child and family.

This helps ensure a coordinated safeguarding response and supports effective planning throughout the period of separation.

To notify the Local Authority, please complete the notification form below and return it to:

- exclusions@leeds.gov.uk | 0113 378 5028

Educational Provision

Schools should ensure that suitable educational provision is available throughout any period of separation and seek Local Authority advice where required.

The aim should be to minimise disruption to learning and maintain appropriate educational engagement.

Maintain Key Contacts

The pupil and family should have:

- a named contact within the school; and
- where appropriate, a named contact within any alternative educational provision.

Maintain Regular Communication

Schools should maintain regular contact with:

- the pupil;
- parents or carers; and
- relevant professionals.

This helps monitor welfare, educational engagement and emerging risks.

Review Arrangements Regularly

Regular reviews should be undertaken throughout the period of separation to ensure the arrangement remains:

- necessary;
- proportionate;
- lawful; and
- in the child's best interests.

Any emerging concerns should be addressed promptly.

Signpost Support

Schools should ensure that:

- pupils;
- families; and
- relevant staff

are aware of any appropriate internal or external support services available to them.

Where Parents or Carers Support Education

Where parents or carers are supporting educational activities during the period of separation, schools should maintain regular communication and seek to ensure continued educational engagement.

Attendance Recording

Schools should ensure that attendance is recorded accurately throughout any period of separation.

As attendance coding requirements may change over time, schools should seek advice from the School Attendance Team where necessary to ensure that attendance records correctly reflect the arrangements in place.

The recommendation is to use a C code. Leave of absence for exceptional circumstance. We will update if anything changes.

Following a Period of Separation for Safeguarding Purposes

Schools should plan for the pupil's safe and successful reintegration from the outset.

Reintegration arrangements should be proportionate to the presenting safeguarding concerns and should consider the needs of all children involved.

The DfE suggests that schools may consider a range of measures, including:

- maintaining regular contact during the period of separation and providing a positive return to school;
- daily contact with a designated pastoral professional;
- personalised targets and progress monitoring;

- continued access to an equivalent curriculum or support to address missed learning;
- planned pastoral interventions;
- mentoring by a trusted adult or external mentoring service;
- regular review meetings with the pupil and parents or carers; and
- informing the pupil, family and staff of any available external support.

Schools should ensure that reintegration arrangements are appropriately risk assessed and supported by safeguarding plans where necessary.

Further information can be found on pages 18-19 of the DfE *Suspension and Permanent Exclusion Guidance* (2026). [DfE Suspension and Permanent Exclusion Guidance \(2026\)](#).

Important: Separation for safeguarding purposes must not be used as an alternative to suspension, informal exclusion, or sending a pupil home without a lawful basis. Schools must be able to demonstrate why separation is necessary for safeguarding reasons, why alternative measures were not sufficient, and how the arrangement is being reviewed on an ongoing basis.

Suggested Template Letter to Parent Informing Them of Temporary Separation for Safeguarding Purposes

Please note: Schools should record the date the decision was made, the safeguarding rationale, alternative options considered, review dates, individuals consulted (including the DSL), and the date the parent/carer was informed. This record should be retained on the pupil's safeguarding file.

This letter should explain the safeguarding rationale for the decision without disclosing confidential information relating to other children, families or ongoing investigations. Schools should ensure that only information that is necessary, relevant and lawful to share is included.

[School/Academy Name]

[Address]

[Date]

Dear [Parent/Carer's Name]

Notification of Temporary Separation for Safeguarding Purposes: [Child's Name] (Year [])

I am writing to inform you of my decision to temporarily prevent **[Child's Name]** from attending the school site from **[date]** whilst safeguarding concerns are considered.

Reason for the Decision

[Select the appropriate paragraph]

Option A – Ongoing Safeguarding Investigation

This decision has been taken because the school is undertaking a safeguarding investigation and, at this stage, it is not reasonably practicable to manage the identified safeguarding risks whilst allowing all pupils involved to remain on the school site.

OR

Option B – Pupil Reinstated Following a Governing Board Meeting

Following the reinstatement of **[Child's Name]**, the school has considered the safeguarding risks involved and, at this stage, it is not reasonably practicable to manage those risks whilst allowing all pupils involved to remain on the school site.

[Insert any additional information about the safeguarding concerns, where appropriate and lawful to do so.]

In reaching this decision, the school has considered alternative arrangements that would allow **[Child's Name]** to remain on the school site. At this stage, we have concluded that temporary separation is necessary and proportionate to manage the identified safeguarding risks whilst enquiries are completed. This arrangement will be reviewed regularly and will remain in place only for as long as necessary.

Important Information

This is not a suspension or a permanent exclusion.

The Department for Education's *Suspension and Permanent Exclusion Guidance (2026)* recognises that, in rare circumstances, schools may temporarily prevent a pupil from attending school premises for safeguarding reasons whilst safeguarding concerns are investigated.

This arrangement has been implemented for safeguarding purposes only and will be reviewed regularly to ensure that it remains necessary and proportionate.

Named School Contact

Your named point of contact during this period will be:

[Name of DSL/Deputy DSL]

[Job Title]

[Telephone Number]

[Email Address]

Review Arrangements

This arrangement will be reviewed on **[date]** and thereafter at appropriate intervals.

Following each review, we will consider:

- whether the safeguarding concerns remain;
- whether separation continues to be necessary;
- whether alternative arrangements can safely be implemented; and
- the educational, safeguarding and welfare needs of **[Child's Name]**.

We will provide you with an update by **[date]** and inform you:

- whether the safeguarding investigation has concluded;
- whether **[Child's Name]** will return to school;
- whether further safeguarding measures are required; and
- details of any ongoing educational arrangements.

Educational Arrangements

[Select the appropriate option]

Option A – School-Provided Work

We will provide educational work for **[Child's Name]** to complete during this period.

Details of these arrangements are as follows:

[Insert details.]

OR

Option B – Alternative Educational Provision

Educational provision has been arranged as follows:

[Insert details of provision, location, contact person, start date and support arrangements.]

OR

Educational arrangements are currently being finalised. **[Name of DSL/Deputy DSL]** will contact you by **[date]** with further details.

Parents/carers may also wish to provide additional educational activities during this period. If you would like to discuss this, please contact **[Name of DSL/Deputy DSL]**.

Please note that **[Child's Name]** will remain on the school's admission register throughout this period.

Notifications

Where appropriate, the following parties have been informed of this decision:

- the Governing Board;
- the Local Authority;
- the pupil's home local authority (where different);
- the pupil's social worker;
- the Virtual School Head; and
- other relevant professionals involved in supporting the child.

The Local Authority will receive a copy of this letter.

Support

I appreciate that this decision may be upsetting for you and your family. It has not been taken lightly and has been made following careful consideration of the safeguarding concerns involved.

The school will continue to work with you and **[Child's Name]** throughout this period and will seek to bring matters to a conclusion as quickly as possible, whilst ensuring that the welfare and safety of all children involved remains paramount.

If you have any questions or concerns regarding these arrangements, please contact **[Name of DSL/Deputy DSL]** using the details provided above.

Further information can be found in the Department for Education's *Suspension and Permanent Exclusion Guidance (2026)*.

[Insert any additional local support services or agencies relevant to this case.]

Yours sincerely

[Name]

Headteacher / Principal

School Checklist: Temporary Separation for Safeguarding Purposes

This checklist should be completed and retained on the pupil's safeguarding file.

Requirement	Yes	No	Notes
A safeguarding concern has been identified that requires immediate consideration.	☐	☐	
Alternative arrangements to enable the pupil to remain on site have been considered.	☐	☐	
The school has concluded that separation is necessary and proportionate to manage the identified risks.	☐	☐	
The Designated Safeguarding Lead (DSL) or Deputy DSL has been consulted.	☐	☐	
Equality Act 2010 implications have been considered.	☐	☐	
Human Rights Act 1998 considerations have been taken into account.	☐	☐	
SEND, medical needs, vulnerability or other relevant factors have been considered.	☐	☐	
A written record of the safeguarding rationale has been completed.	☐	☐	
Review arrangements and timescales have been agreed.	☐	☐	
A named school contact has been identified for the family.	☐	☐	
Educational provision has been arranged or is being arranged.	☐	☐	
Attendance recording arrangements have been considered.	☐	☐	
Parent/carers has been informed and provided with written confirmation.	☐	☐	
Governing board notification arrangements have been completed.	☐	☐	
Relevant professionals/agencies have been notified, where appropriate.	☐	☐	

Record of Decision

Date of decision: _____

Decision-maker (Headteacher/Principal): _____

DSL consulted: _____

Summary of safeguarding concerns

Alternative measures considered and reasons not adopted

Reasons why separation is considered necessary and proportionate

Review date

Educational provision arrangements

Signed (Headteacher/Principal): _____

Date: _____

Important: Temporary separation for safeguarding purposes is **not a suspension, permanent exclusion or informal exclusion**. Schools should be able to demonstrate that the arrangement is necessary to manage safeguarding risks, that alternative options have been considered, and that the decision is subject to regular review.

Suggested Review Outcome Email to Parent/Carer

Subject: Review of Temporary Separation for Safeguarding Purposes: [Child's Name]

Dear [Parent/Carer's Name],

I am writing following the review of the temporary separation for safeguarding purposes relating to **[Child's Name]**, which took place on **[date]**.

As part of the review, the school considered:

- the safeguarding concerns identified;
- information gathered to date;
- the welfare and safety of all children involved;
- whether the separation remains necessary and proportionate; and
- whether alternative arrangements could safely be implemented.

Outcome of the Review

[Select the appropriate option]

Option A – Separation to End

Following the review, the school has concluded that the temporary separation is no longer required.

[Child's Name] will return to school on **[date]**.

To support a successful return, the following arrangements will be put in place:

- [Insert details of reintegration arrangements.]
- [Insert pastoral support arrangements.]
- [Insert safeguarding measures, where appropriate.]

Option B – Separation to Continue

Following the review, the school has concluded that the safeguarding concerns remain such that temporary separation continues to be necessary.

The arrangement will therefore remain in place until the next review, which will take place on **[date]**.

Educational arrangements will continue as previously agreed.

We will continue to review the situation regularly and will end the separation as soon as it is no longer necessary and proportionate.

Option C – Alternative Arrangements to Be Implemented

Following the review, the school has identified alternative arrangements that can now be implemented safely.

From **[date]**, the following arrangements will apply:

- [Insert details.]

These arrangements will be monitored and reviewed as necessary.

Educational Arrangements

[Insert current educational provision details or confirm that existing arrangements will continue.]

Named Contact

If you have any questions or concerns, please contact:

[Name of DSL/Deputy DSL]

[Job Title]

[Telephone Number]

[Email Address]

Support

Thank you for your continued cooperation during this process. The school remains committed to working with you and **[Child's Name]** to ensure their welfare, safety and educational progress.

Yours sincerely,

[Name]

Headteacher / Principal

Optional Short Review Record (for the school's file)

Date of review: _____

Review attended by: _____

☐ Separation ended

☐ Separation continued

☐ Alternative arrangements implemented

Brief rationale for decision:

Next review date (if applicable):

Safeguarding Separation Notification Form

School Name		DfE Number			
Contact person within school		Contact details Email & phone			
Name					
DSL name and contact details		Current action taken by DSL leading on Separation			
Pupil details					
First Name		Last Name			
Known as		Year Group			
UPN		Gender		Date of birth	Click here to enter a date.
Current address				Date pupil on roll	
Ethnicity	Choose an item.			Current attendance	
	Comments				
Refugee?	Choose an item.	Asylum Seeker	Choose an item.	Young Carer	Choose an item.
Parent date notified. Please note the parent should receive the information in writing		AIP Area school is based (Delete as appropriate)	E NE – Primary NE Secondary S W-Primary W-Secondary NW		

Social Care involvement:	Current Historical	Looked After	
Child In Need		Child Protection Plan	EHCP – please state if in progress or finalised
SEND		Pupil Premium	Early Help
FSM	Choose an item.	Contact details for staff member in school to facilitate FSM during SFSP	
Medical conditions IHCP in place? Provide details		No. of exclusion days this academic year	
Risk assessment in place (Please state date of R/A)	Date risk assessment was created	Key Details of Risk assessment (please provide a copy)	
Known to Area Inclusion - Partnership Delete as appropriate	Y/N Current/Historical	Details of AIP support if appropriate	
Is the young person currently in Alternative Provision?	Y/N	Start date and details	
Is the child's Home LA the same LA as the school LA? If not the LA where the child lives need notifying	Y/N	Name of Home LA and date notified. Please provide the contact details of whom in the LA was notified.	

Separation for safeguarding purposes details including reason

Start date of separation	Click here to enter a date.	Proposed end date of TEMPORARY separation	Click here to enter a date.
Planned review date by school's DSL		Police investigation in place	Y/N
Reason for temporary separation for safeguarding purposes			
Please provide the reason(s) why it is not physically practical to separate the pupils on school's site.			
Additional information (eg are other pupils also temporarily forbidden to attend site due to the same incident? Please do not include names)			
Parent/carers name & contact name details. State date notified.			

Social worker's name and contact details & date notified	
Virtual school contact details and date notified	
Youth Justice worker's name and contact details & date notified	
Other agencies involved Please list with contact details & date notified.	

Headteacher/Principal declaration

I have informed the pupil's parent/carer of the separation for safeguarding reasons and notified the DSL leading on the matter. I have also informed all other agencies involved with the pupil. A copy of the parental notification is attached.

Headteacher's Signature

Please return this form to exclusions@leeds.gov.uk. The information will be shared with the Education Safeguarding Team.

Appendix 17: Managed moves

A **managed move** is a voluntary process which results in the **permanent transfer** of a pupil from one mainstream school to another mainstream school.

Paragraph 60 of the [Suspension and Permanent Exclusion Guidance](#) states:

"The law does not allow for a 'trial admission' or 'trial managed move'. If a temporary move needs to occur to improve a pupil's behaviour, then off-site direction (as described in paragraphs 39 to 54) should be used."

The guidance makes clear that managed moves:

- are voluntary;
- are a planned intervention;
- should only take place where they are in the best interests of the pupil;
- must be agreed by all relevant parties, including the parent/carers and the receiving school's admission authority;
- should support positive educational outcomes and avoid the need for permanent exclusion where appropriate;
- are permanent arrangements;
- require the pupil to be permanently admitted to the receiving school;
- require the pupil's name to be removed from the admission register of the original school once the managed move has formally taken effect;
- require the pupil to be registered at one school only following completion of the managed move;
- must not be used as a form of informal exclusion;
- must not result in a pupil being permanently excluded because a parent/carers refuses a managed move;
- may be agreed as an outcome of a review of an off-site direction where a permanent transfer is considered to be in the pupil's best interests;
- require the original school to liaise with SENSAP/the local authority where a pupil has an Education, Health and Care Plan (EHCP) so that any necessary amendments to the EHCP can be considered and statutory duties fulfilled; and
- require the receiving admission authority to satisfy itself that the managed move is appropriate and in the best interests of the pupil and the wider school community.

Important Distinction Between Managed Moves and Off-Site Direction

Schools should be careful not to confuse managed moves with off-site directions.

If:

- a pupil is attending another school or provision temporarily;
- the parent/carer has not agreed to a permanent transfer;
- the pupil remains on the roll of the original school; or
- the pupil is dual registered or attending under an alternative attendance arrangement, this is not a managed move.

Schools should review any existing arrangements that fall into this category. The 2026 DfE guidance makes clear that off-site directions in place before 26 July 2026 which continue after that date should be reviewed and managed in accordance with the requirements of the updated guidance.

Appendix 18: Off-site direction

Important

The **2026 *Suspension and Permanent Exclusion Guidance*** makes clear that off-site directions imposed before 26 July 2026 which remain in place after that date, together with all off-site directions imposed on or after that date, must comply with the requirements set out in the updated guidance.

Schools should consider reviewing any existing arrangements which may fall within this category.

What is an Off-Site Direction?

An **off-site direction** is where a governing board requires a pupil to attend educational provision at another setting, temporarily, for the purpose of improving the pupil's behaviour.

Legislation does not require parental consent before an off-site direction can be implemented.

The governing board is responsible for off-site direction arrangements under [section 29A of the Education Act 2002](#), although operational functions may be delegated in accordance with local governance arrangements.

Governing boards must comply with the:

[Education \(Educational Provision for Improving Behaviour\) \(Application to Academies and Pupil Referral Units and Minor Amendments\) Regulations 2026](#)

and have regard to: [Arranging Alternative Provision: A Guide for Local Authorities and Schools](#)

Key Principles

An off-site direction:

- is a temporary measure;
- must be used only to improve a pupil's behaviour;
- is not a sanction or punishment for previous misconduct;
- should support any identified SEND, health or other needs;
- should only be used where school-based interventions and/or outreach support have been unsuccessful or are considered inappropriate;
- must have clearly defined objectives;
- must have an agreed timescale;
- should include consideration of next steps once the placement ends;
- must be monitored and reviewed regularly;

- should provide a broad and balanced curriculum;
- may be full-time or part-time;
- may involve attendance at another school or educational setting; and
- must be supported by appropriate information sharing.

The DfE guidance states that schools:

"should be able to evidence that appropriate initial intervention has been carried out, including, where relevant, multi-agency support or any statutory assessments."

Paragraph 54, page 24 [Suspension and Permanent Exclusion Guidance](#)

Action to Take When an Off-Site Direction Is Implemented

Written Notification

The governing board must ensure that parents/carers (and the local authority where a pupil has an EHCP) receive written notification within the timescales required by the regulations.

The written notice must include:

- the address at which the educational provision is to be provided;
- the person to whom the pupil should report when first attending the provision;
- the number of days for which the requirement is imposed;
- the reasons for, and objectives of, the requirement; and
- the session times for the educational provision.

Paragraph 45, page 22, [Suspension and Permanent Exclusion Guidance](#)

The guidance also states:

"For placements that were already in place before 26 July 2026 and continue beyond that date, the notice does not need to include details of the person to whom the pupil should first report on attending the placement."

Paragraph 55, page 24, [Suspension and Permanent Exclusion Guidance](#)

Information Sharing

The governing board should:

"ensure that the off-site direction has been preceded by all relevant information sharing between the referring school, the new school and local authority as appropriate..."

Paragraph 53, page 24, [Suspension and Permanent Exclusion Guidance](#)

This should include:

- attainment information;
- current progress data;
- risk assessments;
- safeguarding information;
- SEND information;
- effective behaviour management strategies; and
- any relevant professional reports.

Maintain Contact

The school should maintain regular contact with the pupil throughout the off-site direction.

Review Meetings

Schools should hold a review meeting as soon as reasonably practicable after 1 August 2026, even where a review has already taken place within the previous 10 weeks.

Thereafter:

"reviews must then be held as normal, i.e. at intervals the trust considers appropriate, having regard to the pupil's needs."

Paragraph 56, page 24 [Suspension and Permanent Exclusion Guidance](#)

Invitations to Reviews

Parents/carers (and the local authority where the pupil has an EHCP) must be invited to review meetings.

The invitation must be sent at least six days before the review meeting.

Written Representations

The invitation should state that written views on whether the off-site direction should continue should be submitted before the review meeting.

Suitability of Meeting Arrangements

"The governing board must ensure, insofar as is practicable, that any review meeting is convened on a date, and at a time, that is suitable for the parent or the pupil if they are aged 18 or over."

(Paragraph 47, pages 22-23 [Suspension and Permanent Exclusion Guidance](#))

Decisions Following Reviews

"The governing board must keep the placement under review for as long as the requirement remains in effect..."

(Paragraph 48, page 23 [Suspension and Permanent Exclusion Guidance](#))

Following each review, the governing board must decide:

- whether the off-site direction should continue; and
- if so, for how long.

Multi-Agency Reviews

The guidance states that review meetings should involve relevant professionals, where involved with the child, including:

- parents/carers;
- the pupil;
- social workers;
- CAMHS;
- MASH;
- Youth Justice Services; and
- the local authority where the pupil has an EHCP.

Reviews should be recorded in writing and held frequently enough to demonstrate that the placement is achieving its objectives.

Notification of Review Decisions

The governing board's decision following a review must be communicated to the parent/carers (and the local authority where the pupil has an EHCP) within six days of the review meeting.

Decision Letters

The governing board's decision letter must state:

- whether the off-site direction will continue; and
- if so:
 - the reasons for continuation; and
 - the period for which it will continue.

Attendance Recording

Schools should ensure that attendance is recorded using the appropriate attendance code and should refer to:

Working Together to Improve School Attendance

Schools should seek advice from the School Attendance Service where necessary to ensure attendance records accurately reflect the educational arrangements in place.

Following a Period of Off-Site Direction

Schools should consider appropriate reintegration arrangements following a period of off-site direction.

The DfE guidance states that these may include:

- maintaining regular contact during the off-site direction and welcoming the pupil back to school;
- daily contact with a designated pastoral professional;
- use of report cards and personalised targets;
- ensuring access to an equivalent curriculum;
- catch-up support;
- planned pastoral interventions;
- mentoring;
- regular reviews with the pupil and parent/carer; and
- informing pupils, families and staff of any available external support.

Paragraph 34, pages 18-19, [Suspension and Permanent Exclusion Guidance](#)

Appendix 19: Key points for Headteachers/Principals to consider prior to excluding

Permanent Exclusion Decision-Making Prompts for Headteachers

Purpose

Permanent exclusion is one of the most serious decisions a headteacher can make. In Leeds, schools are encouraged to ensure that any decision to permanently exclude is lawful, reasonable, fair, evidence-based and proportionate, taking full account of the individual circumstances of the pupil and the school's statutory duties.

Before deciding to permanently exclude a pupil, the headteacher must identify the statutory basis for the decision and carefully consider whether permanent exclusion is a necessary and proportionate response. These prompts have been developed by Leeds City Council's Learning Access Service to support robust decision-making and clear recording of the rationale for any permanent exclusion.

The prompts are intended as a practical tool to support schools in demonstrating that all relevant factors have been considered before reaching a final decision.

1. Establish the Facts

Consider whether:

- the circumstances of the incident have been fully and fairly investigated;
- allegations, witness accounts and evidence have been clearly distinguished from assumptions or opinions;
- the pupil has been given an appropriate opportunity to provide their account of events;
- any previous incidents are relevant to the assessment of the current incident; and
- the evidence available supports the factual findings upon which the decision will be based.

2. Consider SEND, Vulnerability and Individual Circumstances

Consider:

- whether the pupil has identified or emerging special educational needs and disabilities (SEND), vulnerabilities or unmet needs;
- whether autism, ADHD, speech, language and communication needs, SEMH needs, trauma, adverse childhood experiences or other factors may have influenced the pupil's behaviour;
- whether these needs or circumstances may have affected the pupil's:
 - understanding of the situation;

- ability to regulate their emotions or behaviour;
- response to adults or peers; or
- understanding of the consequences of their actions;
- whether relevant professional advice has been obtained and considered;
- whether reasonable adjustments have been made where required; and
- whether existing support arrangements have been implemented appropriately and consistently.

3. Assess the Actual Risk

Avoid relying solely on broad statements such as:

"The pupil would seriously harm the education or welfare of others."

Instead, identify:

- the specific risk or harm that is being considered;
- who may be affected;
- the potential severity of the harm;
- the likelihood of the harm occurring;
- the evidence supporting that assessment;
- factors which may increase or reduce the risk; and
- what measures could reasonably be implemented to manage the risk.

4. Consider Alternatives to Permanent Exclusion

Before making a decision to permanently exclude, consider whether the identified concerns could be managed safely and effectively through alternatives such as:

- additional SEND support;
- enhanced adult support, supervision or intervention;
- individual risk-management arrangements;
- a revised behaviour support plan;
- reasonable adjustments;
- temporary timetable adaptations;
- alternative provision arrangements;
- a managed move or off-site direction, where lawful and appropriate;

- a suspension;
- specialist assessment, advice or intervention;
- multi-agency support; or
- any other appropriate alternative strategy.

For each significant alternative considered, record:

What was considered → why it may not be effective.

5. Record the Headteacher's Decision

The decision-making record should show a clear line of reasoning:

The written record should explain:

- what evidence establishes the facts;
- which statutory basis for permanent exclusion is being relied upon;
- what future risk has been identified;
- how likely that risk is to occur;
- the likely impact on pupils, staff and the wider school community;
- the likely impact of permanent exclusion on the pupil;
- what alternatives were considered;
- why those alternatives would not adequately address the identified concerns; and
- why permanent exclusion is considered necessary, reasonable and proportionate in the circumstances.

Schools should ensure that exclusion decisions are individualised and evidence based. Decisions should not be founded on assumptions about SEND, disability, neurodiversity or vulnerability. The rationale for permanent exclusion should demonstrate that relevant factors have been considered and that less restrictive alternatives have been carefully explored before a final decision is made.

Appendix 20: Reflective decision-making checklist for governing boards

This checklist is intended to support governors' private deliberations when considering whether a suspension or permanent exclusion was lawful, reasonable and procedurally fair. It should be used alongside the statutory guidance, the evidence provided by the school, representations from parents/carers and the pupil's views, where available.

Core decision-making questions

- Have we considered all the evidence presented by the school, parent/carer, pupil and any relevant professionals?
- Have we independently considered whether the incident happened on the balance of probabilities?
- Have we considered whether the headteacher's decision was lawful, reasonable and procedurally fair?
- Have we considered whether the school's behaviour policy was applied correctly and consistently?
- Have we considered whether suspension or permanent exclusion was a proportionate response in the circumstances?
- Have we considered the pupil's age, understanding, needs, vulnerabilities and any relevant safeguarding information?
- Have we considered any SEND, SEMH, disability, medical, social care or equality issues relevant to the decision?
- Have we considered what support, interventions, reasonable adjustments or alternatives were considered before the decision was made?
- Have we considered the pupil's views, where available and appropriate?
- Have we recorded clear reasons for our decision so that all parties can understand how the decision was reached?

Additional prompts for permanent exclusions

- Have we considered whether permanent exclusion was used only as a last resort?
- Have we considered whether the headteacher explored appropriate alternatives to permanent exclusion?
- Have we considered whether the pupil's continued presence in school would seriously harm the education or welfare of the pupil or others?
- Have we considered whether any SEMH Pathways Panel information, AIP advice or relevant multi-agency information should inform our decision?
- Have we considered the impact of our decision on the pupil's education, wellbeing and future support arrangements?

Appendix 21: Key points for governing boards to consider when considering reinstatement

When reviewing a headteacher's decision to permanently exclude a pupil, the governing board must consider all available evidence and reach its own independent conclusion. The governing board's role is not to simply endorse the headteacher's decision, but to determine whether the decision was lawful, reasonable, fair and proportionate in the circumstances of the case.

Once all representations have been heard, members may find it helpful to ask:

"Having considered all of the evidence before us, do we independently conclude that the statutory grounds for permanent exclusion are satisfied and that permanent exclusion is a lawful, reasonable and proportionate response in this case?"

The governing board's conclusion should be **individualised, evidence-based and clearly reasoned**. Decisions should not rely on standard phrases or assumptions. The record should demonstrate that all relevant factors have been considered, including SEND, vulnerability, risk, available alternatives and proportionality, before a final decision is reached.

Before reaching a final decision, governing boards may find it helpful to ask:

"If our decision were scrutinised by an Independent Review Panel or considered by a court, would our minutes clearly demonstrate why we concluded that permanent exclusion was necessary, reasonable and proportionate?"

If the answer is **no**, the governing board should consider whether its reasoning and decision-making record require further clarification.

Recording the Decision

Does our written decision clearly explain our reasoning?

Would someone reading the decision understand how we reached our conclusion?

Does the decision demonstrate the evidence, factors and considerations that informed our judgement?

Appendix 22: Local authority form for recording Area Inclusion Partnership offers to prevent permanent exclusion

The LA rep will share this information prior to on the day of the governing board meeting with the family and the governing board, irrespective of attendance. Where appropriate it will also be shared with social care and the Virtual school.

Area Inclusion Partnership offer as an alternative to permanent exclusion			
(To be presented at the governing board meeting for a permanent exclusion – Please note this is separate to 6 th day cover. If no alternative offers are made, please leave blank)			
AIP locality:	School:	Child: Year Group:	
Part of the AIPs role is to liaise with schools who have issued a permanent exclusion to explore alternatives to permanent exclusion (if possible/if appropriate). The AIP will support the school and pupil through this process. Below is an outline of the offer or offers that have been put in place. Schools may also find alternatives to permanent exclusions. All offers irrespective of whether they have been declined will be listed below.			
1-Name & start date:	Location:	Key support available and proposed length of time:	Date offered: Status: Accepted / Declined / Awaiting school response / Withdrawn / Not progressed
2-Name & start date:	Location:	Key support available and proposed length of time:	Date offered: Status: Accepted / Declined / Awaiting school response / Withdrawn / Not progressed
3-Name & start date:	Location:	Key support available and proposed length of time:	Date offered: Status: Accepted / Declined / Awaiting school response / Withdrawn / Not progressed
4-Name & start date:	Location:	Key support available and proposed length of time:	Date offered:

			Status: Accepted / Declined / Awaiting school response / Withdrawn / Not progressed
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Please note a parent cannot decline an off-site direction

The LA rep will share this information prior to or on the day of the governing board meeting with the family and the governing board, irrespective of attendance. Where appropriate it will also be shared with social care and the Virtual school.

Local authority representative section				
This information is based on the exclusions pack if shared with the LA rep. If other sources used it will be stated.				
Child:	LA rep (state attendance status):	School:	Date of governing board (if known)	Date shared with parent: Date shared with Clerk:
Questions/ clarification				
Point to raise from guidance				
Any additional information				

Pack feedback	

Please note that if the LA rep is in attendance, they may have further points/questions that arise as result of the questions and discussion that take place in the governing board meeting. If the LA rep is not in attendance, they do not require a response. If any of the parties would like to make a response they can do so via exclusions@leeds.gov.uk