



Bilton CofE Junior School  
Bilton Infant School  
Bawnmere Community Infant School



## BILTON COMMUNITY FEDERATION EXCLUSIONS POLICY

*This policy has been created taking into account the guidance from Warwickshire County Council, the Department of Education and the key document: [Suspension and Permanent Exclusion from Maintained Schools August 2024](#)*

POLICY APPROVAL	
Statutory, recommended, or additional policy	STATUTORY
Policy review cycle	3 YEARS
Policy reviewed by	E Newton (Executive Headteacher)
Policy review date	November 2025
Date of next review	November 2028
Date approved by Governing Body	12 <sup>th</sup> November 2025

## Introduction

It is our aim that our policies and procedures reflect our vision and values as a federation.

**Vision: 'Empowering children to make a positive impact on the world.'**

**Values: Care, Honesty, Respect, Co-operation, Forgiveness and Resilience**

As part of our vision to empower children to make a positive impact on the world, the Bilton Community Federation schools are committed to providing high quality care and education to all of the children who learn and play at our school. We believe that all children, including those identified as having special educational needs or a disability (SEND) are entitled to a broad and balanced academic and social curriculum, which is accessible to them. They must have every opportunity to be fully included in all aspects of school life.

In line with our school behaviour policies, we know that suspension and permanent exclusion form part of the processes needed to support the education of the individual and the whole school and to protect the safety and wellbeing of all within our school communities.

This policy aims to set out the process and legislation used should there be a need to suspend or permanently exclude a child from any of our schools.

It follows the [DfE Suspension and Permanent Exclusions Guidance published in August 2024](#)

In our schools, the term "parent" is often legally extended to include any person with parental responsibility or care of a child. This includes biological parents, adoptive parents, step-parents, guardians, or other relatives who have legal rights or are the primary caregiver for the child.

## Principles

- Suspension is a last resort and only used for serious or persistent breaches of the Behaviour Policy.
- Permanent exclusion is a last resort and usually follows on from previous suspension, it is used where the Behaviour Policy is persistently being breached for serious incidents or for a single serious incident and where a student's presence is and would continue to seriously harm the education or welfare of others.
- We promote respect and discipline to reduce suspensions and exclusions.
- We monitor suspension and exclusion data to ensure fairness and compliance with the Equality Act 2010.
- Off-rolling is unlawful and will never be used.

## Authority to Suspend or Exclude

- Only the **Executive Headteacher** can authorise suspensions or exclusions.
- Decisions must be **lawful, fair, rational, reasonable and proportionate**.
- Where possible legal advice should be sought where exclusions involve SEND, looked-after children, or complex cases.

## Decision to Suspend or Exclude

Before taking a concern to the Executive Headteacher, the Head of School will:

- **Investigate fully** and consider evidence on the balance of probabilities.
- Give the **student the chance to share their version of events**, with support if needed.
- **Consider whether the student is in a vulnerable group** (SEND, FSM, LAC, Traveller, or any relevant protected characteristics that may make them more vulnerable to risk of suspension or exclusion).
- **Consider whether reasonable adjustments or further support are needed**.
- **Explore alternatives** (managed move, pastoral support, safeguarding input).
- **Record all evidence and reasons in writing**.

The Executive Headteacher will take into account all of the above in any decision to suspend or permanently exclude.

The decision to suspend or exclude a child is a serious one and not taken lightly and will only be taken in response to a serious breach or persistent breaches of the school's Behaviour Policy, and if allowing the child to remain in the school would seriously harm the education or welfare of the child or others in the school.

Early intervention to address underlying causes of disruptive behaviour should include an assessment of whether appropriate provision is in place to support any special educational need or disability that a pupil may have. The Head of School should also consider the use of a multi-agency assessment for a pupil who demonstrates persistent disruptive behaviour. Such assessments may pick up unidentified SEND but the scope of the assessment could go further, for example, by seeking to identify mental health or systemic difficulties/problems/factors affecting the child and/or their family/contextual environment.

With regards to persistent breaches of this policy, any decision to exclude permanently will be the final step in a process where a wide range of other strategies have been tried, without success. It is an acknowledgement that we have exhausted all available strategies for dealing with the child and will only be used as a last resort.

When establishing the facts in relation to a suspension or permanent exclusion decision the Executive Headteacher must apply the civil standard of proof, i.e., 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt.' This means that the Executive Headteacher should accept that something happened if it is more likely that it happened than that it did not happen. The Executive Headteacher must take account of their legal duty of care when sending a pupil home following an exclusion.

Heads of School/Executive Headteachers should also take the pupil's views into account, considering these in light of their age and understanding, before deciding to exclude, unless it would not be appropriate to do so. They should inform the pupil about how their views have been factored into any decision made. Where relevant, the pupil should be given support to express their view, including through advocates such as parents or, if the pupil has one, a social worker.

Whilst an exclusion may still be an appropriate sanction, the Head of School/Executive Headteacher should also take account of any contributing factors identified after an incident of misbehaviour has occurred and consider the [Acceptable Forms of Sanction paragraph on Page 16 of the DfE Behaviour in Schools Guidance](#).

Any decision of the Executive Headteacher, including suspension or permanent exclusion, must be made in line with the principles of administrative law, i.e., that it is: lawful (with respect to the legislation relating directly to suspensions and permanent exclusions and a school's wider legal duties); reasonable; fair; and proportionate.

### **Reasons for Suspension or Permanent Exclusion**

A pupil may be suspended for a one off or persistent breaches of the school's behaviour policy, and likewise a permanent exclusion could be for committing a single serious breach, or persistent breaches of the school's behaviour policy, even if they have never been in trouble before. The reasons below are examples of the types of circumstances that may warrant a suspension or permanent exclusion:

- Physical assault against a pupil.
- Physical assault against an adult.
- Verbal abuse or threatening behaviour against a pupil.
- Verbal abuse or threatening behaviour against an adult.
- Use, or threat of use, of an offensive weapon or prohibited item that has been prohibited by a school's behaviour policy.
- Bullying.
- Racist abuse.
- Abuse against sexual orientation or gender reassignment.

- Abuse relating to disability.

This list is non-exhaustive and is intended to offer examples rather than be complete or definitive. Where a pupil is involved in breaking the law the Police will be informed.

We are aware that off-rolling is unlawful. Ofsted defines off-rolling as “the practice of removing a pupil from the school roll without a formal, permanent exclusion or by encouraging a parent to remove their child from the school roll, when the removal is primarily in the interests of the school rather than in the best interests of the pupil.”

We are committed to following all statutory suspension and exclusion procedures to ensure that every child receives an education in a safe and caring environment.

### **Cancellation of an Exclusion**

The Executive Headteacher may cancel any exclusion that has already begun, but this should only be done where it has not yet been reviewed by the Governor Review Panel. Where exclusions are cancelled, then:

- Parents, Governors, and the LA should be notified without delay and, if relevant, the social worker and Virtual School Head (VSH).
- Written notification of the cancellation and reason for the cancellation can be provided by delivering it directly to the recipient, leaving it at their usual or last known home address, or posting it to that address. A notification to a parent can only be given electronically (e.g. by text message or email) if it is sent to a number or address that the parent has agreed can be used for notifications of this kind.
- Parents should be offered the opportunity to meet with the Executive Headteacher to discuss the circumstances that led to the exclusion being cancelled.
- Schools should report to the Governors once per term on the number of exclusions which have been cancelled. This should include the circumstances and reasons for the cancellation enabling them to have appropriate oversight.
- The pupil should be allowed back into the school from which they were excluded 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.

### **Equality and SEND**

- No student will be discriminated against based on disability, race or other protected characteristics.
- Behaviour linked to disability will be managed with reasonable adjustments and additional support.

The Equality Act 2010 requires schools to make reasonable adjustments for disabled pupils. This duty can, in principle, apply both to the suspensions and permanent exclusions process and to the disciplinary sanctions imposed. Under the Children and Families Act 2014, governing boards of relevant settings must use their ‘best endeavours’ to ensure the appropriate special educational provision is made for pupils with SEND, which will include any support in relation to behaviour management that they need because of their SEND. Schools should engage proactively with parents in supporting the behaviour of pupils with additional needs.

Where a school has concerns about the behaviour, or risk of suspension and permanent exclusion, of a pupil with SEND or an EHC plan it should, in partnership with others (including where relevant, the local authority), consider what additional support or alternative placement may be required. This should involve assessing the suitability of provision for a pupil’s SEND.

Where a pupil has an EHC plan, schools should contact the local authority 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.

For those with SEND but without an EHC plan, the school should review, with external specialists as appropriate, whether the current support arrangements are appropriate and what changes may be required. This may provide a point for schools to request an EHC assessment or a review of the pupil's current package of support.

### **Preventative Measures to Suspension and Permanent Exclusion**

In addition to the strategies set out in initial intervention (See Initial Intervention following Behaviour Incidents section on page 27 of the [DfE Behaviour in Schools Guidance](#)), Heads of School/Executive Headteachers should also consider the following:

- An off-site direction (temporary measure that maintained schools and academies for similar purposes can use); or
- Managed moves (permanent measure) as preventative measures to exclusion.

Heads of School/Executive Headteachers must have due regard to the DfE Alternative Provision guidance: see page 19 onwards of the [DfE Suspensions and Exclusions guidance](#) for further detail on off-site direction and managed moves.

### **Types of Exclusion**

- **Suspension:**
  - Fixed period, up to 45 days in a school year.
  - May be for parts of the day where a child is disruptive eg lunchtimes (which count as a half day).
  - A suspension may be used to provide a clear signal of what is unacceptable behaviour as part of the school's behaviour policy and show a pupil that their current behaviour is putting them at risk of permanent exclusion.
  - Work will be set by school for the child for the period of suspension.
- **Permanent exclusion:**
  - Only in the most serious cases.
  - A permanent exclusion is when a pupil is no longer allowed to attend a school (unless the pupil is reinstated).
  - Work will be set by the school for the first 5 days of a permanent exclusion.
  - The local authority will take responsibility for the child's education from the 6<sup>th</sup> day.
- Exclusions cannot be extended or converted, except where new evidence arises.

### **Communication and Next Steps**

#### **Parents/carers will be informed:**

- Immediately by phone, followed by a letter.
- The letter will include details of: reasons for suspension/exclusion, length of suspension, rights to representation, requirements to keep their child out of public spaces for the first 5 days, and details of any alternative provision.
- Of the learning set by the school to be done during the period of suspension.

#### **Notifications:**

- **Chair of Governors** is informed within 24 hours of any decision to suspend a child.
- **Chair of Governors** is informed prior to the final decision to permanently exclude a child.
- **Local Authority** is informed of all suspensions and exclusions without delay.
- **Social worker/Virtual School Head** are notified immediately for looked-after or vulnerable children.

#### **Reintegration**

- Where necessary in regard to a suspension or an overturned permanent exclusion, a reintegration meeting will be held to support the child's return and any necessary strategies or plans being out in place will be discussed with the parent and child.
- Where necessary a phased return or part time timetable may be agreed upon between the school and

parent to support the return of the child. In such instances the local authority will be informed of any part time timetables.

- The child is reminded that this is a **fresh start**.

### Review and Appeals

Parents have the right to appeal against a suspension or permanent exclusion.

### Records and Monitoring

- Suspensions are formally recorded on a student's file and reported to the governing body and local authority.
- Exclusions are formally recorded on a student's file and reported to the governing body and local authority.
- Where alternative provision is used attendance codes will reflect this.
- Data is regularly monitored to identify patterns and ensure fairness.

### Governor Review Panel

- Meets within 15 school days for permanent exclusions, suspensions over 15 days, or if a public exam would be missed.
- The GRP must consider and decide on the reinstatement of a suspended or permanently excluded pupil.
- May also meet within 50 school days if parents request it for suspensions of 6–15 days.
- Decision: reinstate or decline reinstatement.
- Parents can then request an **Independent Review Panel (IRP)** through the Local Authority.

Where requested/required the Governance Professional to the governing body will convene a panel of governors (minimum of 3) to consider the reinstatement of an excluded pupil. The panel may consist of any three governors with the exception of the Executive Headteacher; however, it is best practice for the panel to exclude staff governors and parent governors, where they have a child in the same year as the pupil that has been excluded. Any governors with a conflict of interest must not be included on the panel (e.g. if they have had any involvement in the exclusion or will benefit from the pupil being excluded).

The Governance Professional should notify the parents in writing 5 days in advance of the meeting.

GRP attendees will be as follows:

- Panel of governors (minimum of 3).
- Governance Professional.

The following parties must be invited to the meeting and allowed to make representations or share information:

- Parents (and, where requested, a representative or friend).
- The Head of School/ Executive Headteacher.
- A representative of the local authority.
- The child's social worker if the pupil has one.
- The Virtual School head if the child is looked-after.

The outcome of the panel meeting is either to:

- Decline to reinstate the pupil; or
- Direct reinstatement of the pupil immediately or on a particular date.

The Governance Professional will advise the parents in writing of the outcome.

Where legally required to consider reinstating a suspended or permanently excluded pupil, the GRP must notify parents, the Executive Headteacher, the Local Authority, and where relevant, the pupil's social worker and/or the VSH of its decision, and the reasons for it, in writing and without delay.

### **Independent Review Panel:**

Parents have the right to ask that an Independent Review Panel be arranged to review the decision taken by the Governor Review Panel (GRP) not to reinstate their child, following their permanent exclusion.

If you wish to do so, please write to:

Tania Martin  
Senior School Appeals Officer  
Legal Services  
Warwickshire County Council  
Shire Hall  
Warwick  
CV34 4RL

Any request must be submitted no later than 15 days from the date of receipt of the outcomes letter from the GRP. Requests received after this date will not be accepted. Please include the grounds for your review and indicate if you require an interpreter or have any access needs.

### **Reconsidering the Decision**

Where the IRP directs or recommends that the governing body reconsider whether a pupil should be reinstated, the GRP must reconvene to do so within 10 school days of being given notice of the panel's decision. Reconsidering reinstatement provides an opportunity for the same GRP panel to look at its decision afresh, in light of the independent appeals panel's findings. There is no requirement to seek further representations for either the school or the parents or to invite them to the reconsideration meeting. The GRP is not prevented from considering other matters that it considers relevant. It should, however, take care to ensure that any additional information does not make the decision unlawful. This could be the case, for example, where new evidence is presented, or information is considered that is irrelevant to the decision at hand.

The GRP should ensure that clear minutes are taken of the meeting as a record of the evidence that was considered by them. These minutes should be made available to all parties on request.

The GRP's decision should demonstrate how they have addressed the concerns raised by the Independent Review Panel and this should be communicated, in writing, to parents/carers, the Executive Headteacher/Head of School and the local authority by letter without delay.

In the case of either a recommended or directed reconsideration, the GRP must notify the following people of their reconsidered decision, and the reasons for it, in writing and without delay:

- The parents.
- The Executive Headteacher.
- The local authority.

## Appendix 1: Template Letters

### Model letter 1: From Head of School notifying parent of a suspension of 5 school days or fewer in one term.

Private and Confidential

Dear [Parent/Carer's Name],

Notification of Suspension – [Child's Full Name]

I am writing to inform you that I have decided to suspend [Child's Name] from school for a fixed period of [number of days]. This means that [Child's Name] will not be allowed to attend school from [start date] to [end date], returning on [return date].

This decision has not been taken lightly. The suspension has been issued because of the following reason(s):

[Insert clear and specific explanation of the incident(s) and behaviour leading to the suspension]

Your Responsibilities During the Suspension

Under Section 103 of the Education and Inspections Act 2006, you have a legal duty to ensure that [Child's Name] is not present in any public place during school hours on the suspension dates, unless there is a reasonable justification. Failure to comply may result in a penalty notice or prosecution by the local authority.

Education During Suspension

We will provide work for [Child's Name] to complete during the suspension period. This will be sent via [method – e.g. email, online platform, printed pack] and should be returned to school for marking. Please support your child in completing this work to help minimise disruption to their learning.

Your Right to Make Representations

You have the right to make representations to the governing board about this decision. If you wish to do so, please contact [Name of contact person] at [contact details – phone/email/postal address] as soon as possible. While the governing board cannot overturn the suspension, they must consider any representations and may place a record of their findings on your child's school file.

Disability Discrimination

If you believe this suspension relates to a disability and may involve discrimination, you have the right to make a claim to the First-tier Tribunal (Special Educational Needs and Disability). More information is available at:

<https://www.justice.gov.uk/tribunals/send/appeals>

Notification to Relevant Parties

In line with statutory guidance, I have informed [Name of Local Authority Officer] at [Local Authority Name] of this suspension.

If [Child's Name] has a social worker or is looked after by the local authority, I have also notified [Name of Social Worker or Virtual School Head].

Reintegration Interview

You and [Child's Name] are invited to attend a reintegration meeting on [date] at [time] at [location]. This meeting will help us plan for a successful return to school. If this time is not convenient, please contact us to arrange an alternative.

Support and Advice

You may find the following services helpful:

Warwickshire County Council Admissions Service

Tel: 01926 738353 | Email: [exclusions@warwickshire.gov.uk](mailto:exclusions@warwickshire.gov.uk)

[www.warwickshire.gov.uk/exclusions](http://www.warwickshire.gov.uk/exclusions)

Special Educational Needs and Disabilities Information, Advice, and Support Service (SENDIAS) Warwickshire, provided by Barnardo's.

Tel: 01788 593159 | Email: [warwickshiresendiass@barnardos.org.uk](mailto:warwickshiresendiass@barnardos.org.uk)

[www.warwickshiresendiass.org.uk](http://www.warwickshiresendiass.org.uk)

Coram Child Law Advice

Tel: 0300 330 5485 | <https://childlawadvice.org.uk/information-pages/school-exclusion/>

IPSEA (Independent Provider of Special Education Advice)

[www.ipsea.org.uk](http://www.ipsea.org.uk)

Department for Education Guidance

[www.gov.uk/government/publications/school-exclusion](http://www.gov.uk/government/publications/school-exclusion)

We expect [Child's Name] to return to school on [return date] at [time].

Yours sincerely,

[Head of School's Name]

Head of School

## Model Letter 2: From the Executive Headteacher notifying the parent(s) of that pupil's permanent exclusion.

Private and Confidential

Dear [Parent/Carer's Name],

Notification of Permanent Exclusion – [Child's Full Name]

I regret to inform you that I have made the decision to permanently exclude [Child's Name] from school, effective from [date]. This means that [Child's Name] will not be allowed to return to school unless reinstated by the governing board.

This decision has not been taken lightly. [Child's Name] has been permanently excluded because:  
[Insert clear and specific explanation of the incident(s), behaviour, and any relevant previous history leading to the exclusion]

### Your Responsibilities During the First Five School Days

If your child is of compulsory school age, you have a legal duty to ensure that [Child's Name] is not present in any public place during school hours for the first five school days of the exclusion ([insert relevant dates]), unless there is a reasonable justification. Failure to comply may result in a penalty notice or prosecution by the local authority.

### Education Provision

During the first five school days, we will provide work for [Child's Name] to complete at home. Please ensure this work is completed and returned for marking.  
From the sixth school day of the exclusion ([insert date]), the local authority will arrange suitable full-time education for [Child's Name]. [Insert details of the arrangements if known. If not known, state that the local authority will contact you shortly with further information.]  
If [Child's Name] lives in a different local authority area than the school, I have informed [Name of Officer] at [Local Authority Name], who will contact you about education arrangements from the sixth school day. You can reach them at [contact details].  
If [Child's Name] has a social worker or is looked after by the local authority, I have also informed [Name of Social Worker or Virtual School Head].

### Governing Board Review Meeting

The governing board must meet to review this decision. You have the right to attend this meeting and make representations. The latest date this meeting can be held is [insert date – no later than the 15th school day after notification].  
You will be notified of the time, date, and location of the meeting by the Clerk to the governing board. If you wish to attend or make representations, please contact [Name of contact] at [contact details – phone/email/postal address]. You may be accompanied by a friend or representative. Please let us know if you have any access needs or require an interpreter.  
We also encourage [Child's Name] to attend the meeting and speak on their own behalf, where appropriate.  
If the governing board decides not to reinstate your child, you have the right to request a review of the decision by an Independent Review Panel.

### Disability Discrimination

If you believe this exclusion relates to a disability and may involve discrimination, you have the right to make a claim to the First-tier Tribunal (Special Educational Needs and Disability). This does not affect your right to make representations to the governing board.  
More information is available at:  
<https://www.justice.gov.uk/tribunals/send/appeals>

### Support and Advice

You may find the following services helpful:  
Warwickshire County Council Admissions Service  
Tel: 01926 738353 | Email: [exclusions@warwickshire.gov.uk](mailto:exclusions@warwickshire.gov.uk)  
[www.warwickshire.gov.uk/exclusions](http://www.warwickshire.gov.uk/exclusions)

Special Educational Needs and Disabilities Information, Advice, and Support Service (SENDIAS) Warwickshire, provided by Barnardo's.  
Tel: 01788 593159 | Email: [warwickshiresendiass@barnardos.org.uk](mailto:warwickshiresendiass@barnardos.org.uk)  
[www.warwickshiresendiass.org.uk](http://www.warwickshiresendiass.org.uk)

### Coram Child Law Advice

Tel: 0300 330 5485 | <https://childlawadvice.org.uk/information-pages/school-exclusion/>

IPSEA (Independent Provider of Special Education Advice)  
[www.ipsea.org.uk](http://www.ipsea.org.uk)

Department for Education Guidance  
[www.gov.uk/government/publications/school-exclusion](http://www.gov.uk/government/publications/school-exclusion)

We expect [Child's Name] to return to school on [return date] at [time].

Yours sincerely,

[Executive Headteacher's Name]

Executive Headteacher

### **Model letter 3: From the clerk of the governing body to parent/carer upholding a permanent exclusion.**

Private and Confidential

Dear [Parent/Carer's Name],

Outcome of Governing Body Meeting – Permanent Exclusion of [Child's Full Name]

The governing body met at [School Name] on [Date] to consider the decision made by [Executive Headteacher's Name] to permanently exclude your child, [Child's Name].

After reviewing all available evidence and considering the representations made, the governing body has decided to uphold the permanent exclusion.

#### Reasons for the Decision

The governing body reached this decision for the following reasons:

[Insert clear and detailed explanation of the reasons for upholding the exclusion, including reference to evidence and rationale.]

#### Your Right to Request an Independent Review

You have the right to request a review of this decision by an Independent Review Panel. If you wish to do so, please write to: Tania Martin, Senior School Appeals Officer, Legal Services, Warwickshire County Council, Shire Hall, Warwick, CV34 4RL

Your request must be submitted no later than [insert date – 15 school days from receipt of this letter]. Requests received after this date will not be accepted. Please include the grounds for your review and indicate if you require an interpreter or have any access needs.

#### Special Educational Needs (SEN)

If you believe your child's Special Educational Needs (SEN) are relevant to the exclusion, you may request the attendance of an SEN Expert at the review. This expert provides impartial advice to the panel and does not assess your child's needs. There is no cost for this service, but you must clearly state your request for an SEN Expert when submitting your review.

You may also appoint someone (at your own expense) to represent you in writing or in person, or bring a friend to the review.

#### Independent Review Panel Process

The panel will consist of:

- One serving or recently retired headteacher (within the last five years)
- One serving or recently served school governor (with at least 12 months' experience)
- One lay member (who will act as Chair)

The panel will consider whether the governing body's decision was lawful and proportionate. You may present new evidence at the review. The panel must meet within 15 school days of receiving your request, although this may be extended in exceptional circumstances.

Following the review, the panel may:

- Uphold the exclusion
- Recommend that the governing body reconsider their decision
- Quash the decision and direct the governing body to reconsider

#### Disability Discrimination

If you believe the exclusion relates to a disability and constitutes discrimination, you may make a claim to the First-tier Tribunal (Special Educational Needs and Disability) or the County Court. Claims must be made within six months of the date of exclusion.

More information is available at:

<https://www.justice.gov.uk/tribunals/send/appeals>

#### Support and Advice

You may find the following services helpful:

Warwickshire County Council Admissions Service

Tel: 01926 738353 | Email: [exclusions@warwickshire.gov.uk](mailto:exclusions@warwickshire.gov.uk)

[www.warwickshire.gov.uk/exclusions](http://www.warwickshire.gov.uk/exclusions)

Special Educational Needs and Disabilities Information, Advice, and Support Service (SENDIAS) Warwickshire, provided by Barnardo's

Tel: 01788 593159 | Email: [warwickshiresendiass@barnardos.org.uk](mailto:warwickshiresendiass@barnardos.org.uk)

[www.warwickshiresendiass.org.uk](http://www.warwickshiresendiass.org.uk)

Coram Child Law Advice

Tel: 0300 330 5485 | <https://childlawadvice.org.uk/information-pages/school-exclusion/>

IPSEA (Independent Provider of Special Education Advice)

[www.ipsea.org.uk](http://www.ipsea.org.uk)

Department for Education Guidance  
[www.gov.uk/government/publications/school-exclusion](http://www.gov.uk/government/publications/school-exclusion)

The current arrangements for [Child's Name]'s education will continue.

Yours sincerely,  
[Name]  
Clerk to the Governing Body

## A summary of the governing board's duties to consider reinstatement<sup>61</sup>

