NPAT SUSPENSION & EXCLUSIONS POLICY

Associated Policies:	School's behaviour policy SEND/Inclusion policy SEND information report Safeguarding and child protection policy Anti-bullying policy Equality policy Attendance policy
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1. POLICY STATEMENT

Northampton Primary Academy Trust (NPAT) is dedicated to providing the best possible education and support for all pupils within its schools. We believe that every child has an equal right to access a full education and to achieve the very best they can within their school. Therefore, the suspension or exclusion of a child is regarded as a serious sanction, to be utilised only when other strategies have failed, or in the event of a severe violation of the rules. It is the Trust's policy to support children to stay in school and to avoid an external suspension or permanent exclusion wherever possible.

This means it is important to have a clear, fair and efficient procedure for dealing with suspensions and exclusions. This policy makes it clear to staff, supply staff, pupils, parents and governors that we make every effort to encourage children to behave appropriately and in line with the school's behaviour policy. However, we accept that for some children, school is a challenge and, as such, there may be rare occasions when a formal suspension or exclusion from school is unavoidable.

2. WHO DOES THIS POLICY APPLY TO

The policy sets out guidelines and circumstances under which a pupil may be suspended or permanently excluded from a Northampton Primary Academy Trust (NPAT) school and applies to all pupils, including those who may be below or above compulsory school age, at all Trust schools. The policy is available on each school website.

In this policy, the term Headteacher also includes any person formally appointed as Acting Headteacher.

3. POLICY REVIEW ARRANGEMENTS

This policy is to be reviewed at least every two years alongside other linked policies and/or to reflect directives from the DfE.

4. BASIC PRINCIPLES

The Trustees of Northampton Primary Academy Trust Partnership (NPAT) have approved and adopted this policy with the overall aims that:

- Pupils are safe and happy in school
- Staff are in a safe working environment

- The school's Behaviour Policy should be adhered to at all times. This outlines the strategies to be used for rewarding and sanctioning children in the classroom and around school
- Suspensions and exclusions should be used as an absolute last resort
- The suspensions and exclusions process is applied fairly and consistently
- The suspensions and exclusions process is understood by all governors, staff, parents and pupils
- Suspensions and exclusions are carried out lawfully.

As a Trust, we are committed to reducing the use of suspensions and exclusions to a minimum, and this policy is based around good management practices that seek to address problem behaviour before it reaches a crisis point and provide ongoing processes to encourage good behaviour in all our pupils.

Where a child's behaviour consistently gives cause for concern, parents must be informed and preferably involved, and an Individual Behaviour Plan should be in place. A Handling Plan must be in place, signed by a parent or guardian, where there is a possibility that positive handling may be used.

A note on off-rolling

'Off-rolling' is a form of gaming and occurs where a school decides, in the interests of the school and not the pupil, to:

- Remove a pupil from the school admission register without a formal, permanent exclusion
- Encourage a parent or carer to remove their child from the school
- Retain a pupil on the school admission register but not allow them to attend the school normally, without a formal permanent exclusion or suspension
- Move a pupil to alternative provision (AP) where this is not in their best interests
- Send a pupil home without formally recording a suspension regardless of whether it occurs with the agreement of parents or carers
- Place a pupil on a part-time timetable for behavioural reasons
- Remove a pupil from the school roll without following due process.

We will not suspend or exclude pupils unlawfully by directing them off-site or not allowing pupils to attend school without following the statutory procedure, contained in the School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012, or formally recording the event, such as sending them home to 'cool off'. In addition, we will not suspend or exclude pupils unlawfully:

- Solely because they have special educational needs and/or a disability (SEND) that the school feels unable to support
- Due to poor academic performance
- Because a pupil hasn't met a specific condition, such as attending a reintegration meeting
- By exerting undue influence on a parent to encourage them to remove their child from the school.

5. DEFINITIONS

School day – For the purposes of suspensions and exclusions, a school day is defined as any day on which there is a school session. Therefore, INSET or staff training days do not count as a school day.

Suspension – When a pupil is removed from the school for a fixed period. This was previously referred to as a 'fixed-term exclusion'.

Permanent exclusion – when a pupil is removed from the school permanently and taken off the school roll. This is sometimes referred to as an 'exclusion'.

Off-site direction – when a governing board of a maintained school, academy or PRU requires a pupil to attend another education setting temporarily to improve their behaviour.

Parent/carer – any person who has parental responsibility and any person who has care of the child.

Managed move – when a pupil is transferred permanently to another school. All parties, including parents and the admission authority for the new school, should consent before a managed move occurs.

Cancelled exclusion – an exclusion that has been cancelled before the governing board has met to consider whether the pupil should be reinstated.

6. LEGISLATION AND STATUTORY GUIDANCE

This policy is based on statutory guidance from the Department for Education: Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement.

It is based on the following legislation, which outlines schools' powers to exclude pupils:

- Section 51a of the Education Act 2002, as amended by the Education Act 2011

- The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012

In addition, the policy is based on:

- Part 7, chapter 2 of the Education and Inspections Act 2006, which sets out parental responsibility for excluded pupils
- Section 579 of the Education Act 1996, which defines 'school day'
- The Education (Provision of Full-Time Education for Excluded Pupils) (England) Regulations 2007, as amended by The Education (Provision of Full-Time Education for Excluded Pupils) (England) (Amendment) Regulations 2014 and as modified and amended by The Education (Educational Provision for Improving Behaviour) (Application to Academies and Pupil Referral Units and Minor Amendments) Regulations 2026.
- The Equality Act 2010
- Children and Families Act 2014
- The Inspection information for state-funded schools, which defines 'off-rolling'.

This policy complies with our funding agreement and articles of association, and with statutory regulations applying to academies in relation to exclusions and off-site direction.

7. THE DECISION TO SUSPEND OR EXCLUDE

Only the Headteacher, or Acting Headteacher, can suspend or permanently exclude a pupil from school on disciplinary grounds. The decision can be made in respect of behaviour inside or outside of school. The Headteacher will only use permanent exclusion as a last resort

A decision to suspend a pupil will be taken only:

- In accordance with the school's behaviour policy
- To provide a clear signal of what is unacceptable behaviour
- To show a pupil that their current behaviour is putting them at risk of permanent exclusion.

Where suspensions have become a regular occurrence, the Headteacher will consider whether suspensions alone are an effective sanction and whether additional or alternative strategies are needed to address behaviour issues.

The Headteacher can suspend (exclude for a fixed period of time) a pupil from school, or, where appropriate and practicable, offer an internal suspension to another NPAT

or local school. Internal suspension options should be discussed and agreed with the NPAT CEO or School Improvement Leader and the receiving Headteacher.

Any decision to suspend or exclude a pupil will be taken only:

- In response to serious or persistent breaches of the school's Behaviour Policy, **and**
- If allowing the pupil to remain in school would seriously harm the education or welfare of others.

Before deciding whether to suspend or exclude a pupil, the Headteacher will:

- Consider all the relevant facts and evidence on the balance of probabilities, including whether the incident(s) leading to the suspension or exclusion was/were provoked
- Allow the pupil to give their version of events, considering these in light of their age and understanding, unless it would not be appropriate to do so
- Consider whether the pupil has special educational needs or a disability (SEND)
- Consider whether the pupil is especially vulnerable (e.g. the pupil has a social worker, is a looked-after child (LAC) or a previously looked-after child (PLAC)
- Consider whether all alternative solutions have been explored, such as:
    - For suspensions: detentions or other sanctions provided for in the behaviour policy
    - For exclusions: off-site direction (for temporary placements) or managed moves (which are permanent and not used as trial placements)

In the case of a permanent exclusion, the matter must be discussed and agreed with the NPAT CEO or School Improvement Leader. All suspension and permanent exclusion decisions ultimately rest with the Headteacher.

The Headteacher must always notify the Trust CEO and/or School Improvement Leader and seek advice where any potential suspension or permanent exclusion involves a child with special educational needs or disability (SEND), or a looked-after or previously looked-after child, or for any exclusion where the circumstances are complex. Headteachers may also find it helpful to access the support and advice of their local authority social, emotional and mental health teams.

When considering off-site direction, the school complies with the Education (Educational Provision for Improving Behaviour) (Application to Academies and Pupil Referral Units and Minor Amendments) Regulations 2026 and has regard to the Arranging alternative provision: a guide for local authorities and schools.

Before directing a pupil off-site or agreeing a managed move, the school will:

- Ensure the pupil's views are sought and considered
- Be able to evidence that appropriate interventions have already been implemented
- Share relevant information with the receiving setting and the local authority (LA), including attainment data, risk assessments and support strategies

Where a managed move is being considered for a pupil with a social worker, the school will inform, at the earliest opportunity:

- The social worker
- The DSL
- Parents/carers (unless this would create a safeguarding risk)
- For looked-after children: the virtual school head (VSH)

The Headteacher will consider the views of the pupil, in light of their age and understanding, before deciding to suspend or exclude, unless it would not be appropriate to do so. Pupils who need support to express their views will be allowed to have their views expressed through an advocate, such as a parent or social worker.

The Headteacher will not reach their decision until they have heard from the pupil, unless it is not appropriate to do so, and will inform the pupil of how their views were taken into account when making the decision. If it is not possible to hear from the pupil before making the decision, their views will be sought at the earliest opportunity.

Where a suspension or exclusion is necessary, as well as the distress caused to the pupil and their parents, this often has a detrimental emotional impact on members of school staff who are involved. Therefore, support from counselling, debriefing sessions and supporting one another is important and encouraged. Headteachers can consider the wider impact on the school by completing a Pupil Behaviour Impact Assessment as shown in Appendix 11.

If it is decided that a managed move is in the pupil's best interests, the original school and new school will work together to make sure that any personal education plan (PEP) that the pupil has is reviewed and amended to reflect the move.

Where there are concerns about the behaviour, or risk of suspension or permanent exclusion, of a pupil with SEN, a disability or an education, health and care (EHC) plan, the Headteacher will, in partnership with others (including where relevant, the LA), consider what additional support or alternative placement may be required. This will involve assessing whether the provision is suitable for the pupil's SEN or disability.

Where a pupil has an EHC plan, the Headteacher will contact the LA about any behavioural concerns at an early stage and consider requesting an early annual review prior to making the decision to suspend or permanently exclude the pupil.

If an ongoing safeguarding investigation (whether or not it includes a criminal investigation) may result in the permanent exclusion of a pupil, or if a pupil has been reinstated to the school, complex and difficult decisions will likely need to be made. These decisions will be made alongside the school's safeguarding duties and its duty to provide an education and in conjunction with the NPAT CEO/School Improvement Leader.

Deciding whether to temporarily remove a pupil from the school site for safeguarding reasons

In exceptional circumstances, the Headteacher may decide to temporarily prevent a pupil from attending the school site for safeguarding reasons. This is not an exclusion on disciplinary grounds.

This measure will only be used when:

- It is necessary to separate pupils to ensure safety, and
- There is no reasonable alternative that would allow all pupils to remain on site.

Decisions will be made on a case-by-case basis, led by the designated safeguarding lead (DSL) and informed by multi-agency working where appropriate (e.g. children's social care or the police).

Where this measure is used, the Headteacher will:

- Inform parents/carers without delay, including the reasons for the decision
- Notify the governing board without delay
- Provide work for the pupil to complete at home, or work with the LA to ensure suitable education is arranged
- Support the pupil's reintegration, as soon as it is safe to do so.

8. SUSPENSIONS

Most suspensions are of short duration (usually between one and three days). The DfE regulations allow the Headteacher to suspend a pupil for one or more fixed periods not exceeding 45 days in any one school year.

Following a suspension decision, parents are contacted immediately. A letter (see Appendix 5) will be sent by post, giving the reason for the suspension, details about it and the date the suspension ends. Parents have a right to make representations as directed in the letter.

A Return to School meeting will be held following the expiry of the suspension, and this will involve the Headteacher or a member of the school senior leadership team and other staff where appropriate.

During the course of a suspension where the pupil is to be at home, parents are advised that the pupil is not allowed on the school premises and that daytime supervision is their responsibility as parents/guardians or carers.

Records relating to suspension will be stored confidentially and in line with Trust GDPR policies.

9. PERMANENT EXCLUSION

The decision to exclude a pupil permanently is a serious one. There are two main situations in which permanent exclusion may be considered.

The first is a final, formal step in a process for dealing with disciplinary offences which follows the use of a wide range of other strategies that have been used without success. It is an acknowledgement that all available strategies have been exhausted and is used as a last resort. This would include persistent and defiant misbehaviour.

The second is where there are exceptional circumstances and it is not appropriate to implement other strategies, and where it could be appropriate to permanently exclude a pupil for a first or 'one off' offence. These might include:

- Serious or threatened violence against another pupil or member of staff
- Behaviour which poses a significant risk to the child's own safety.

These examples are not exhaustive but indicate the severity of such offences and the fact that such behaviour seriously affects the discipline and wellbeing of the school.

10. ROLES AND RESPONSIBILITIES

a. Roles and Responsibilities - The Headteacher

The Headteacher will be responsible for ensuring that parents/guardians, the local governing body and the NPAT CEO are appropriately informed.

The Headteacher will ensure that appropriate procedures are followed for the removal of a permanently excluded child from the school register (Appendix 1).

Informing parents

If a pupil is at risk of suspension or exclusion, the Headteacher will inform the parents as early as possible, in order to work together to consider what factors may be

affecting the pupil's behaviour, and what further support can be put in place to improve the behaviour.

If the Headteacher decides to suspend or exclude a pupil, the parents will be informed, in person or by telephone, of the period of the suspension or exclusion and the reason(s) for it, without delay.

The Headteacher will also provide the following information in writing to the parents of a suspended or excluded pupil without delay:

- The reason(s) for the suspension or permanent exclusion
- The length of the suspension or, for a permanent exclusion, the fact that it is permanent
- Information about parents' right to make representations about the suspension or permanent exclusion to the local governing body and, where the pupil is attending alongside the parents, how they may be involved in this
- How representations should be made
- Where there is a legal requirement for the local governing body to hold a meeting to consider the reinstatement of a pupil, and that parents have a right to attend the meeting, be represented at the meeting (at their own expense) and bring a friend (and, where appropriate, more than one, subject to reasonable limits set by the governing body)
- That parents have the right to request that the meetings will be held remotely, and how and to whom they should make this request.

Further guidance on informing parents can be found in Appendix 3.

Informing the local governing body and the Trust

Following any decision to suspend or exclude a pupil, the Headteacher must notify the local governing body and the Trust CEO without delay of:

- Any permanent exclusion, including when a suspension is followed by a decision to permanently exclude a pupil
- Any suspension that would result in the pupil being suspended for more than five school days (or more than 10 lunchtimes) in a term
- Any suspension or permanent exclusion that would result in the pupil missing a national curriculum test
- Any suspension or permanent exclusion that has been cancelled, including the reason for the cancellation.

For all other suspensions, the Headteacher will notify the local governing body and the Trust once a term through the Headteacher's Report to Governors.

Informing the local authority (LA)

The Headteacher will notify the local authority of all suspensions and permanent exclusions without delay, regardless of the length of a suspension. This is usually done via the Capita One system.

The notification will include:

- The reason(s) for the suspension or permanent exclusion
- The length of a suspension or, for a permanent exclusion, the fact that it is permanent.

For a permanent exclusion, if the pupil lives outside the LA in which the school is located, the Headteacher will also, without delay, inform the pupil's 'home authority' of the exclusion and the reason(s) for it.

The Headteacher must notify the LA without delay of any cancelled exclusions, including the reason the exclusion was cancelled.

Informing the pupil's social worker and/or virtual school head (VSH)

If a:

- **Pupil with a social worker** is at risk of suspension or permanent exclusion, the Headteacher will inform **the social worker** as early as possible
- **Pupil who is a looked-after child (LAC)** is at risk of suspension or exclusion, the Headteacher will inform **the VSH** as early as possible.

This is in order to work together to consider what factors may be affecting the pupil's behaviour, and what further support can be put in place to improve the behaviour.

Where a looked-after child (LAC) is at risk of suspension or permanent exclusion, the Headteacher will consider:

- How effectively the current personal education plan (PEP) is being implemented, and
- Whether an interim review of the PEP needs to take place
- How the school is using Pupil Premium Plus.

If the Headteacher decides to suspend or permanently exclude a pupil with a social worker/a pupil who is looked-after, they will inform the pupil's social worker/the VSH, as appropriate, without delay, that:

- They have decided to suspend or permanently exclude the pupil
- The reason(s) for the decision

- The length of the suspension or, for a permanent exclusion, the fact that it is permanent
- The suspension or permanent exclusion affects the pupil's ability to sit a national curriculum test (where relevant)
- They have decided to cancel a suspension or permanent exclusion, and why (where relevant).

The social worker/VSH will be invited to any meeting of the local governing body about the suspension or permanent exclusion. This is so that they can provide advice on how the pupil's background and/or circumstances may have influenced the circumstances of their suspension or permanent exclusion. The social worker should also help ensure safeguarding needs and risks and the pupil's welfare are taken into account.

Cancelling suspensions and permanent exclusions

The Headteacher may cancel a suspension or permanent exclusion that has already begun, or one that has not yet begun, but only where it has not yet been reviewed by the local governing body. Where there is a cancellation:

- The parents, local governing body and LA will be notified without delay
- Where relevant, any social worker and VSH will be notified without delay
- The notification must provide the reason for the cancellation
- The local governing body's duty to hold a meeting and consider reinstatement ceases
- Parents will be offered the opportunity to meet with the Headteacher to discuss the cancellation, which will be arranged without delay
- The pupil will be allowed back in school without delay.

Any days spent out of school as a result of any exclusion, prior to the cancellation, will count towards the maximum of 45 school days permitted in any school year.

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.

Providing education during the first five days of a suspension or permanent exclusion

During the first five days of a suspension, if the pupil is not attending alternative (AP) provision, the Headteacher will take steps to ensure that achievable and accessible work is set and marked for the pupil. Online provision recommended by the school may be used for this. If the pupil has a special educational need or disability, the

Headteacher will make sure that reasonable adjustments are made to the provision where necessary.

If the pupil is looked after or has a social worker, the school will work with the local authority to arrange alternative provision from the first day following the suspension or permanent exclusion. Where this isn't possible, the school will take reasonable steps to set and mark work for the pupil, including the use of online pathways.

b. Roles and Responsibilities - The Local Governing Body

Considering suspensions and permanent exclusions

Responsibilities regarding exclusions are delegated to an exclusions panel of three members drawn from the local governing body or other governors from across the Trust as appropriate.

The local governing board has a duty to consider parents' representations about a suspension or permanent exclusion. It has a duty to consider the reinstatement of a suspended or permanently excluded pupil in certain circumstances.

Within 14 days of receiving a request, the local governing body will provide the secretary of state with information about any suspensions or exclusions within the last 12 months.

For any suspension of more than five school days, the local governing body will arrange suitable full-time education for the pupil. This provision will begin no later than the sixth day of the suspension.

Monitoring and analysing suspensions and exclusions data

The local governing body will review, challenge and evaluate the data on the school's use of suspension, exclusion, off-site direction to alternative provision, and managed moves.

The local governing body will:

- Closely scrutinise patterns of all pupil movement, including suspensions, permanent exclusions, off-site direction and managed moves
- Ensure these measures are only used as a last resort
- Review any use of separation from site for safeguarding purposes
- Challenge the school's/trust's leadership team to identify and address emerging trends.

The local governing body will consider:

- How effectively and consistently the school's behaviour policy is being implemented

- The school register and absence codes
- Instances where pupils receive repeat suspensions
- Interventions in place to support pupils at risk of suspension or permanent exclusion
- Any variations in the rolling average of permanent exclusions, to understand why this is happening, and to make sure they are only used when necessary
- Timing of moves and permanent exclusions, and whether there are any patterns, including any indications which may highlight where policies or support are not working
- The characteristics of suspended and permanently excluded pupils, and why this is taking place
- Whether the placements of pupils directed off-site into alternative provision are reviewed at sufficient intervals to assure the school that the education is achieving its objectives and that pupils are benefiting from it
- The cost implications of directing pupils off-site.

Governors will hold leaders to account and make informed decisions. To enable them to do so, they'll make use of performance data in the following areas:

- Pupil numbers, attendance and exclusions
- Attainment and progress
- Curriculum planning and class sizes
- Financial management and governance
- Quality assurance
- Safeguarding and wellbeing
- The school community, including staff, pupils, parents/carers and the governing board**.**

c. Roles and Responsibilities - The Trust

If parents apply for an independent review, the Trust will arrange for an independent panel to review the decision of the local governing body not to reinstate a permanently excluded pupil. Applications for an independent review must be made within 15 school days of notice being given to the parents by the local governing body of its decision not to reinstate a pupil.

The Trust will ensure that all members of an independent review panel and clerks have received training within the two years prior to the date of the review. Please see Appendix 3 for further guidance.

d. Roles and Responsibilities - The Local Authority

For permanent exclusions, the local authority is responsible for arranging suitable full-time education to begin no later than the sixth day after the first day of the exclusion.

For pupils who are looked-after or have social workers, the local authority and the school will work together to arrange suitable full-time education to begin from the first day of the exclusion.

11. RETURNING FROM A SUSPENSION, OFF-SITE DIRECTION OR SEPARATION FOR SAFEGUARDING PURPOSES

Following a suspension, period of off-site direction, separation for safeguarding purposes, or cancelled suspension or exclusion, the school will put in place a strategy and a reintegration meeting will be held involving the pupil, parents, a member of senior staff and other staff, where appropriate.

Additional measures may be implemented when a pupil returns from a suspension, for example:

- Agreeing a behaviour contract
- Implementation of a positive reward plan or report system
- Implementation of a Positive Handling Plan.

a. Reintegration strategy

Following suspension, period of off-site direction, separation for safeguarding purposes or cancelled suspension or exclusion, the school will put in place a strategy to help the pupil reintegrate successfully into school life and full-time education.

Where necessary, the school will work with third-party organisations to identify whether the pupil has any unmet special educational and/or health needs.

The following measures may be implemented, as part of the strategy, to ensure a successful reintegration into school life for the pupil:

- Maintaining regular contact during the suspension, off-site direction or separation and welcoming the pupil back to school
- Daily (e.g. morning) meet and greet session
- Regular contact in school with a designated pastoral professional
- Mentoring by a trusted adult or a local mentoring charity
- Allocation of a peer ‘buddy’
- Implementation of a behaviour reward system

- Regular reviews with the pupil and parents to praise progress being made and raise and address any concerns at an early stage
- Informing the pupil, parents and staff of potential external support.

Part-time timetables will not be used as a tool to manage behaviour; however, they may be used in exceptional circumstances to support a pupil's wellbeing or pastoral needs. If used, part-time timetables will be put in place for the minimum time necessary and with the aim of building up to full-time attendance.

The strategy will be regularly reviewed and adapted where necessary throughout the reintegration process in collaboration with the pupil, parents, and other relevant parties.

b. Reintegration meetings

The school will clearly explain the reintegration strategy to the pupil in a reintegration meeting before or on the pupil's return to school. During the meeting, the school will communicate to the pupil that they are getting a fresh start and that they are a valued member of the school community.

The pupil, parents, a member of senior staff, and any other relevant staff will be invited to attend the meeting. The meeting can proceed without the parents in the event that they cannot or do not attend.

The school expects all returning pupils and their parents to attend their reintegration meeting, but pupils who do not attend will not be prevented from returning to the classroom.

12. REMOTE ACCESS TO MEETINGS

Parents can request that a local governing body meeting or independent review panel be held remotely. If the parents don't express a preference, the meeting will be held in person.

Requests for remote meetings may be refused where, following a risk assessment, it is considered that a remote format would not allow the meeting to be conducted fairly, transparently or with full participation due to safeguarding reasons.

In case of extraordinary or unforeseen circumstances, which mean it is not reasonably practicable for the meeting to be held in person, the meeting will be held remotely.

Remotely accessed meetings are subject to the same procedural requirements as in-person meetings.

The local governing body and the Trust should make sure that the following conditions are met before agreeing to let a meeting proceed remotely:

- All the participants have access to the technology which will allow them to hear, speak, see and be seen
- All the participants will be able to participate fully
- The remote meeting can be held fairly and transparently

Social workers and the VSH can always join remotely, whether the meeting is held in person or not, as long as they meet the remote-access conditions listed above.

The meeting will be rearranged to an in-person meeting without delay if technical issues arise that can't be reasonably resolved and:

- Compromise the ability of participants to contribute effectively, or
- Prevent the meeting from running fairly and transparently.

13. MONITORING ARRANGEMENTS

The school will collect data on the following:

- Attendance, permanent exclusions and suspensions
- Use of pupil referral units, off-site directions and managed moves
- Anonymous surveys of staff, pupils, governors/trustees and other stakeholders on their perceptions and experiences

The data will be analysed regularly by the Headteacher. The Headteacher will report back to the local governing body.

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- By time of day/week/term
- By protected characteristic.

The school will use the results of this analysis to ensure it meets its duties under the Equality Act 2010. If any patterns or disparities between groups of pupils are identified by this analysis, the school will review its policies in order to tackle it.

The Trust will work with its school to consider this data and analyse whether patterns exist across the Trust, recognising that numbers in any one school may be too low for meaningful statistical analysis. The CEO will monitor the number of suspensions

and exclusions every term on behalf of the Trust and report back to the Board of Trustees.

14. LINKS WITH OTHER POLICIES

This suspensions and exclusions policy is linked to the:

- Behaviour policy
- SEND/Inclusion policy
- SEND information report
- Safeguarding and child protection policy
- Anti-bullying policy
- Equality policy
- Attendance policy

Appendix 1 **Headteacher's suspension and exclusion checklist**

Pupil Name		**Year Group**	
Ethnicity of Pupil:		**Date of Birth**	

Is this pupil?	
Characteristic	**Tick if applicable**
EHCP	
SEN Support	
Disabled	
Pupil Premium	
LAC/PLAC	
Child Protection Concern	
Other Protected Characteristic	

Has the pupil had any suspension(s)	
Date	**Number**
This term	0
This academic year	0
Previous academic years	0

HAS THE PUPIL COMMITTED A DISCIPLINARY OFFENCE? **The Headteacher must first establish whether the pupil has committed a disciplinary offence. This requires the Headteacher to ensure that the incident(s) is thoroughly investigated and not to make a decision in "the heat of the moment".**	**YES**	**NO**
1. With reference to the school's behaviour policy, has the pupil committed a disciplinary offence? Brief details:		
2. Is it appropriate to suspend the pupil for an initial fixed period so that an appropriate investigation can be carried out to establish what has happened? ***This should normally only be the case if there has been a serious breach of the behaviour policy, e.g. threatening or violent behaviour.***		
3. Has an appropriate investigation into the incident been carried out? This requires: • Obtaining written statements from any witnesses. These may be anonymised to protect the identity of children.		

Insert the names of witnesses: Names of staff present when statement taken: • Considering any CCTV evidence • Considering other evidence (provide details)		
4. Has a written statement from the pupil in question been obtained? If not, why not?		
5. Is there any evidence that the incident was the result of any provocation or bullying? If Yes, give details		
6. Have issues of SEN/EHCP, disability, race and care been fully considered? ***If the pupil has SEN or a disability, the additional pro-forma (Appendix 2) must be completed.***		
IS SUSPENSION OR EXCLUSION THE PROPORTIONATE RESPONSE TO THE BEHAVIOUR **Having completed the investigation, the Headteacher now needs to decide what action to take.**	**YES**	**NO**
1. Having completed the investigation, on the balance of probabilities, did the pupil do what they are alleged to have done? For more serious allegations, the evidence must be more substantiating. Give details:		
2. Does the pupil's presence seriously harm the education/welfare of pupils/others?		
FACTORS TO CONSIDER BEFORE DECIDING THE SANCTION **Having determined that the child committed a disciplinary offence, the Headteacher has to decide whether there are any other factors to consider.**	**YES**	**NO**
1. Is this a serious first or 'one-off' offence?		

2. Does the behaviour follow a continuous pattern of poor behaviour? ***Consider the child's recent disciplinary record (last 6 months).***		
3. Where suspensions have become a regular occurrence, are suspensions alone an effective sanction, or are additional or alternative strategies necessary to address behavioural issues? ***Consider what else could be put into place to address the child's behaviour.***		
4. Has there been involvement from any local authority or other support agencies to support the child and the school. Give details:		
5. Has the pupil been suspended before? Give details of date(s), length of suspension(s) and reason(s) for the suspension(s).		
6. Have alternatives to suspension or exclusion been considered? Consider: • Managed Move • Education Off-site (alternative provision) • Restorative Justice • Mediation • In-School Exclusion (at the school or another NPAT school)		
7. Have these alternatives been discussed with parents/carers?		
8. Does this pupil have SEN/disability/EHCP? If yes, have you contacted the SENCO and requested advice? Has an emergency annual review been called? Have you discussed this with the NPAT CEO or School Improvement Lead?		
9. Is this pupil looked-after? Have you contacted the appropriate social worker to discuss what additional support might be provided?		
10. Is this pupil on the Child Protection register or a Child in Need?		
11. Have you spoken to social services if the pupil is LAC or previously LAC or there is a child protection or safeguarding concern? Have you discussed this suspension/exclusion with the NPAT CEO or School Improvement Lead?		

12. Is there an Early Health Assessment (EHA) for this young person? Have any relevant concerns been raised with the EHA panel?		
SUSPENDED/EXCLUDED CHILD – WHAT NEXT? **Having decided that suspension or exclusion is appropriate, you now need to consider the type that is appropriate.**	**YES**	**NO**
1. You have decided that a suspension is appropriate: • Appropriate length of exclusion considered? • Is this for the shortest possible time? Details of days and dates of suspension		
2. You have decided that a permanent exclusion is appropriate: • Is this because of a serious one-off offence? • or persistent poor behaviour? • Is this as a last resort following a wide range of other strategies that have been unsuccessful? • Has this been discussed with the NPAT CEO or School Improvement Leader?		

Suspension and Exclusion Procedure	**Action taken by**	**Date/Time**
Parents contacted by telephone/ text/ email (delete as appropriate) If contact is unsuccessful, a letter is to be sent home with the pupil if at all possible		
Letter sent to confirm suspension or exclusion by first class post		
Work requested		
Work placed at reception		
Date and time of reintegration meeting		
Staff to be present at the reintegration meeting		
Local authority notified of suspension or exclusion		

Signed _____ Headteacher

Date _____

Appendix 2 **Checklist for suspending or excluding a child with SEN/a disability**

Name of Pupil _____ Class_____

QUESTIONS	YES	NO
What disability or SEN does this pupil have? i.e. do they have a mental or physical impairment that is: • Adverse • Long term • Substantial • Affects their ability to carry out normal day-to-day activities? (mobility, manual dexterity, physical coordination, continence, ability to lift, carry or otherwise move everyday objects, speech hearing or eyesight, memory or ability to concentrate, learn or understand, perception of risk of physical danger)		
Has the pupil been treated less favourably? i.e. would/has a pupil without a disability have been dealt with in the same way? You will need to consider: • What is the less favourable treatment? • What is the reason for the less favourable treatment? • Is the reason directly related to their disability? • Can less favourable treatment be justified? • Is the justification material and substantial?		
Have reasonable adjustments been made for this pupil? You will need to consider: • Would failure to make reasonable adjustments place the pupil at a substantial disadvantage? • Could the need to make reasonable adjustments have been anticipated? • Has the school reviewed policies, practices and procedures (continuing responsibility)? • Does the reasonable adjustment involve the removal/alteration of physical features of the environment? • Does the reasonable adjustment involve the provision of auxiliary aids/services?		

• Have relevant factors been explored and balanced?
  o Need to maintain standards?
  o Financial resources available?
  o Cost of taking particular step?
  o Extent to which practical to take particular step?
  o Extent to which auxiliary aid/services will be provided under SEND framework?
  o Health and safety requirements
  o Interests of other pupils/prospective pupils?
• Could the school have been reasonably expected to know about the disability (confidentiality; lack of knowledge)?
• Can act/omission be materially and substantially justified?		

What future adjustments could be made to try to prevent a repeat of the situation?		

Signed _____ SENCO

Signed _____ Headteacher

Date _____

Appendix 3 **Guidance to inform parents of suspension and exclusion arrangements**

If the pupil is of compulsory school age, the Headteacher will also notify parents without delay and by the end of the afternoon session on the first day their child is suspended or permanently excluded that:

- For the first five school days of an exclusion (or until the start date of any alternative provision or the end of the suspension, where this is earlier), the parents are legally required to ensure that their child is not present in a public place during school hours without a good reason. This will include specifying on which days this duty applies
- Parents may be given a fixed penalty notice or prosecuted if they fail to do this

If alternative provision is being arranged, the following information will be included, if possible:

- The start date for any provision of full-time education that has been arranged
- The address at which the provision will take place
- The name of the person the pupil should report to on arrival
- The duration of the placement
- The reasons for, and objectives of, the placement
- The start and finish times of any such provision
- Where two sessions per day are provided:
    - What time the morning session starts
    - What time the afternoon session ends
    - What time the break between them starts and ends
- Where a single session per day is provided:
    - What time the session starts and ends.

If the Headteacher does not have all the information about the alternative provision arrangements by the end of the afternoon session on the first day of the suspension or permanent exclusion, they can provide the information at a later date, without delay and no later than 48 hours before the provision is due to start.

The only exception to this is where alternative provision is to be provided before the sixth day of a suspension or permanent exclusion, in which case the school reserves the right to provide the information with less than 48 hours' notice, with parents' consent.

If the Headteacher cancels the suspension or permanent exclusion, they will notify parents without delay, and provide a reason for the cancellation.

Model letters to parents can be found in Appendices 7, 8, 9 and 10.

Appendix 4 **Considering the re-instatement of a pupil**

The local governing body exclusion panel will consider and decide on the reinstatement of a suspended or permanently excluded pupil within 15 school days of receiving the notice of the suspension or exclusion if:

- The exclusion is permanent
- It is a suspension which would bring the pupil's total number of days out of school to more than 15 in a term; or
- It would result in a pupil missing a national curriculum test.

Where the pupil has been suspended, and the suspension does not bring the pupil's total number of days of suspension to more than five in a term, the local governing body exclusion panel must consider any representations made by parents. However, it is not required to arrange a meeting with parents, and it cannot direct the Headteacher to reinstate the pupil.

Where the pupil has been suspended for more than five, but not more than 15 school days, in a single term, and the parents make representations to the board, the local governing body exclusion panel will consider and decide on the reinstatement of a suspended pupil within 50 school days of receiving notice of the suspension. If the parents do not make representations, the board is not required to meet, and it cannot direct the Headteacher to reinstate the pupil.

Where a suspension or permanent exclusion would result in a pupil missing a national curriculum test, the local governing body exclusion panel will, as far as reasonably practicable, consider and decide on the reinstatement of the pupil before the date of the test. If this is not practicable, the local governing body exclusion panel may consider the suspension or permanent exclusion and decide whether or not to reinstate the pupil.

The following parties will be invited to a meeting of the local governing body exclusion panel and allowed to make representations or share information:

- Parents (and, where requested, a representative or friend, and more than one, subject to reasonable limits set by the local governing body)
- The pupil, if they are aged 17 or younger and it would be appropriate to their age and understanding (and, where requested, a representative or friend)
- The Headteacher
- The pupil’s social worker, if they have one
- The VSH, if the pupil is looked-after.

Local governing body exclusion panel meetings can be held remotely at the request of parents. See Section 12 for more details on remote access to meetings.

The local governing body will try to arrange the meeting within the statutory time limits set out above and must try to have it at a time that suits all relevant parties. However, its decision will not be invalid simply on the grounds that it was not made within these time limits.

The local governing body exclusion panel can either:

- Decline to reinstate the pupil, or
- Direct the reinstatement of the pupil immediately, or on a particular date (except in cases where the board cannot do this – see earlier in this Appendix).

In reaching a decision, the local governing body exclusion panel will consider:

- Whether the decision to suspend or permanently exclude was lawful, reasonable, and procedurally fair
- Whether the Headteacher followed their legal duties
- The welfare and safeguarding of the pupil and their peers
- Any evidence that was presented to the exclusion panel.

They will decide whether or not a fact is true 'on the balance of probabilities'.

The governance professional will be present when the decision is made.

Minutes will be taken of the meeting, and a record will be kept of the evidence considered. The outcome will also be recorded on the pupil's educational record, and copies of relevant papers will be kept with this record.

The local governing body exclusion panel will notify, in writing, the following stakeholders of its decision, along with reasons for its decision, without delay:

- The parents
- The Headteacher
- The pupil's social worker, if they have one
- The VSH, if the pupil is looked-after
- The local authority
- The pupil's home authority, if it differs from the school's.

Where an exclusion is permanent and the local governing body exclusion panel has decided not to reinstate the pupil, the notification of decision will also include the following:

- The fact that it is a permanent exclusion

- Notice of parents' right to ask for the decision to be reviewed by an independent review panel
- The date by which an application for an independent review must be made (15 school days from the date on which notice in writing of the exclusion panel's decision is given to parents), and:
    - The name and address to which an application for a review and any written evidence should be submitted
    - That any application should set out the grounds on which it is being made and that, where appropriate, it should include reference to how the pupil's special educational needs (SEN) are considered to be relevant to the permanent exclusion
    - That, regardless of whether the excluded pupil has recognised SEN, parents have a right to require the Trust to appoint an SEN expert to advise the review panel
    - Details of the role of the SEN expert and that there would be no cost to parents for this appointment
    - That parents must make clear if they wish for an SEN expert to be appointed in any application for a review
    - That parents may, at their own expense, appoint someone to make written and/or oral representations to the panel, and parents may also bring a friend to the review
- That, if parents believe that the permanent exclusion has occurred as a result of unlawful discrimination, they may make a claim under the Equality Act 2010 to the First-tier Tribunal (special educational needs and disability), in the case of disability discrimination, or the County Court, in the case of other forms of discrimination. Also, any claim of discrimination made under these routes should be lodged within six months of the date on which the discrimination is alleged to have taken place.

Appendix 5 **An independent review**

If parents apply for an independent review within the legal timeframe, Northampton Primary Academy Trust (NPAT) will, at their own expense, arrange for an independent panel to review the decision of the local governing body exclusion panel not to reinstate a permanently excluded pupil.

Applications for an independent review must be made within 15 school days of notice being given to the parents by the local governing body exclusion panel of its decision not to reinstate the pupil **or**, if after this time, within 15 school days of the final determination of a claim of discrimination under the Equality Act 2010 regarding the permanent exclusion. Any applications made outside of this timeframe will be rejected.

Independent reviews can be held remotely at the request of parents. See Section 12 of this policy for more details on remote access to meetings.

A panel of three or five members will be constituted with representatives from each of the categories below. Where a five-member panel is constituted, two members will come from the school governor category and two members will come from the headteacher category. At all times during the review process, there must be the required representation on the panel.

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

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

- Are a member or director of NPAT or a governor of the excluding school
- Are the Headteacher of the excluding school, or have held this position in the last five years
- Are an employee of NPAT, or the governing board of the excluding school (unless they are employed as a headteacher at another school)
- Have, or at any time have had, any connection with NPAT, school, local governing body, parents or pupil, or the incident leading to the exclusion, which might reasonably be taken to raise doubts about their impartiality
- Have not had the required training within the last two years (see below for what training must cover).

A governance professional will be appointed to the panel.

The panel must consider the interests and circumstances of the pupil, including the circumstances in which the pupil was permanently excluded, and have regard to the interests of other pupils and people working at the school.

Taking into account the pupil's age and understanding, the pupil or their parents will be made aware of their right to attend and participate in the review meeting and the pupil should be enabled to make representations on their own behalf, should they desire to.

Where a SEN expert is present, the panel must seek and have regard to the SEN expert's view of how SEN may be relevant to the pupil's permanent exclusion.

Where a social worker is present, the panel must have regard to any representation made by the social worker of how the pupil's experiences, needs, safeguarding risks and/or welfare may be relevant to the pupil's permanent exclusion.

Where a VSH is present, the panel must have regard to any representation made by the social worker of how any of the child's background, education and safeguarding needs were considered by the Headteacher in the lead-up to the permanent exclusion, or are relevant to the pupil's permanent exclusion.

Following its review, the independent panel will decide to do one of the following:

- Uphold the local governing body exclusion panel's decision
- Recommend that the local governing body reconsiders reinstatement
- Quash the local governing body exclusion panel's decision and direct that they reconsider reinstatement (only if it judges that the decision was flawed).

New evidence may be presented, though the school cannot introduce new reasons for the permanent exclusion or the decision not to reinstate. The panel must disregard any new reasons that are introduced.

In deciding whether the decision was flawed, and therefore whether to quash the decision not to reinstate, the panel must only take account of the evidence that was available to the local governing body exclusion panel at the time of making its decision. This includes any evidence that the panel considers would, or should, have been available to the exclusion panel and that it ought to have considered if it had been acting reasonably.

If evidence is presented that the panel considers it is unreasonable to expect the exclusion panel to have been aware of at the time of its decision, the panel can take

account of the evidence when deciding whether to recommend that the local governing body reconsider reinstatement.

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

Once the panel has reached its decision, the panel will notify all parties in writing without delay.

This notification will include:

- The panel's decision and the reasons for it
- Where relevant, details of any financial readjustment or payment to be made if the governing board does not subsequently decide to offer to reinstate the pupil within 10 school days
- Any information that the panel has directed the governing board to place on the pupil's educational record.

Appendix 6 **School registers**

A pupil's name will be removed from the school admissions register if:

- 15 school days have passed since the parents were notified of the exclusion panel's decision to not reinstate the pupil and no application has been made for an independent review panel, or
- The parents have stated in writing that they will not be applying for an independent review panel.

Where an application for an independent review has been made, the local governing body will wait until the review has concluded, including any reconsideration of reinstatement, before removing a pupil's name from the register.

When removing a pupil's name from the school admission register, the governing board must ensure this is done under the circumstances prescribed by paragraph 9(5)(c) of the School Attendance (Pupil Registration) (England) Regulations 2024.

While the pupil's name remains on the school's admission register, the pupil's attendance will still be recorded appropriately. Where alternative provision (of an approved educational activity that does not involve the pupil being registered at any other school) has been made for an excluded pupil and they attend it, code B (education off-site) will be used on the attendance register. During off-site direction to another school or educational establishment, code D (dual registration) will be used.

Where excluded pupils are not attending alternative provision, code E (absent) will be used.

A pupil will be registered at one school only. Where a managed move is agreed, the pupil's name will be removed from the admission register when the move becomes permanent. Where a pupil attends off-site provision, the original school retains responsibility for the pupil's registration unless and until a permanent move is agreed.

Further information on how schools should record pupils who are absent from the school site for certain educational activities or to attend other schools or settings can be found in the attendance guidance: Working together to improve school attendance.

Making a return to the LA

Where a pupil's name is to be removed from the school admissions register because of a permanent exclusion, the school will make a return to the LA. The return will include:

- The pupil's full name and address
- The full name and address of any parent/carer with whom the pupil normally resides
- At least 1 telephone number at which any parent/carer with whom the pupil normally resides can be contacted in an emergency
- The grounds upon which their name is to be deleted from the admissions register (i.e. permanent exclusion)
- Details of the new school the pupil will attend, including the name of that school and the first date when the pupil attended or is due to attend there, if the parents/carers have told the school the pupil is moving to another school
- Details of the pupil's new address, including the new address, the name of the parent/carer(s) the pupil is going to live there with, and the date when the pupil is going to start living there, if the parents/carers have informed the school that the pupil is moving house

This return must be made as soon as the grounds for removal is met and no later than the removal of the pupil's name.

Appendix 7 **Model letter 1 – Suspension up to five days**

From the Headteacher notifying parents of a suspension of five school days or fewer in one term

Dear **[Parent's/Parents' name/s]**

I am writing to inform you of my decision to suspend **[pupil's name]** for a fixed period of **[specify period]**. This means that he/she will not be allowed in school for this period. The suspension begins/began on **[date]** and ends on **[date]**. Your child should return to school on **[date]**.

I realise this suspension may be upsetting for you and your family, but the decision to suspend **[pupil's name]** has not been taken lightly. **[Pupil's name]** has been suspended because **[reason for suspension - this can be more than one reason]**.

Your duty as a parent

[For pupils of compulsory school age] You have a duty to ensure that your child is not present in any public place during school hours during the first five school days **[or specify dates if suspension is for fewer than five days]** of this suspension, that is, on **[specify dates]**. I must advise you that failure to comply with this duty without reasonable justification is an offence. You may be prosecuted or receive a penalty notice from the local authority as a result.

Setting work

We will set work for **[pupil's name]** to be completed on the days specified in the previous paragraph as school days during the period of his/her suspension, when you must ensure that he/she is not present in a public place without reasonable justification. **[detail the arrangements for this]**. Please ensure that work set by the school is completed and returned to us promptly for marking.

You can let the local governing body know your views

You have the right to let the local governing body know your views about this suspension. This is called 'making a representation'. The local governing body has a duty to consider any representation you make. However, it can't direct the school to reinstate your child and isn't required to meet with you.

If you wish to make representations, please get in touch with the local governing body by contacting **[LGB governance professional]** at **[contact details — email address]**, as soon as possible, letting them know that you'd like to make a representation, and providing any other details you feel are relevant at this stage.

You and **[pupil's name]** are requested to attend a reintegration meeting with me **[alternatively, specify the name of another staff member]** at **[place]** on **[date]** at **[time]**. If that is not convenient, please contact the school to discuss how best we can support your child.

Government suspension and exclusions guidance can be obtained from www.gov.uk/government/publications/school-exclusions-guide-for-parents. You may also find the following sources of information useful:

- Coram's Child Law Advice service can be accessed through their website childlawadvice.org.uk/information-pages/school-exclusion/ or contacted on 0300 330 5485 from Monday to Friday, 8am – 6pm.
- Independent Provider of Special Education Advice (known as IPSEA – www.ipsea.org.uk/) is a registered charity. It offers free and independent information, advice and support to help get the right education for children and young people with all kinds of special educational needs and disabilities (SEND).
- **[For North Northants]** The Education Inclusion and Partnership Team at North Northamptonshire Council can be contacted via www.northnorthants.gov.uk/attendance-behaviour-and-home-schooling/attendance-and-behaviour-support-parents.
- **[For North Northants]** The North Northamptonshire Information and Advice Support Services for SEND can be contacted via www.sendiassnorthnorthants.co.uk/ or on 0300 373 2532.
- **[For West Northants]** The School Attendance Support Service at West Northamptonshire Council can be contacted via www.westnorthants.gov.uk/attendance-support/exclusions-school-advice-parents.
- **[For West Northants]** The West Northamptonshire Information and Advice Support Services for SEND can be contacted via www.iassnorthants.co.uk or on 0300 126 1039.
- **[For Milton Keynes]** The Children Missing Education Team at Milton Keynes Council can be contacted via exclusions@milton-keynes.gov.uk or on 01908 253338.
- **[For Milton Keynes]** Information for parents on school exclusions is available on the Milton Keynes City Council website at: https://www.milton-keynes.gov.uk/schools-and-lifelong-learning/information-parents/school-exclusions-guidance-parents.
- **[For Milton Keynes**] The Milton Keynes Information and Advice Support Services for SEND can be contacted via mksendias.org.uk or on 01908 254518.

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

Yours sincerely

[Name]

Headteacher

Appendix 8 **Model letter 2 – Suspension over five but less than 16 days**

From the Headteacher notifying parents of a pupil's suspension of more than five school days (up to and including 15½ school days) in a term.

Dear **[Parent's name]**

I am writing to inform you of my decision to suspend **[pupil's name]** for a fixed period of **[specify period]**. This means that **[pupil's name]** will not be allowed in school for this period. The suspension starts on [date] and ends on **[date]**. Your child should return to school on **[date]**.

I realise this suspension may be upsetting for you and your family, but my decision to suspend **[pupil's name]** has not been taken lightly. **[Pupil's name]** has been suspended because **[specify reasons for suspension]**.

Your duty as a parent

[For pupils of compulsory school age] You have a duty to ensure that your child is not present in any public place during school hours during the first five school days **[or specify dates if this suspension is for fewer than five days]** of this suspension, that is, on **[specify dates]**. I must advise you that failure to comply with this duty without reasonable justification is an offence. You may be prosecuted or receive a penalty notice from the local authority as a result.

Setting work

We will set work for your child during their suspension period and prior to the start of their alternative provision/return to school. **[Specify how they can access it.]**.

If you have any questions about this process, please get in touch with **[insert the staff member they should contact, and the relevant contact details]**.

You can ask the local governing body to consider reinstating your child at school

You have the right to request a meeting of the local governing body to consider reinstating your child at the school. You can do this by contacting **[LGB governance professional] on/at [contact details — email address]** as soon as possible. If you request this, the local governing body must hold a meeting to consider reinstating your child within 50 school days of being told about their suspension. If you do not request a meeting, the local governing body does not have to consider reinstating your child, but may choose to do so anyway.

You can let the local governing body know your views

You have the right to let the board know what your views are on the suspension and to tell them any other information which you think is relevant. This is called 'making a representation'.

You can do this by getting in touch with the local governing body, which you can do by contacting the governance professional **[insert name and email address]** and

letting them know that you'd like to make a representation, along with any other details you feel are relevant at this stage.

We will then invite you to a meeting with the local governing body exclusions panel and the Headteacher. You have the right to:

- Attend the meeting yourself
- Arrange (at your own expense) to be represented at the meeting
- Bring a friend.

You and **[pupil's name]** are requested to attend a reintegration meeting with me **[alternatively, specify the name of another staff member]** at **[place]** on **[date]** at **[time]**. If that is not convenient, please contact the school to discuss how best we can support your child.

You can find government suspension and exclusions guidance at www.gov.uk/government/publications/school-exclusions-guide-for-parents. You may also find the following sources of information useful:

- Coram's Child Law Advice service can be accessed through their website childlawadvice.org.uk/information-pages/school-exclusion/ or contacted on 0300 330 5485 from Monday to Friday, 8am – 6pm.
- Independent Provider of Special Education Advice (known as IPSEA – www.ipsea.org.uk/) is a registered charity. It offers free and independent information, advice and support to help get the right education for children and young people with all kinds of special educational needs and disabilities (SEND).
- **[For North Northants]** The Education Inclusion and Partnership Team at North Northamptonshire Council can be contacted via www.northnorthants.gov.uk/attendance-behaviour-and-home-schooling/attendance-and-behaviour-support-parents.
- **[For North Northants]** The North Northamptonshire Information and Advice Support Services for SEND can be contacted via www.sendiassnorthnorthants.co.uk/ or on 0300 373 2532.
- **[For West Northants]** The School Attendance Support Service at West Northamptonshire Council can be contacted via www.westnorthants.gov.uk/attendance-support/exclusions-school-advice-parents.
- **[For West Northants]** The West Northamptonshire Information and Advice Support Services for SEND can be contacted via www.iassnorthants.co.uk or on 0300 126 1039.
- **[For Milton Keynes]** The Children Missing Education Team at Milton Keynes Council can be contacted via exclusions@milton-keynes.gov.uk or on 01908 253338.
- **[For Milton Keynes]** Information for parents on school exclusions is available on the Milton Keynes City Council website at: https://www.milton-

keynes.gov.uk/schools-and-lifelong-learning/information-parents/school-exclusions-guidance-parents.

- **[For Milton Keynes**] The Milton Keynes Information and Advice Support Services for SEND can be contacted via mksendias.org.uk or on 01908 254518.

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

Thank you for your cooperation.

Yours sincerely

[Name]

Headteacher

Appendix 9 **Model letter 3 – Permanent exclusion**

From the Headteacher notifying the parent(s) of the pupil's permanent exclusion

Dear **[Parent's Name]**

I regret to inform you of my decision to permanently exclude **[pupil's name]** with effect from **[date]**. This means **[pupil's name]** will not be allowed in this school unless he/she is reinstated by the local governing body.

I realise that this exclusion may be upsetting for you and your family, but the decision to permanently exclude **[pupil's name]** has not been taken lightly. **[Pupil's name]** has been excluded because **[reasons for the exclusion — include any other relevant previous history]**.

Your duty as a parent

[For pupils of compulsory school age] You have a duty to ensure that your child is not present in any public place during school hours during the first five school days of this exclusion, that is on **[specify dates]**. I must advise you that failure to comply with this duty without reasonable justification is an offence. You may be prosecuted or receive a penalty notice from the local authority as a result.

Setting work

We will set work for your child during their exclusion and prior to the start of their alternative provision. **[Specify how they can access it.]**.

If you have any questions about this process, please get in touch with **[insert the staff member they should contact, and the relevant contact details]**.

The local governing body must consider reinstating your child at school

As this is a permanent exclusion, the local governing body must meet to consider reinstating your child within 15 school days of being told about their permanent exclusion. **[If it would result in child missing NC test]:** The local governing body must, if reasonably practicable, do this before the date of your child's National Curriculum test.

You have the right to let the local governing body know what your views are on the permanent exclusion and to tell them any other information that you think is relevant. This is called 'making a representation'. The board has a duty to consider any representation you make.

We will invite you to a meeting with the local governing body exclusions panel and the Headteacher. You have the right to:

- Attend the meeting yourself
- Bring a friend
- Arrange (at your own expense) to be represented at the meeting.

- Coram's Child Law Advice service can be accessed through their website childlawadvice.org.uk/information-pages/school-exclusion/ or contacted on 0300 330 5485 from Monday to Friday, 8am – 6pm.
- Independent Provider of Special Education Advice (known as IPSEA – www.ipsea.org.uk/) is a registered charity. It offers free and independent information, advice and support to help get the right education for children and young people with all kinds of special educational needs and disabilities (SEND).
- **[For North Northants]** The Education Inclusion and Partnership Team at North Northamptonshire Council can be contacted via www.northnorthants.gov.uk/attendance-behaviour-and-home-schooling/attendance-and-behaviour-support-parents.
- **[For North Northants]** The North Northamptonshire Information and Advice Support Services for SEND can be contacted via www.sendiassnorthnorthants.co.uk/ or on 0300 373 2532.
- **[For West Northants]** The School Attendance Support Service at West Northamptonshire Council can be contacted via www.westnorthants.gov.uk/attendance-support/exclusions-school-advice-parents.
- **[For West Northants]** The West Northamptonshire Information and Advice Support Services for SEND can be contacted via www.iassnorthants.co.uk or on 0300 126 1039.
- **[For Milton Keynes]** The Children Missing Education Team at Milton Keynes Council can be contacted via exclusions@milton-keynes.gov.uk or on 01908 253338.
- **[For Milton Keynes]** Information for parents on school exclusions is available on the Milton Keynes City Council website at: https://www.milton-keynes.gov.uk/schools-and-lifelong-learning/information-parents/school-exclusions-guidance-parents.
- **[For Milton Keynes**] The Milton Keynes Information and Advice Support Services for SEND can be contacted via mksendias.org.uk or on 01908 254518.

Thank you for your cooperation.

Yours sincerely

[Name]

Headteacher

Appendix 10 Model letter 4 – Total suspension 16+ days in one term/missing a National Curriculum test

From the Headteacher notifying the parent(s) of the suspension that brings the total number of school days' suspension to 16 or more in one term/if the suspension would result in a pupil missing a National Curriculum test.

Dear **[Parent's name]**

I am writing to inform you of my decision to suspend **[pupil's name]** for a fixed period of **[specify period]**. This means that **[pupil's name]** will not be allowed in school for this period. The suspension starts on [date] and ends on **[date]**. Your child should return to school on **[date]**.

I realise this suspension may be upsetting for you and your family, but my decision to suspend **[pupil's name]** has not been taken lightly. **[Pupil's name]** has been suspended because **[specify reasons for suspension]**.

Your duty as a parent

[For pupils of compulsory school age] You have a duty to ensure that your child is not present in any public place during school hours during the first five school days **[or specify dates if suspension is for fewer than five days]** of this suspension, that is on **[specify dates]**. I must advise you that failure to comply with this duty without reasonable justification is an offence. You may be prosecuted or receive a penalty notice from the local authority as a result.

Setting work

We will set work for your child during their suspension period and prior to the start of their alternative provision/return to school. **[Specify how they can access it.]**.

If you have any questions about this process, please get in touch with **[insert the staff member they should contact, and the relevant contact details]**.

The local governing body must consider reinstating your child at school

As this brings the total number of suspension days this term to more 16 or more/As the suspension would result in your child missing a National Curriculum test, the local governing body must meet to consider reinstating your child within 15 school days of being told about their suspension**. [If it would result in child missing NC test]** The local governing body must, if reasonably practicable, do this before the date of your child's National Curriculum test.

You have the right to let the local governing body know what your views are on the suspension and to tell them any other information that you think is relevant. This is called 'making a representation'. The board has a duty to consider any representation you make.

We will invite you to a meeting with the local governing body exclusions panel and the Headteacher. You have the right to:

- Attend the meeting yourself
- Bring a friend
- Arrange (at your own expense) to be represented at the meeting.

Government suspension and exclusions guidance can be obtained from www.gov.uk/government/publications/school-exclusions-guide-for-parents. You may also find the following sources of information useful:

- Coram's Child Law Advice service can be accessed through their website childlawadvice.org.uk/information-pages/school-exclusion/ or contacted on 0300 330 5485 from Monday to Friday, 8am – 6pm.
- Independent Provider of Special Education Advice (known as IPSEA – www.ipsea.org.uk/) is a registered charity. It offers free and independent information, advice and support to help get the right education for children and young people with all kinds of special educational needs and disabilities (SEND).
- **[For North Northants]** The Education Inclusion and Partnership Team at North Northamptonshire Council can be contacted via www.northnorthants.gov.uk/attendance-behaviour-and-home-schooling/attendance-and-behaviour-support-parents.
- **[For North Northants]** The North Northamptonshire Information and Advice Support Services for SEND can be contacted via www.sendiassnorthnorthants.co.uk/ or on 0300 373 2532.
- **[For West Northants]** The School Attendance Support Service at West Northamptonshire Council can be contacted via www.westnorthants.gov.uk/attendance-support/exclusions-school-advice-parents.
- **[For West Northants]** The West Northamptonshire Information and Advice Support Services for SEND can be contacted via www.iassnorthants.co.uk or on 0300 126 1039.
- **[For Milton Keynes]** The Children Missing Education Team at Milton Keynes Council can be contacted via exclusions@milton-keynes.gov.uk or on 01908 253338.
- **[For Milton Keynes]** Information for parents on school exclusions is available on the Milton Keynes City Council website at: https://www.milton-keynes.gov.uk/schools-and-lifelong-learning/information-parents/school-exclusions-guidance-parents.
- **[For Milton Keynes**] The Milton Keynes Information and Advice Support Services for SEND can be contacted via mksendias.org.uk or on 01908 254518.

Thank you for your cooperation.

Yours sincerely

[Name]

Headteacher

Appendix 11 **Pupil behaviour impact assessment**

A Pupil Behaviour Impact Assessment is an analysis of the impact a child's behaviour is having on the school community to aid leaders' understanding of this so that this can be factored into decision-making.

Every member of staff who works with the child should be asked to complete this form. Staff members are asked to score the impact of the child's behaviour from 0-10 (0 being little negative impact and 10 being immense negative impact) on the pupil, other children and staff members. They are also asked to comment on why they gave the scores they did.

Leaders then collate staff feedback into one document to better understand the impact of the child's behaviour on the school community.

Name of child:

Name of member of staff:

Date of completion of form:

	Pupil	Other Children	Staff (being able to conduct their role)
SAFETY			
LEARNING			
SOCIAL EMOTIONAL WELLBEING			