



# Exclusions policy

## Exeter Children's Federation

**Approved by:** Martyn Boxall  
**Executive Headteacher**

**Approved by:**  
**Governing Body**

**Adopted on:** 25<sup>th</sup> June 2018

**Next review due by:** Summer 2019

## Contents

	Aims	3
	Legislation and statutory guidance	3
	The decision to exclude	3
	Definition	4
	Roles and responsibilities	4
	Considering the reinstatement of a pupil	5
	An independent review	6
	School registers	7
	Returning from a fixed-term exclusion	7
	Monitoring arrangements	7
	Links with other policies	8
	Independent review panel training	8
	Model letter 1 fixed term period of 5 days or fewer	10
	Model letter 2 fixed term period of more than 5 days	12
	Model letter 3 permanent exclusion	14
	Checklist for Clerk preparing for an exclusions meeting	16
	Information for governors on exclusions meetings	19
	Information for parents, what to do if you disagree with and exclusion	21
	Permanent exclusion information for parents	23

## 1. Aims

Our school aims to ensure that:

- The exclusions process is applied fairly and consistently
- The exclusions process is understood by governors, staff, parents and pupils
- Pupils in school are safe and happy
- Pupils do not become NEET (not in education, employment or training)

## 2. Legislation and statutory guidance

This policy is based on statutory guidance from the Department for Education: Exclusion from maintained schools, academies and pupil referral units (PRUs) in England.

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

- Section 52 of the Education Act 2002, as amended by the Education Act 2011
- The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012
- Sections 64-68 of the School Standards and Framework Act 1998

In addition, the policy is based on:

- Part 7, chapter 2 of the Education and Inspections Act 2006, which looks at 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

## 3. The decision to exclude

In law only the headteacher, or acting headteacher, can exclude a pupil from school. In the Federation, the Executive Headteacher and/or the Head of School, who is delegated as the Acting Head in the absence of the Executive Headteacher, may in extreme cases, decide to issue the pupil with an exclusion from school. A permanent exclusion will be taken as a last resort.

A decision to 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 exclude a pupil, either permanently or for a fixed period, the headteacher will:

1. Consider all the relevant facts and evidence, including whether the incident(s) leading to the exclusion were provoked
2. Allow the pupil to give their version of events
3. Consider if the pupil has special educational needs (SEN)
4. Ensure that ALL procedures detailed in the Behaviour Policy have been followed, the Head:-
  - a. **Must** use the civil standard of proof; 'on the balance of probabilities' it is more likely than not that a fact is true.
  - b. **Must** act **Lawfully, Reasonably** and all school **Policies** must be demonstrably followed.
  - c. A full exploration of all aspects of the incident and careful consideration of the facts is essential before making a decision on how to proceed. If the school **feels that for the wellbeing of the pupil or the wellbeing of others, to send the pupil home on the same day as the decision to exclude, this must be recorded as the first day of exclusion**. Sending a child home informally, even with the agreement of the parent would be an illegal exclusion.

- d. The school **must** provide appropriate care and education for the pupil for the remainder of the day, if they are not sent home, which supports the child develop their understanding of their behaviour and it's impact on others.
- e. **Must** take into account the pupil's chronology, which is relevant to the decision to exclude.
- f. **Must** collect the 'pupil voice' of the pupil who is being considered for exclusion without bias; including the date, time, and whereabouts of the incident, full names of individuals must be included in their account. Use page 24 as a script to record directly onto CPOMS or append paper version
- g. **Must** fully investigate the incident, recording witness statements, interviews, without bias; including the date, time, whereabouts of the incident, full names of individuals included in the account of the incident and the name of the person being interviewed. These could be done on paper and attached to CPOMS, (see page 24) or directly onto CPOMS using the script from page 24
- h. **Must** make written notes on, telephone calls with parents or carers must be kept; including the date, time, and summary of the details given. Notes on the conversation and parental responses must be faithfully represented. These could be done on paper and attached to CPOMS, (see page 25) or directly onto CPOMS using the script from page 26
- i. **Should have spoken with the Head of Inclusion**, to seek a second opinion and confirm that all alternatives available have been considered.
- j. **Must** demonstrate how the school has taken into account any underlying SEN needs, whether identified or unidentified and how the school has already made reasonable adjustments to the children provision to date.
- k. **Must** Identify all current multi agency support, guidance and advice sought and implemented.

## 4. Definition

For the purposes of exclusions, 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.

## 5. Roles and responsibilities

### 5.1 The headteacher

#### Informing parents

The Executive Headteacher or the Head of School in their absence, upon reaching the decision:

- **Must** telephone the parent/ guardian of the pupil being excluded to explain the decision to exclude. Two attempts **must** be made across the day to the parent/guardian to discuss the exclusion, this I deemed as reasonable attempts to contact them (note times and numbers tried).
- **Must** make written notes on, telephone calls with parents or carers must be kept; including the date, time, and summary of the details given. Notes on the conversation and parental responses must be faithfully represented. These could be done on paper and attached to CPOMS, (see page 25) or directly onto CPOMS using the script from page 26

The Executive Headteacher or the Head of School in their absence, will immediately provide the following information, in writing, to the parents of an excluded pupil:

- The reason(s) that the decision was reached for the exclusion, detailing the incident, pupil voice, the outcomes of the investigation and explaining relevant issues within the pupil's chronology
- The length of a fixed-term exclusion or, for a permanent exclusion, the fact that it is permanent
- Information about parents' right to make representations about the exclusion to the governing board and how the pupil may be involved in this
- Where there is a legal requirement for the governing board to meet to consider the reinstatement of a pupil, and that parents have a right to attend a meeting, be represented at a meeting (at their own expense) and to bring a friend

The Executive Headteacher or the Head of School in their absence, will also notify parents by the end of the afternoon session on the day their child is excluded that for the first 5 school days of an exclusion, or until the start date of any alternative provision where this is earlier, parents are legally required to ensure that their child is not present in a public place during school hours without a good reason. 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 when notifying parents of an exclusion:

- The start date for any provision of full-time education that has been arranged
- The start and finish times of any such provision, including the times for morning and afternoon sessions, where relevant
- The address at which the provision will take place
- Any information required by the pupil to identify the person they should report to on the first day

Where this information on alternative provision is not reasonably ascertainable by the end of the afternoon session, it may be provided in a subsequent notice, but it will be provided no later than 48 hours before the provision is due to start. The only exception to this is where alternative provision is to be provided before the sixth day of an exclusion, in which case the information can be provided with less than 48 hours' notice with parents' consent.

### **Informing the governing board and local authority**

The Executive Headteacher or the Head of School in their absence, will immediately notify the governing board and the local authority (LA) of:

- A permanent exclusion, including when a fixed-period exclusion is made permanent
- Exclusions which would result in the pupil being excluded for more than 5 school days (or more than 10 lunchtimes) in a term
- Exclusions which would result in the pupil missing a public examination

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

For all other exclusions, the headteacher will notify the governing board and LA once a term.

## **5.2 The governing board**

Responsibilities regarding exclusions is delegated to Pupil Discipline Committee of the governing board consisting of at least 3 governors.

The Pupil Discipline Committee of the governing board has a duty to consider the reinstatement of an excluded pupil (see section 6).

## **5.3 The LA**

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

## **6. Considering the reinstatement of a pupil**

The Pupil Discipline Committee of the governing board will consider the reinstatement of an excluded pupil within 15 school days of receiving the notice of the exclusion if:

- The exclusion is permanent
- It is a fixed-term exclusion which would bring the pupil's total number of school days of exclusion to more than 15 in a term
- It would result in a pupil missing a public examination

If requested to do so by parents, the Pupil Discipline Committee of the governing board will consider the reinstatement of an excluded pupil within 50 school days of receiving notice of the exclusion if the pupil would be excluded from school for more than 5 school days, but less than 15, in a single term.

Where an exclusion would result in a pupil missing a public examination, Pupil Discipline Committee of the governing board will consider the reinstatement of the pupil before the date of the examination. If this is not practicable, the chair of the governing board (or the vice-chair where the chair is unable to make this consideration) will consider the exclusion independently and decide whether or not to reinstate the pupil

Pupil Discipline Committee of the governing board can either:

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

In reaching a decision the Pupil Discipline Committee of the governing board will consider whether the exclusion was lawful, reasonable and procedurally fair and whether the headteacher followed their legal duties. They will decide whether or not a fact is true 'on the balance of probabilities', which differs from the criminal standard of 'beyond reasonable doubt', as well as any evidence that was presented in relation to the decision to exclude.

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

The Pupil Discipline Committee of the governing board will notify, in writing, the headteacher, parents and the LA of its decision, along with reasons for its decision, without delay.

Where an exclusion is permanent, the Pupil Discipline Committee of the governing board decision will also include the following:

- The fact that it is permanent
- Notice of parents' right to ask for the decision to be reviewed by an independent review panel, and:
  - The date by which an application for an independent review must be made
  - The name and address to whom an application for a review should be submitted
  - That any application should set out the grounds on which it is being made and that, where appropriate, reference to how the pupil's SEN are considered to be relevant to the exclusion
  - That, regardless of whether the excluded pupil has recognised SEN, parents have a right to require the Local Authority to appoint an SEN expert to attend the review
  - 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 exclusion has occurred as a result of 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. A claim of discrimination made under these routes should be lodged within 6 months of the date on which the discrimination is alleged to have taken place

## **7. An independent review**

If parents apply for an independent review, the Local Authority will arrange for an independent panel to review the decision of the governing board 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 Pupil Discipline Committee of the governing board of its decision to not reinstate a pupil.

A panel of 3 or 5 members will be constituted with representatives from each of the categories below. Where a 5-member panel is constituted, 2 members will come from the school governors category and 2 members will come from the headteacher category.

- 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
- School governors who have served as a governor for at least 12 consecutive months in the last 5 years, provided they have not been teachers or headteachers during this time

- Headteachers or individuals who have been a headteacher within the last 5 years

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

- Are a member of the Local Authority, or governing board of the excluding school
- Are the headteacher of the excluding school, or have held this position in the last 5 years
- Are an employee of the Local Authority, 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 the Local Authority, school, governing board, 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 2 years (see appendix 1 for what training must cover)

A clerk will be appointed to the panel.

The independent panel will decide one of the following:

- Uphold the governing board's decision
- Recommend that the governing board reconsiders reinstatement
- Quash the governing board's decision and direct that they reconsider reinstatement (only when the decision is judged to be flawed)

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

## 8. 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 governing board will wait until that review has concluded before removing a pupil's name from the register.

Where alternative provision has been made for an excluded pupil and they attend it, code B (education off-site) or code D (dual registration) will be used on the attendance register.

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

## 9. Returning from a fixed-term exclusion

Following a fixed-term exclusion, a re-integration meeting **must** be held involving the pupil, parents, a member of senior staff and other staff, where appropriate.

Prior to the re-integration meeting the school will review the provision, in line with the Behaviour Policy, using the Vulnerable Pupils Review pro forma.

The following measures **must** be implemented when a pupil returns from a fixed-term exclusion:

- The school will discuss amendments to the provision, following the Vulnerable Pupils Review.
- The school will discuss and agree a behaviour contract with the pupil, which will be monitored. A clear time scale will be set for this to run for.
- The school will set a review date to discuss the impact of the behaviour contract at the reintegration meeting.

## 10. Monitoring arrangements

The Head of Inclusion monitors the number of exclusions every term and reports back to the Executive Headteacher. They also liaise with the local authority to ensure suitable full-time education for excluded pupils.

This policy will be reviewed by the Executive Headteacher and the Vulnerable Pupils Portfolio holder every two years. At every review, the policy will be shared with the governing board.

## **11. Links with other policies**

This exclusions policy is linked to our

- Behaviour policy
- Equality policy
- SEN policy and information report



## **Appendix 1: independent review panel training**

The Local Authority must ensure that all members of an independent review panel and clerks have received training within the 2 years prior to the date of the review.

Training must have covered:

- The requirements of the primary legislation, regulations and statutory guidance governing exclusions, which would include an understanding of how the principles applicable in an application for judicial review relate to the panel's decision making
- The need for the panel to observe procedural fairness and the rules of natural justice
- The role of the chair and the clerk of a review panel
- The duties of headteachers, governing boards and the panel under the Equality Act 2010
- The effect of section 6 of the Human Rights Act 1998 (acts of public authorities unlawful if not compatible with certain human rights) and the need to act in a manner compatible with human rights protected by that Act

## **Model letter 1**



**Chestnut  
Nursery**



*[Insert School Address]*

*[Insert School Telephone Number]*

*[Insert Date]*

**From head teacher notifying parent of a fixed period exclusion of 5 school days or fewer in one term, and where a public examination is not missed.  
DELETE**

Dear *[Parent's Name]*

I am writing to inform you of my decision to exclude *[Child's Name]* for a fixed period of *[specify period]*. This means that **he/she** will not be allowed in school for this period. The exclusion begins/began on *[date]* and ends on *[date]*.

I realise that this exclusion may well be upsetting for you and your family, but the decision to exclude *[Child's Name]* has not been taken lightly. *[Child's Name]* has been excluded for this fixed period because *[specify full reason for exclusion]*.

You have a duty to ensure that your child is not present in a public place in school hours during this exclusion, specifically *[specify dates]* unless there is reasonable justification for this. I must advise you that you may be prosecuted or receive a penalty notice from the local authority if your child is present in a public place on the dates above without reasonable justification. It will be for you to show that there is reasonable justification for this.

We will set work for *[Child's Name]* to be completed on the days specified in the previous paragraph as school days during the period of **his/her** exclusion *[detail the arrangements for this]*. Please ensure that work set by the school is completed and returned promptly for marking.

You have the right to make representations about this decision to the governing body. If you wish to make representations please contact the clerk to the Governing Board on [nkeen@wynstream.devon.sch.uk](mailto:nkeen@wynstream.devon.sch.uk) as soon as possible. Whilst the governing body has no power to direct reinstatement, they must consider any representations you make and may place a copy of their findings on your child's school record.

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

You and *[name of pupil]* are invited to attend a reintegration interview 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 before *[Child's Name]* is due to return to arrange a suitable alternative date and time. The purpose of the reintegration interview is to discuss how best their return to school can be managed.

You also have the right to see a copy of *[Child's Name]*'s school record. Due to

confidentiality restrictions, you will need to notify me in writing if you wish to be supplied with a copy of their school record. I will be happy to supply you with a copy if you request it. There may be a charge for photocopying.

The following sources of information are available to you:

You may wish to contact one of the Inclusion & Reintegration Officers, telephone 01392 383000 and ask for the Inclusion Officer covering your geographic area:

Lead Inclusion Officer & East Devon – Marc Kastner, Tel: 01392 383000, or email [marc.kastner@devon.gov.uk](mailto:marc.kastner@devon.gov.uk)

Inclusion Officer Exeter & East – Tel: 01392 383000, ask for Miranda Nicholson or email [miranda.nicholson@devon.gov.uk](mailto:miranda.nicholson@devon.gov.uk)

You may also find it useful to contact Coram Children’s Legal Centre which is an independent national advice centre for parents of children in state schools. They offer information and support on state education in England and Wales including exclusion from school. They can be contacted on tel: 0808 802 0008 or visit [www.childrenslegalcentre.com](http://www.childrenslegalcentre.com)

You can also see the Statutory Guidance on Exclusions by visiting the Department for Education website [www.education.gov.uk](http://www.education.gov.uk) and searching for report reference ‘DFE-00042-2012’.

Devon Parent Partnership also provide impartial and independent advice and can be contacted on tel: 01392 383080 or visit [www.parentpartnershipdevon.org.uk](http://www.parentpartnershipdevon.org.uk) or email [parentpartnershipservice-mailbox@devon.gov.uk](mailto:parentpartnershipservice-mailbox@devon.gov.uk)

The Department for Education statutory exclusions guidance can be found at [www.gov.uk/government/publications/school-exclusion](http://www.gov.uk/government/publications/school-exclusion)

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

Yours sincerely

**[Name]**

Executive Headteacher / Head of School

## **Model letter 2**

*[Insert School Address]*

*[Insert School Telephone Number]*

*[Insert Date]*



**From head teacher notifying parent(s) of a pupil of that pupil's fixed period exclusion of more than 5 school days (up to and including 15 school days) in a term. DELETE**

Dear *[Parent's name]*

I am writing to inform you of my decision to exclude *[Child's Name]* for a fixed period of *[specify period]*. This means that *[Child's Name]* will not be allowed in school for this period. The exclusion start date is *[date]* and the end date is *[date]*. Your child should return to school on *[date]*.

I realise that this exclusion may well be upsetting for you and your family, but my decision to exclude *[Child's Name]* has not been taken lightly. *[Child's Name]* has been excluded for this fixed period because *[specify full reasons for exclusion]*.

You have a duty to ensure that your child is not present in a public place in school hours during the first 5 school days of this exclusion, specifically *[specify dates]*. I must advise you that you may be prosecuted or receive a penalty notice from the local authority if your child is present in a public place on the dates above without reasonable justification. It will be for you to show that there is reasonable justification for this.

We will set work for *[Child's Name]* during the *[first 5 or specify other number as appropriate]* school days of his/her exclusion *[specify the arrangements for this]*. Please ensure that work set by the school is completed and returned promptly for marking.

From the *[6th school day of the pupil's exclusion]* *[specify date]* until the expiry of this exclusion period we *[set out the arrangements if known at time of writing, if not known say that the arrangements will be notified shortly by a further letter.]* will provide suitable full-time education. *[Set out the arrangements if known at the time of writing, e.g.]* On *[date]* he should attend *[give name and address of the alternative provider]* at *[specify the time — this may not be identical to the start time of the home school]* and report to *[staff member's name]*. *[If applicable — say something about transport arrangements from home to the alternative provider]* *[if not known say that the arrangements for suitable full time education will be notified shortly by a further letter]*

You have the right to request a meeting of the school's discipline committee to whom you may make representations, and my decision to exclude can be reviewed. As the period of this exclusion is more than 5 school days in a term the discipline committee must meet if you request it to do so. The latest date by which the discipline committee must meet, if you request a meeting, is *[specify date — no later than the 50th school day after the date on which the discipline committee were notified of this exclusion]*. If you do wish to make representations to the discipline committee/management committee, and wish to be accompanied by a friend or representative, please contact *[name of contact]* on/at *[contact details — address,*

**phone number, email**], as soon as possible. Please advise if you have a disability or special needs which would affect your ability to attend or take part in a meeting at the school. Also, please inform **[contact]** if it would be helpful for you to have an interpreter present at the meeting.

You should also be aware that if you think the exclusion relates to a disability your child has, and you think disability discrimination has occurred, you have the right to appeal, and/or make a claim, to the First Tier Tribunal <http://www.justice.gov.uk/tribunals/send/appeals>. Making a claim would not affect your right to make representations to the discipline committee.

You and **[Child's Name]** are invited to attend a reintegration interview 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 before your child is due to return to arrange a suitable alternative date and time. The purpose of the reintegration interview is to discuss how best your child's return to school can be managed.

You have the right to see and have a copy of, your child's school record. Due to confidentiality restrictions, you must notify me in writing if you wish to be supplied with a copy of your child's school record. I will be happy to supply you with a copy if you request it. There may be a charge for photocopying.

The following sources of information are available to you:

You may wish to contact one of the Inclusion & Reintegration Officers, telephone 01392 383000 and ask for the Inclusion Officer covering your geographic area:

Lead Inclusion Officer & East Devon – Marc Kastner, Tel: 01392 383000, or email [marc.kastner@devon.gov.uk](mailto:marc.kastner@devon.gov.uk)

Inclusion Officer Exeter & East – Tel: 01392 383000, ask for Miranda Nicholson or email [miranda.nicholson@devon.gov.uk](mailto:miranda.nicholson@devon.gov.uk)

You may also find it useful to contact Coram Children's Legal Centre which is an independent national advice centre for parents of children in state schools. They offer information and support on state education in England and Wales including exclusion from school. They can be contacted on tel: 0808 802 0008 or visit [www.childrenslegalcentre.com](http://www.childrenslegalcentre.com)

You can also see the Statutory Guidance on Exclusions by visiting the Department for Education website [www.education.gov.uk](http://www.education.gov.uk) and searching for report reference 'DFE-00042-2012'.

Devon Parent Partnership also provide impartial and independent advice and can be contacted on tel: 01392 383080 or visit [www.parentpartnershipdevon.org.uk](http://www.parentpartnershipdevon.org.uk) or email [parentpartnershipservice-mailbox@devon.gov.uk](mailto:parentpartnershipservice-mailbox@devon.gov.uk)

The Department for Education statutory exclusions guidance can be found at [www.gov.uk/government/publications/school-exclusion](http://www.gov.uk/government/publications/school-exclusion)

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

Yours sincerely

**[Name]**

Executive Headteacher / Head of School

### **Model letter 3**

*[Insert School Address]*

*[Insert School Telephone Number]*

*[Insert Date]*



**Chestnut  
Nursery**



**From the head teacher of a primary, secondary or special school notifying the parent(s) of that pupil's permanent exclusion. DELETE**

Dear *[Parent's Name]*

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

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

You have a duty to ensure that your child is not present in a public place in school hours during the first 5 school days of this exclusion, specifically ***[specify dates]***. I must advise you that you may be prosecuted or receive a penalty notice from the local authority if your child is present in a public place on the dates above without reasonable justification. It will be for you to show that there is reasonable justification for this.

Alternative arrangements for ***[Child's Name]***'s education to continue will be made. For the first five school days of the exclusion we will set work for ***[Child's Name]*** and would ask you to ensure this work is completed and returned promptly to school for marking ***[this may be different if supervised education is being provided earlier than the sixth day]***. From the sixth school day of the exclusion onwards — i.e. from ***[specify the date]*** the local authority ***[give the name of the authority]*** will arrange education provision. ***[set out the arrangements if known at time of writing, if not known say that the arrangements will be notified shortly by a further letter.]***

***[For pupils of compulsory school age where the pupil lives in a local authority other than the excluding school's local authority]*** I have also today informed ***[name of officer]*** at ***[name of local authority]*** of your child's exclusion and they will be in touch with you about arrangements for his/her education from the sixth school day of exclusion. You can contact them at ***[give contact details]***.

As this is a permanent exclusion the governing body must meet to consider it. You may make representations to the governing body at the review meeting, if you wish, and ask them to reinstate your child. The governing body have the power to reinstate your child immediately or from a specified date, or, alternatively, they have the power to uphold the exclusion in which case you may request that the decision be reviewed by an Independent Review Panel. The latest date by which the governing body must meet is ***[specify the date— the 15th school day after the date on which the governing body was notified of the exclusion]***. If you wish to make representations to the governing body and would like to be accompanied by a

friend or representative please contact **[name of contact]** on/at **[contact details — address, phone number, email]**, as soon as possible. You will, whether you choose to make representations or not, be notified by the Clerk to the governing body of the time, date and location of the meeting. Please let us know if you have a disability or special needs that would affect your ability to attend the meeting. Please advise if you have a disability or special needs which would affect your ability to attend or take part in a meeting at the school. Please inform **[contact]** if it would be helpful for you to have an interpreter present at the meeting.

You should also be aware that if you think the exclusion relates to a disability your child has, and you think disability discrimination has occurred, you have the right to appeal, and/or make a claim, to the First Tier Tribunal <http://www.justice.gov.uk/tribunals/send/appeals>. Making a claim would not affect your right to make representations to the governing body/management committee.

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

The following sources of information are available to you:

You may wish to contact one of the Inclusion & Reintegration Officers, telephone 01392 383000 and ask for the Inclusion Officer covering your geographic area:

Lead Inclusion Officer & East Devon – Marc Kastner, Tel: 01392 383000, or email [marc.kastner@devon.gov.uk](mailto:marc.kastner@devon.gov.uk)

Inclusion Officer Exeter & East – Tel: 01392 383000, ask for Miranda Nicholson or email [miranda.nicholson@devon.gov.uk](mailto:miranda.nicholson@devon.gov.uk)

You may also find it useful to contact Coram Children's Legal Centre which is an independent national advice centre for parents of children in state schools. They offer information and support on state education in England and Wales including exclusion from school. They can be contacted on tel: 0808 802 0008 or visit [www.childrenslegalcentre.com](http://www.childrenslegalcentre.com)

You can also see the Statutory Guidance on Exclusions by visiting the Department for Education website [www.education.gov.uk](http://www.education.gov.uk) and searching for report reference 'DFE-00042-2012'.

Devon Parent Partnership also provide impartial and independent advice and can be contacted on tel: 01392 383080 or visit [www.parentpartnershipdevon.org.uk](http://www.parentpartnershipdevon.org.uk) or email [parentpartnershipservice-mailbox@devon.gov.uk](mailto:parentpartnershipservice-mailbox@devon.gov.uk)

The Department for Education statutory exclusions guidance can be found at [www.gov.uk/government/publications/school-exclusion](http://www.gov.uk/government/publications/school-exclusion)

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

Yours sincerely

**[Name]**

Executive Headteacher / Head of School

## **Checklist for Clerk and Chair of the meeting to the Governing Board in preparing for the meeting**

NB: The Chair of Governors must not sit on the panel as they are likely to be privy to information about the case and this would mean there is bias.

This check list is not a replacement for the guidance; it is a good practice guide which references the guidance where appropriate. The guidance "Exclusion from maintained schools, academies and pupil referral units in England - September 2017" is available at [www.gov.uk/government/publications/school-exclusion](http://www.gov.uk/government/publications/school-exclusion)

The governing body may delegate their functions with respect to the consideration of an exclusion decision to a designated sub-committee consisting of at least three governors (para.53).

**In the interest of natural justice, it should be obvious to the parents that the head teacher has not had contact with the governors ahead of the meeting.**

Similarly, if a governor knows a parent or a child sufficiently well for a possible bias to exist, whether positive or negative, that governor should either not be a member of the sub-committee in respect of that child or should declare their relationship beforehand so that parents may object if they wish. Ideally, that should happen before the meeting takes place so that there is no unnecessary delay. If that happens at the start of any meeting, it is for the Chair to decide whether to continue with the meeting or whether to arrange another hearing.

The purpose of the governing board meeting is to review, in its entirety, the head teacher's decision to exclude. They must consider the interest and circumstances of the excluded pupil, including the circumstances in which the pupil was excluded, and have regard to the interests of other pupils and people working in the school (para.63). They must also consider any representations made by parents and the head teacher (para.64). The evidence provided by all parties should be sufficient to establish, on the balance of probabilities (para.65), what happened and whether exclusion, and the length of the exclusion, was lawful, reasonable and procedurally fair, taking into account the head teacher's legal duties (para.71). National and local guidance and the school's own behaviour policies must also be taken into account as well as how the school has dealt with similar incidents in the past.

Where the governing board has established a designated sub-committee (para.53), they should appoint a Clerk. This may not be a member of the governing body and, ideally, should not be someone who works for the school. The Clerk should arrange and attend all Governing Board meetings. The Clerk is the person who makes all the arrangements - the head teacher should not make direct contact with governors before the meeting. Clerks should:

- agree, as far as possible within the time limits, with governor members, the head teacher and parents, a convenient date and time for the meeting (para.59) (if parent/carer is unable to attend within this timescale but wants to be at the meeting an extension may be considered within reason);



- in advance of the meeting, ask all parties to provide any written information for governors to consider (including witness statements and other relevant information) (para.61);
- where possible, circulate any written evidence and information, including a list of those who will be present, to all parties at least 5 school days before the meeting (para.61). Suggested information might include:
  - the head teacher's decision letter to parents;
  - a brief report from the head teacher giving any relevant background issues, details of the incident which led to the exclusion, the link with and text of relevant school policies, details of any support given to the pupil or strategies used to address behavioural issues;
  - any incident reports from staff involved in the critical incident;
  - the excluded pupil's written account of the incident;
  - any other witness statements (all statements/accounts should be signed, attributed and dated unless the school has good reason to protect the anonymity of the witness, in which case the statement should at least be dated and labelled in a way to distinguish it from other statements) (para.118);
  - the PSP, IEP or formal Statement if any of these apply;
  - any written representations from the parents;
  - a list of those attending the meeting and an outline of the procedure to be followed at the meeting.

Immediately before the meeting the Clerk should:

- check the room layout to make sure there are tables for everyone (if at all possible try to avoid low coffee tables, which do not allow for easy handling of papers) and, if water is provided for governors then it should be provided for all parties to the hearing - parents in particular should not be made to feel at a disadvantage, either physically or psychologically, at what is a difficult meeting for them - which is why it is good practice not to use the head teacher's room for a Governing Board meeting;
- ensure a chairperson is appointed and that procedures are understood.

The Clerk starts the meeting by inviting all other parties to enter the room at the same time - none of the other parties should be alone with the governors before or after the meeting, to avoid even the appearance of any bias. The Clerk may make the introductions and outline the procedure which will be followed, although sometimes the Chair may wish to do this.

The clerk is responsible for taking clear minutes as a record of the evidence that was considered by the Governing Board. These minutes should be made available to all parties on request. (para.69)

When all parties have had the chance to present their case and ask questions, the Clerk asks everyone but governors to leave the room (it is not necessary to ask the other parties to wait for a decision). The Clerk remains in the room to record the governors' decision(s) and give any necessary advice (para.70).

When governors arrive for the hearing they should:

- □elect a chairperson and, if not already done, agree the procedures to be followed;
- □ensure, with the Clerk, that the room is appropriate and that there is adequate table space for papers to be handled without difficulty by all parties - low coffee tables are best avoided if at all possible - if water or coffee is provided for governors, this should be available for all parties;
- do not talk to any of the other parties before the Clerk brings those parties into the room for the meeting.

During the meeting governors should:

- make sure that everyone has adequate opportunity to present their case and to question the other parties;
- do not allow any of the other parties (with the exception of the clerk) to remain in the room once the "open" part of the meeting has finished (para.70);
- ensure that all relevant information is discussed, and that the national and local guidance and relevant school policies have been considered, before coming to a decision.

After the other parties have left the meeting, Governors should:

- consider statements and other evidence from the school and the parents;
- consider whether there is sufficient evidence that the pupil did what is alleged;
- consider the fairness of the exclusion in relation to the treatment of any other pupils involved in the same incident;
- have regard to the Department for Education guidance "Exclusion from maintained schools Academies and pupil referral units in England" (as issued September 2017) on the appropriate use of exclusion and consider whether that guidance has been followed;
- have regard to the school's published behaviour policy, equal opportunities policy, anti-bullying policy, special educational needs policy and race equality policy;
- consider whether the head teacher has tried sufficient strategies to improve the pupil's behaviour before resorting to exclusion, and whether any further strategies could be tried as an alternative to exclusion;
- for permanent exclusions, satisfy themselves that all possible strategies to improve a pupil's behaviour, including the use of a PSP or CAF, have been tried and failed;
- decide whether to reinstate the pupil and state the reasons for their decision;
- decide, if they decide to reinstate, the date the pupil will return to school. This must be included in the decision letter to parents, and no conditions can be imposed on the pupil in respect of that return (although the school would be well- advised in such circumstances, to consider a formal reintegration strategy before the pupil returns, and to include parent/carer in that reintegration).

## **Governors may find the following suggested procedure helpful:**

Invite family and head teacher to join the meeting.

Chair welcomes and introduces everyone.

Chair or the Clerk outlines the purpose of the meeting (to review the head teacher's decision) and the procedures to be followed (ideally these have been provided with the letter inviting parents to the meeting).

Chair invites the head teacher to present the case for the exclusion.

Family has an opportunity to question the facts presented by the head teacher. Governors have an opportunity to question the head teacher.

Chair invites family to put their case

Head teacher has an opportunity to question the family

Governors have an opportunity to question the family.

Chair asks the head teacher to summarise the case for exclusion.

Chair asks the family to make any final comments.

Head teacher and family leave the room.

Governors discuss the case and reach a decision.

Clerk writes to the parents, with a copy to the LA, setting out the decision and the reasons for it, within one school day of the meeting. The minutes of the meeting should be made available to all parties on request.

The Clerk (on behalf of the governing board) must write to parents and the LA with the governors' decision without delay. Where a pupil resides in a different local authority from the one that maintains the school, the clerk must also inform the pupil's "home authority" (para.75). This letter may be delivered directly to parents; be left at their last known address; or be posted to their last known address (para.77).

Where the exclusion is permanent the letter must include the following information (para.76):

- The fact that it is permanent.
- Notice of the parents' right to ask for the decision to be reviewed by an independent review panel and the following information:
  1. a) The date by which an application for a review must be made (this date must be 15 school days from the date parents are notified in writing of the governor's decision. Notice is deemed to have been given on the same day if it is delivered directly or on the second working day after posting if it is sent by first class mail);
  2. b) The name and address to whom an application for a review (and any written evidence) should be submitted;
  3. c) That any application should set out grounds on which it is being made and that, where appropriate, this should include a reference to how the pupil's special educational needs are considered relevant to the exclusion;
  4. d) That regardless of whether the excluded pupil has recognised special educational needs, parents have a right to require the local authority/Academy Trust to appoint a SEN expert to attend the review;
  5. e) Details of the role of the SEN expert and that there would be no cost to parents for this appointment;

6. f) That parents must make it clear if they wish for a SEN expert to be appointed in any application for a review; and
  7. g) That parents may, at their own expense, appoint someone to make written and/or oral representations to the panel and that parents may also bring a friend to the review.
- That, in addition to the right to reply for an independent review panel, if parents believe that the exclusion has occurred as a result of discrimination then they may make a claim under the Equality Act 2010 to the First-tier Tribunal (Special Educational Needs and Disability), in the case of disability discrimination, the County Court, in the case of other forms of discrimination.
  - That a claim of discrimination made under these routes should be lodged within 6 months of the date on which the discrimination is alleged to have taken place e.g. the day on which the pupil was excluded.

Where the Governing Board decline to reinstate the pupil, the letter should also include relevant sources of free impartial information:

- A link to the statutory guidance: [www.gov.uk/government/publications/school-exclusion](http://www.gov.uk/government/publications/school-exclusion)
- a link to guidance on making a claim of discrimination to the First-tier Tribunal: [www.tribunals.gov.uk/Tribunals/Firsttier/firsttier.htm](http://www.tribunals.gov.uk/Tribunals/Firsttier/firsttier.htm);
- a link to the Coram Children's Legal Centre: [www.childlawadvice.org.uk/](http://www.childlawadvice.org.uk/)



Chestnut  
Nursery



## Information for Parents

### What to do if you disagree with an exclusion.

1. Ask for an appointment with the head to discuss your concerns and ask him/her to reconsider the exclusion. If the exclusion is permanent the head might not agree to this, since the governors must arrange a meeting to review the head's decision within 15 school days.
2. Ask governors' to review the decision, you will need to send a letter to the Clerk of the Discipline Committee (addressed to the school) as soon as possible after you get the letter telling you about the exclusion. Governors must meet to review certain exclusions and must consider any representations about an exclusion made by you. For fixed-period exclusions of 1-5 days in a term, governors must consider any written representations made by you about the exclusion but they do not have to meet with you.

In preparation for a governor's disciplinary committee meeting:-

Prepare what you want to say.

It is a good idea to write down your views as soon as possible and send them to the Clerk of the Governors Discipline Committee giving them time to circulate your written view before the meeting. If you do not have time to do this and you are attending the meeting take copies with you.

What does your child say about the exclusion?

Talk to your child about what happened as soon as possible; ask your child what happened. You or your child should write down what is said. If you are not clear about what happened, go back to the beginning and question them closely e.g. "Where was everyone standing?", "Did anything lead up to this?", "What exactly did the teacher say?" Write the details of the incident down as fully as possible. Was this a serious breach of the school's behaviour/discipline policy? (If you haven't done so already get a copy of the school's behaviour/discipline policy) If you don't think it was explain why. Your child's view of the incident is very important, and every opportunity should have been made for your child to make a statement. If your child now wants to apologise for something, they could do so in writing and at the meeting if you and your child are attending. Your child may need to think of ways of putting the situation right if possible.

What do others say?

Look at what the head says, (if the exclusion is permanent or for more than 15 days you should by law have received details of the paperwork on which the school has based the exclusion). Look at what others say. Did the school take statements from your child and witnesses? You are entitled to see all the statements. Does anyone support your child's version of events? If so try to get a statement from them with clear details. If there are important disagreements between the statements, mark them. Has there been a misunderstanding?

You may want to say a little about your child:

What sort of person is your child? Imagine you are describing them to a stranger. Remember their good points. Are there any reports which show what your child is like? Is there someone official,

like a playgroup leader, doctor, youth worker or employer, or even a neighbour who is prepared to write a letter about them? Describe your child and add anything that explains your child's behaviour and shows that the exclusion may be wrong or for too long.

Think about your child at the time of the exclusion:

Was there anything upsetting your child? Was there pressure from others? Could anything else have affected their behaviour? Have they been bullied, racially or sexually harassed or face discrimination, inside or outside school? If drugs are involved, is your child more likely to be in contact with drugs through not being in school? If your child was at school instead of being excluded would this seriously harm the education and welfare of themselves or others?

Think about the incident:

If others were involved in the same incident, the Governors' Discipline Committee will consider the fairness of the treatment of both your child and the other children involved in the incident.

Check your child's school record:

You may have access to your child's full school record. Does it include information which is new to you and may affect your case? There may be information relating to your child which is confidential to the school. The school cannot share this with you but will share the full school record.

Consider any special circumstances

When deciding to exclude head must take into consideration these special cases:

Does your child have any emotional and behavioural difficulties and/or a learning difficulty?

If your child's behaviour is much more difficult than average and perhaps they cannot control their feelings so their school work is disrupted, they may have emotional and behavioural difficulties which are affecting their learning. A child with special educational needs may need extra help at school and if this has not been forthcoming then this lack of support could be a contributing factor in your child's behaviour which led to the exclusion.

If your child is undergoing a statutory assessment, the school should make every effort not to exclude him or her. If your child's behaviour is such that exclusion seems imminent then the school should convene an emergency professionals meeting with the intention of avoiding permanent exclusion.

If the head has tried all alternatives to exclusion then they should liaise with the LA to arrange an interim annual review

Were drugs involved?

Check out the school's policy on drugs, detailed in the Behaviour Policy. The head should take account of both the policy and the precise circumstances of the case.

Was discrimination, harassment or bullying involved?

Check the schools racial equality policy and behaviour policy. If you feel bullying, discrimination or harassment were involved in or lead to the incident explain why.

## **Permanent Exclusion Information for Parents**



**Chestnut  
Nursery**



Exclusion is a very serious matter. Only a school's head teacher (or a named deputy if the head teacher is not on the school site) can exclude a pupil

A head teacher may decide to permanently exclude a pupil only when he/she is sure that:

- the pupil has seriously or persistently broken the school's discipline policy; AND
- the pupil remaining in school would seriously harm the education or welfare of the pupil or others in the school.

Can my child be permanently excluded for a serious first incident?

Permanent exclusion would, in most cases, be used as a last resort after all other strategies have been tried and failed, and will usually follow several fixed-period exclusions. However, sometimes a pupil will do something so serious that, in the head teacher's judgement, permanent exclusion is justified to protect staff and/or other pupils at the school. The head teacher must investigate the incident thoroughly before deciding to exclude, and your child and anyone else who saw what happened should be asked to write down their version of the incident. These statements must be signed and dated by the people writing them, unless there is good reason not to do so, in which case they must be dated.

How am I told that my child has been permanently excluded?

Once the head teacher has decided to permanently exclude your child someone should contact you immediately, preferably by telephone, to tell you about the exclusion, which will usually start on the following school day but can start on the day of the incident that led to the exclusion. The head teacher must then write to you without delay telling you:

- the reason for your child's permanent exclusion;
- the date the exclusion begins;
- that the governors must meet to consider the exclusion and your right to attend the meeting to put your views in person and bring a friend or representative;

You should also be notified without delay, and by the end of the afternoon session:

- that you must make sure your child stays at home (i.e. not in a public place without reasonable justification) during what would normally be school hours and that you can be fined or taken to court, if your child is found outside the home during these hours

What happens to my child's education when they have been permanently excluded?

The school should take reasonable steps to set and mark work for your child during the first five days of an exclusion and school should set out the arrangements for this. Any work set should be accessible and achievable by pupils outside of school.

From the sixth school day the local authority (LA) should arrange alternative education for any pupil of compulsory school age. For secondary school pupils the Area Behaviour Partnership (ABP) is responsible for arranging this provision and you should be contacted by the ABP co-ordinator to discuss or be notified of the arrangements.

What happens next?

The Clerk to the Governors will contact you to invite you and, usually, your child to the meeting that must be held to review the head teacher's decision. The meeting must be held within 15 school days after the governing board is told of the exclusion but it should ideally be arranged for a time and date that is convenient to you. You should go to the meeting as it is your chance to put your views on the exclusion. Your child does not have to go to the meeting if you do not think this is a good idea.

If you want to take someone with you to support you or to help you put your case, please tell the Clerk before the meeting.

What is the Governing Board?

A sub-committee of the Governing Board may be made up of at least 3 of the school's governors. They follow guidance from the government and the school's behaviour policies. Governors consider the views of the school, your views and those of your child (if he/she wants to attend or make a written statement to the Governors), before deciding whether to uphold the head teacher's decision or to send your child back to school.

Updated December 2017

What evidence will be given?

If you want to put anything in writing for governors to consider, this should be sent to the Clerk to arrive at least 5 school days before the meeting. The head teacher will provide the Clerk with any relevant papers from your child's school file and prepare a report on your child, including details of the incident that led to your child's exclusion and any support which the school has given your child to help with his/her behaviour and learning. Any witness statements should also be available.

Where possible, papers for the meeting should be sent out to all parties at least 5 school days before the meeting.

What happens at the meeting?

- The Chair of the Committee will introduce everyone and explain the procedure that will be followed.
  - The head teacher will then put the case for permanent exclusion and you and the other parties can then ask questions about what has been said.
  - You or your representative will then be asked to put your case and your child may make a statement if you feel that is appropriate and if your child wishes to do so. You may then be asked questions about what you have said.
  - The head teacher will summarise the case for permanent exclusion.
  - You will be asked to summarise your case.
- 
- Everyone but governors and the clerk leave the room.
  - Governors consider the evidence that has been presented and reach a decision.

The Clerk writes to you and to the LA setting out the decision, the reasons for it, how you can request a review and the last date on which the LA will accept a request for a review from you. If governors do not uphold the head teacher's decision, your child returns to school. If the exclusion



is upheld, your child will continue with the alternative provision arrangements unless or until another school is found.

What do I do if I don't agree with the governors' decision?

If the governors decline to reinstate your child, you have the right to request a review by an Independent Review Panel (IRP). You may also request for a Special Educational Needs (SEN) expert to be present at the review hearing. For LA maintained schools, IRP hearings are arranged by the Schools Appeals Officer (SAO), however academies may set up their own IRP.

You have 15 school days in which to request a review and your request must:

- be received on or by the date given in the Clerk's letter;
- be in writing; and
- give reasons for the review request.

What happens at the IRP?

For Devon LA maintained schools, 3 people form the IRP and it follows the same procedure as the GDC. One member must be a serving or recently retired head teacher, one must be a serving or recently retired school governor and the Chair must be someone who has not had a paid job in a school.

A Clerk is provided and gives advice on the law and how the meeting should be run. The head teacher and a member of the Governing Board will normally represent the school and a SEN expert will also be there if one has been requested by the parent.

The review meeting will be held at Devon County Hall

What can the panel do?

The panel can:

- uphold the Governing Board's decision;
- recommend that the board reconsiders reinstatement;
- quash the decision and direct that the Governing Board reconsiders reinstatement

The panel cannot directly reinstate your child. Updated December 2017

The panel's decision is legally binding on the, parents, the school and the LA.

What happens next?

The Clerk to the IRP will write to you without delay, giving you the panel's decision.

If the panel quashes the decision and directs the Governing Board reconsiders reinstatement, the board must meet again within 10 days. If the board does not offer to reinstate your child after this meeting, the IRP has the power to impose a financial penalty on the school, but your child will not return to the school.

If the panel recommends that the Governing Board reconsiders reinstatement, the GDC must meet again within 10 days. If the IRP had access to new evidence the board may review this evidence to see whether it changes their decision. If the board does not offer to reinstate your child after this meeting your child will not return to the school.

If you believe that the panel's decision is unreasonable or think that the procedure was not followed correctly and that this might have made a difference to the panel's decision, you may complain to the Local Government Ombudsman or ask for a Judicial Review of the decision through the courts.

#### Useful contacts

You may wish to contact one of the Inclusion & Reintegration Officers, telephone 01392 383000 and ask for the Inclusion Officer covering your geographic area:

Lead Inclusion Officer & East Devon – Marc Kastner, Tel: 01392 383000, or email [marc.kastner@devon.gov.uk](mailto:marc.kastner@devon.gov.uk)

Inclusion Officer Exeter & East – Tel: 01392 383000, ask for Miranda Nicholson or email [miranda.nicholson@devon.gov.uk](mailto:miranda.nicholson@devon.gov.uk)

You may also find it useful to contact Coram Children's Legal Centre which is an independent national advice centre for parents of children in state schools. They offer information and support on state education in England and Wales including exclusion from school. They can be contacted on tel: 0808 802 0008 or visit [www.childrenslegalcentre.com](http://www.childrenslegalcentre.com)

You can also see the Statutory Guidance on Exclusions by visiting the Department for Education website [www.education.gov.uk](http://www.education.gov.uk) and searching for report reference 'DFE-00042-2012'.

Devon Parent Partnership also provide impartial and independent advice and can be contacted on tel: 01392 383080 or visit [www.parentpartnershipdevon.org.uk](http://www.parentpartnershipdevon.org.uk) or email [parentpartnershipservice-mailbox@devon.gov.uk](mailto:parentpartnershipservice-mailbox@devon.gov.uk)

The Department for Education statutory exclusions guidance can be found at [www.gov.uk/government/publications/school-exclusion](http://www.gov.uk/government/publications/school-exclusion)

The Coram Children's Legal Centre

Website: [www.childlawadvice.org.uk](http://www.childlawadvice.org.uk) The Advisory Centre for Education (ACE) Website: [www.ace-ed.org.uk](http://www.ace-ed.org.uk)

Equality Advisory Support Service Telephone: 0808 80 0082

[www.equalityadvisoryservice.com](http://www.equalityadvisoryservice.com)

Local Government Ombudsman LGO Advice Team: 0300 061 0614 Website: [www.lgo.org.uk](http://www.lgo.org.uk)

Special Educational Needs and Disability First Tier Tribunal [www.gov.uk/special-educational-needs-disability-tribunal](http://www.gov.uk/special-educational-needs-disability-tribunal)

Updated December 2017