



Brent Exclusions Toolkit for Headteachers and Governors 2025/26

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Queries about this document should be addressed to:

Ryan Manning
Inclusion Support Team Manager
Ryan.Manning@brent.gov.uk

Tina Murray
Service Manager for SEND Outreach Services
Tina.Murray@brent.gov.uk



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Model Letters

Model letter 1: suspension of less than 5 school days

From headteacher (or teacher in charge of a PRU) notifying parent(s) of a suspension of 5 school days or fewer in one term, and where a public examination is not missed. NB – if the pupil's total suspension days for the term is more than 5 days please use Model letter 2.

Dear [Parent's Name]

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

I realise that this suspension may well be upsetting for you and your family, but the decision to suspend **[Pupil's Name]** has not been taken lightly. **[Pupil's Name]** has been suspended for this fixed period because **[reason for suspension]**.

[for pupils of compulsory school age]

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

[for pupils of compulsory school age]

We will set work for **[Pupil's Name]** to be completed on the days specified in the previous paragraph as school days during the period of his/her suspension when you must ensure that he/she is not present in a public place without reasonable justification. **[Detail the arrangements for this]**. Please ensure that work set by the school is completed and returned to us promptly for marking. **[NB – if you are making provision from day 1 i.e. for Looked After Children – information should be given as to what provision will be made, the venue, the start and finish of the day and who they should report to on the first day]**

[School/PRU]

You have the right to make representations about this decision to the Governing Board/management committee. If you wish to make representations please contact **[Name of Contact – your Clerk to the Governor/Clerk of the Pupil Discipline Committee]** on/at **[contact details — address, phone number, email]**, as soon as possible. Whilst the Governing Board/management committee 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.

[ALL]

You should also be aware that if you think the suspension relates to discrimination (under the Equality Act 2010) you can also make a claim to the First-tier Tribunal (for disability discrimination) or a County Court (for other forms of discrimination). The address to which first tier discrimination claims should be sent is the First-tier Tribunal (Special Educational Needs and Disability), 1st Floor,



Darlington Magistrates Court, Parkgate Darlington, DL1 1RU <https://www.gov.uk/courts-tribunals/first-tier-tribunal-special-educational-needs-and-disability>

Note – Re-integration meetings are now compulsory

You **[and your child or pupil's name]** are requested 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 **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 also have the right to see a copy of **[Pupil'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 **[Pupil's Name]**'s school record. I will be happy to supply you with a copy if you request it. There may be a charge for photocopying.

You may wish to contact your local Children and Families: Early Help Team **[The School's contact in the Children and Families: Early Help Team]** at **[LA name]** LA on/at **[contact details — address, phone number, email]**, who can provide advice. I have also included below further information which may be of use to you: -

- a link to this statutory guidance on suspensions/exclusions – August 2024 ([School suspensions and permanent exclusions - GOV.UK \(www.gov.uk\)](#));
- a link to sources of impartial advice for parents such as the Coram Children's Legal Centre (www.childrenslegalcentre.com), or ACE Education (<http://www.ace-ed.org.uk>) and their advice line service on 03000 115 142 on Monday to Wednesday from 10 am to 1 pm during term time); and
- **[where considered relevant by the headteacher]**, links to local services, such as SENDIASS, Special Educational Needs Information Advice and Support Service (<https://councilfordisabledchildren.org.uk/information-advice-and-support-servicesnetwork/about>), the National Autistic Society (NAS) School Exclusion Service (England) (0808 800 4002 or schoolexclusions@nas.org.uk), or Independent Parental Special Education Advice (<http://www.ipsea.org.uk/>).

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

The schools allocated Inclusion Support Officer **(insert name and contact details)** can also provide further advice if required or by emailing schoolexclusions@brent.gov.uk

Yours sincerely

[Name]

Headteacher

cc. schoolexclusions@brent.gov.uk

Model letter 2: suspension of more than 5 days

From headteacher (or teacher in charge of a PRU) notifying parent(s) of a suspension of more than 5 school days in total in one term (or where cumulative days suspended in the term are between 6 and 15 days in total) If the total days suspended in the term totals more than 15 days please use Model letter 3

Dear [Parent's name]

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

I realise that this suspension may well be upsetting for you and your family, but the decision to suspend **[Pupil's Name]** has not been taken lightly. **[Pupil's Name]** has been suspended for this fixed period because **[reason for suspension]**.

[for pupils of compulsory school age - next 3 paragraphs]

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 **[or specify dates if suspension is for fewer than 5 days]** of this suspension, that is on **[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 specified dates without reasonable justification. It will be for you to show that there is reasonable justification for this.

We will set work for **[Pupil's Name]** to be completed on the days specified in the previous paragraph as school days during the period of his/her suspension when you must ensure that he/she is not present in a public place without reasonable justification. **[Detail the arrangements for this]**. Please ensure that work set by the school is completed and returned to us promptly for marking. **[NB – if you are making provision from day 1 i.e. for Looked After Children – information should be given as to what provision will be made, the venue, the start and finish of the day and who they should report to on the first day]**

[include the next para if the individual suspension is for more than 5 days – NB this includes if 2 suspensions run consecutively and total more than 5 days]

From the **6th school day of the pupil's suspension [specify date]** until the expiry of his/her suspension we **[For PRUs the local authority]** — 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. On **[date]** he/she should attend at **[give name and address of the alternative provider if not the home school]** 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 by a further letter – this must be 48 hours before commencement]**.

[School/PRU] You have the right to request a meeting of the school's discipline committee/PRU's management committee to whom you may make representations. The Governing Board will consider the reinstatement of your child. As the period of this suspension is more than 5 school days in a term the discipline committee/management committee must meet if you request it to do so. The latest date by which the discipline committee/management 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 suspension]**. If you 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. Representation can also be made in writing.

You should also be aware that if you think the suspension relates to discrimination (under the Equality Act 2010) you can also make a claim to the First-tier Tribunal (for disability discrimination) or a County Court (for other forms of discrimination). The address to which first tier discrimination claims should be sent is the First-tier Tribunal (Special Educational Needs and Disability), 1st Floor, Darlington Magistrates Court, Parkgate Darlington, DL1 1RU <https://www.gov.uk/courts-tribunals/first-tier-tribunal-special-educational-needs-and-disability>

Note – Re-integration meetings are now compulsory

You **[and your child or pupil's name]** are requested 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 **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.

You may wish to contact your local Children and Families: Early Help Team **[The School's contact in the Children and Families: Early Help Team]** at **[LA name]** LA on/at **[contact details — address, phone number, email]**, who can provide advice. I have also included below further information which may be of use to you: -

- a link to this statutory guidance on exclusions – August 2024 ([School suspensions and permanent exclusions - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/school-suspensions-and-permanent-exclusions));
- a link to sources of impartial advice for parents such as the Coram Children's Legal Centre (www.childrenslegalcentre.com), or ACE Education (<http://www.ace-ed.org.uk>) and their advice



line service on 03000 115 142 on Monday to Wednesday from 10 am to 1 pm during term time); and

- **[where considered relevant by the headteacher]**, links to local services, such as SENDIASS, Special Educational Needs Information Advice and Support Service (<https://councilfordisabledchildren.org.uk/information-advice-and-support-servicesnetwork/about>), the National Autistic Society (NAS) School Exclusion Service (England) (0808 800 4002 or schoolexclusions@nas.org.uk, or Independent Parental Special Education Advice (<http://www.ipsea.org.uk/>).

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

The schools allocated Inclusion Support Officer (**insert name and contact details**) can also provide further advice if required or by emailing schoolexclusions@brent.gov.uk

Yours sincerely

[Name]

Headteacher

cc. schoolexclusions@brent.gov.uk

Model letter 3: suspension of more than 15 school days

From headteacher (or teacher in charge of a PRU) notifying parent(s) of a suspension of more than 15 school days (or cumulative days of totalling more than 15 days in total in one term).

Dear **[Parent's Name]**

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

I realise that this suspension may well be upsetting for you and your family, but the decision to suspend **[Pupil's Name]** has not been taken lightly. **[Pupil's Name]** has been suspended for this fixed period because **[reason for suspension]**.

[for pupils of compulsory school age — next 3 paragraphs]

You have a duty to ensure that your child is not present in a public place in school hours during **[the first five school days of suspension or 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 specified dates. It will be for you to show that there is reasonable justification.

We will set work for **[Pupil's Name]** during the **[first five school days or specify dates]** of his/her suspension **[specify the arrangements for this]**. Please ensure that work set by the school is completed and returned to us promptly for marking.

[if the individual suspension is for more than 5 days - NB this includes if 2 suspensions run consecutively and total more than 5 days]

From the **[6th school day of the pupil's suspension]** **[specify date]** until the expiry of his/her suspension we **[For PRUs the local authority — 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]**.

[School and PRU] As the length of the suspension is more than 15 school days in total in one term the Governing Board/management committee must meet. The Governing Board will consider the reinstatement of your child. At the review meeting you may make representations to the Governing Board/management committee if you wish, either written or verbal representation. The latest date on which the Governing Board/management committee can meet is **[date here — no later than 15 school days from the date the Governing Board is notified]** If you wish to make

representations to the Governing Board/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. You will, whether you choose to make representations or not, be notified by the Clerk to the Governing Board/management committee of the time, date and location of 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. 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 suspension relates to discrimination (under the Equality Act 2010) you can also make a claim to the First-tier Tribunal (for disability discrimination) or a County Court (for other forms of discrimination). The address to which First tier discrimination claims should be sent is the First-tier Tribunal (Special Educational Needs and Disability), 1st Floor, Darlington Magistrates Court, Parkgate Darlington, DL1 1RU <https://www.gov.uk/courts-tribunals/first-tier-tribunal-special-educational-needs-and-disability>

Note – Re-integration meetings are now compulsory

You **[and your child or pupil's name]** are requested 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 **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 also have the right to see and have a copy of **[Pupil'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 **[Pupil's Name]**'s school record. I will be happy to supply you with a copy if you request it. There may be a charge for photocopying.

You may wish to contact your local Children and Families: Early Help Team **[The School's contact in the Children and Families: Early Help Team]** at **[LA name]** LA on/at **[contact details — address, phone number, email]**, who can provide advice. I have also included below further information which may be of use to you: -

- a link to this statutory guidance on exclusions – August 2024 ([School suspensions and permanent exclusions - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/school-suspensions-and-permanent-exclusions));
- a link to sources of impartial advice for parents such as the Coram Children's Legal Centre (www.childrenslegalcentre.com), or ACE Education (<http://www.ace-ed.org.uk>) and their advice line service on 03000 115 142 on Monday to Wednesday from 10 am to 1 pm during term time); and
- **[where considered relevant by the headteacher]**, links to local services, such as SENDIASS, Special Educational Needs Information Advice and Support Service (<https://councilfordisabledchildren.org.uk/information-advice-and-support-servicesnetwork/about>), the National Autistic Society (NAS) School Exclusion Service (England) (0808 800 4002 or schoolexclusions@nas.org.uk), or Independent Parental Special Education Advice (<http://www.ipsea.org.uk/>).



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

The schools allocated Inclusion Support Officer (**insert name and contact details**) can also provide further advice if required or by emailing schoolexclusions@brent.gov.uk

Yours sincerely

[Name] Headteacher cc.
schoolexclusions@brent.gov.uk

Model letter 4: notification of permanent exclusion

From headteacher (or teacher in charge of a PRU) notifying parent(s) of a permanent exclusion

Dear [Parent's Name]

I regret to inform you of my decision to permanently exclude **[Pupil's Name]** with effect from **[date]**. This means that **[Pupil's Name]** will not be allowed in this school/this PRU unless he/she is reinstated by the Governing Board/the discipline committee (management committee in case of a PRU).

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

Note of Advice: Please note that the Independent Review Panels have raised concerns that reasons for permanent exclusion are not fulfilling Page 13 of the Guidance – which states

-

A decision to exclude a pupil permanently should only be taken:

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

Please ensure the reason fulfils the above.

[For pupils of compulsory school age]

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, i.e. on **[specify the precise dates]** unless there is reasonable justification. You could be prosecuted or receive a penalty notice if your child is present in a public place during school hours on those dates. It will be for you to show reasonable justification.

[For pupils of compulsory school age]

Alternative arrangements for **[Pupil's Name]**'s education to continue will be made. For the first five school days of the exclusion we will set work for **[Pupil'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 – if the child lives outside North Yorkshire it will be the “home LA”]** will provide suitable full-time education. **[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 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 Board (or management committee in case of a PRU) must meet to consider the reinstatement of your child. At the review meeting you may make representations to the Governing Board/PRU management committee, either verbally or in writing, if you wish and ask them to reinstate your child in school. The Governing Board/PRU management committee have the power to reinstate your child immediately or from a specified date, or, alternatively, they have the power to decline to reinstate your child, in which case you may appeal against their decision to an Independent Review Panel. The latest date by which the Governing Board/PRU management committee must meet is **[specify the date — the 15th school day after the date on which the Governing Board/PRU management committee was notified of the exclusion]**. If you wish to make representations to the Governing Board/PRU 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. You will, whether you choose to make representations or not, be notified by the Clerk to the Governing Board/PRU management committee of the time, date and location of the meeting. Please let us know if you have a disability or special needs which would affect your ability to attend the meeting. Also, please inform **[contact]** if it would be helpful for you to have an interpreter present at the meeting.

[For Academies] You also have the right to request that a Local Authority representative attend a meeting of an Academy's Governing Board as an observer; that representative may only make representations with the Governing Board's consent. **Please let me know if you wish an LA representative to attend the meeting.**

If you think this exclusion relates to a disability your child has, and you think discrimination has occurred, you may raise the issue with the Governing Board/PRU management committee.

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

You may wish to contact your local Children and Families: Early Help Team **[The School's contact in the Children and Families: Early Help Team]** at **[LA name]** LA on/at **[contact details — address, phone number, email]**, who can provide advice. I have also included below further information which may be of use to you: -

- a link to this statutory guidance on exclusions – August 2024 ([School suspensions and permanent exclusions - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/school-suspensions-and-permanent-exclusions));
- a link to sources of impartial advice for parents such as the Coram Children's Legal Centre (www.childrenslegalcentre.com), or ACE Education (<http://www.ace-ed.org.uk>) and their



advice line service on 03000 115 142 on Monday to Wednesday from 10 am to 1 pm during term time); and

- **[where considered relevant by the headteacher]**, links to local services, such as SENDIASS, Special Educational Needs Information Advice and Support Service (<https://councilfordisabledchildren.org.uk/information-advice-and-support-servicesnetwork/about>), the National Autistic Society (NAS) School Exclusion Service (England) (0808 800 4002 or schoolexclusions@nas.org.uk, or Independent Parental Special Education Advice (<http://www.ipsea.org.uk/>).

The schools allocated Inclusion Support Officer (**insert name and contact details**) can also provide further advice if required or by emailing schoolexclusions@brent.gov.uk

Yours sincerely

[Name]

Headteacher

cc. schoolexclusions@brent.gov.uk

Model letter 5: Clerk's letter for suspensions

**Letter from the Clerk inviting parents to a Governing Boards/Management Committee meeting
For suspensions of 15+ days (or less when parent requests a meeting)**

Dear Parent/carer's name

Further to **name of Headteacher/Principal**'s letter dated **date** and our subsequent telephone conversation (or emails), I am writing to confirm that the Pupil Discipline Committee of this school will meet on **date at time** in the **location** at **school (or alternative location – give details)** to consider the suspension of your **son/daughter, name (DOB)**.

The duty of the Committee is to consider the suspension and decide whether to reinstate **name** (that is, may return to school) or whether to decline reinstatement (that is the suspension would remain in place).

It is anticipated that the following people will be present at the meeting: **names**, of the Student Discipline Committee and the Headteacher/Principal, **name**. **Name** will also join the meeting when necessary (**if witnesses are being called**).

The Committee will consider carefully all the circumstances of the suspension, including any letter that you send to them and statements you make at the meeting, as well as the report of the Headteacher/Principal. If you would like to write to the Committee, I would be grateful to receive your letter by **date** so that I can send copies to the Committee, the LA and to the Headteacher/Principal. Similarly, I will send you a copy of the reports sent to the Committee.

The Committee would also like **name** to attend and speak and answer questions at the meeting if you are in agreement with this and **he/she** is entitled to bring a friend. Alternatively, **he/she** may wish to communicate **his/her** views by other means i.e. a letter or statement of the incident. **(This would need to be determined with parents taking into account the age of the child but children should be encouraged to take part in the process)**

At the meeting, the Chair will explain how it will proceed, but you will have the opportunity to tell the Governing Board why you think **name** should return to school and to ask the Headteacher/Principal and the LA representative questions.

When you and the Headteacher/Principal have completed what you want to say, the Chair will ask everyone, apart from the Committee and me, to withdraw whilst the Committee arrives at its decision.

You should be given the decision as soon as possible and in writing by me within one day of the meeting.

During our telephone conversation/or email conversation, you indicated your intention to attend the meeting, but I would be grateful if you could confirm by either contacting me at the number detailed above (extension **xxx**), by email: **email address** or, alternatively, please complete and return the reply slip at the bottom of this letter (SAE attached).



If you wish to be accompanied by a friend or representative, could you please let me know as soon as possible? Could you also please advise me if you have a disability or special needs which would affect your ability to attend, or to take part in, a meeting at the school. Also, could you please inform me if it would be helpful if you had an interpreter at the meeting.

For your information, the following sources of advice are available to you:

- your local Children and Families: Early Help Team **[The School's contact in the Children and Families: Early Help Team]** at **[LA name]** LA on/at **[contact details — address, phone number, email]**, who can provide advice.
- a link to this statutory guidance on exclusions – August 2024 ([School suspensions and permanent exclusions - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/school-suspensions-and-permanent-exclusions));
- a link to sources of impartial advice for parents such as the Coram Children's Legal Centre (www.childrenslegalcentre.com), or ACE Education (<http://www.ace-ed.org.uk>) and their advice line service on 03000 115 142 on Monday to Wednesday from 10 am to 1 pm during term time); and
- **[where considered relevant by the headteacher]**, links to local services, such as SENDIASS, Special Educational Needs Information Advice and Support Service (<https://councilfordisabledchildren.org.uk/information-advice-and-support-servicesnetwork/about>), the National Autistic Society (NAS) School Exclusion Service (England) (0808 800 4002 or schoolexclusions@nas.org.uk), or Independent Parental Special Education Advice (<http://www.ipsea.org.uk/>).

Please do not hesitate to contact me should you require clarification with regard to this letter.

Please remember the date by which I need any letter you wish to send i.e. **date**. Yours sincerely

xxxxxx

Clerk to the Governing Board cc.

schoolexclusions@brent.gov.uk

To: Clerk to Governing Board, **school**

Name of pupil, dob, yr gp

Meeting of Pupil Discipline Committee to be held on **date** at **time** to review the Headteacher/Principal's decision to suspend **name** from school

I/we wish/do not wish* to attend the meeting to consider the reinstatement of my/our child into school.

I/we will/will not be* accompanied by a friend and/or representative (if applicable)
My/our child will/will not be* attending (if applicable)

My/our child will/will not* be accompanied by a friend and/or representative (if applicable)



I/we do/do not* wish to have an interpreter present at the meeting.

Disability/Special Need*: Please either telephone the Clerk or detail below arrangements which may assist you to attend the meeting, as applicable:

.....

.....

* please delete as applicable

Signed:

Model letter 6: Clerk's letter for permanent exclusions

Letter from the Clerk inviting parents to a Governing Boards/Management Committee meeting For Permanent Exclusions

Dear **Salutation**

Further to **name of Headteacher/Principal**'s letter dated **date** and our subsequent telephone conversation (or emails), I am writing to confirm that the Student Discipline Committee of this school will meet on **date** at **time** in the **location** at **school** (or state full address if elsewhere) to consider the exclusion of your **son/daughter, name DOB**.

The duty of the Committee is to consider the exclusion and decide whether to reinstate **name** (that is, may return to school) or whether to decline reinstatement (that is the permanent exclusion would remain in place).

It is anticipated that the following people will be present at the meeting: **names**, of the Student Discipline Committee and the Headteacher/Principal, **name**. **Name** will also join the meeting when necessary (**if witnesses are being called**). An officer of the Local Authority will also be invited. **[NB: LA rep will only attend Permanent Exclusion meetings and, for Academies, this will be by invitation of the parents or school]**

The Committee will consider carefully all the circumstances of the exclusion, including any letter that you send to them and statements you make at the meeting, as well as the report of the Headteacher/Principal. If you would like to write to the Committee, I would be grateful to receive your letter by **date** so that I can send copies to the Committee, the LA and to the Headteacher/Principal. Similarly, I will send you a copy of the reports sent to the Committee.

The Committee would also like **name** to attend and speak and answer questions at the meeting if you are in agreement with this and **he/she** is entitled to bring a friend. Alternatively, **he/she** may wish to communicate **his/her** views by other means i.e. a letter or statement of the incident. **(This would need to be determined with parents taking into account the age of the child but children should be encouraged to take part in the process)**

The Committee would also like **name** to attend and speak and answer questions at the meeting if you are in agreement with this and **he/she** is entitled to bring a friend. Alternatively, **he/she** may wish to communicate **his/her** views by other means.

At the meeting, the Chair will explain how it will proceed, but you will have the opportunity to tell the Governing Board why you think **name** should return to school and to ask the Headteacher/Principal and the LA representative questions.

When you and the Headteacher/Principal have completed what you want to say, the Chair will ask everyone, apart from the Committee and me, to withdraw whilst the Committee arrives at its decision.



You should be given the decision as soon as possible and in writing by me within one day of the meeting.

During our telephone conversation (or email conversation), you indicated your intention to attend the meeting, but I would be grateful if you could confirm by either contacting me at the number detailed above (extension **xxx**), by email: **email address** or, alternatively, please complete and return the reply slip at the bottom of this letter (SAE attached).

If you wish to be accompanied by a friend or representative, could you please let me know as soon as possible? Could you also please advise me 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, could you please inform me if it would be helpful if you had an interpreter at the meeting?

For your information, the following sources of advice are available to you:

- your local Children and Families: Early Help Team **[The School's contact in the Children and Families: Early Help Team]** at **[LA name]** LA on/at **[contact details — address, phone number, email]**, who can provide advice.
- a link to this statutory guidance on exclusions – August 2024 ([School suspensions and permanent exclusions - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/school-suspensions-and-permanent-exclusions));
- a link to sources of impartial advice for parents such as the Coram Children's Legal Centre (www.childrenslegalcentre.com), or ACE Education (<http://www.ace-ed.org.uk>) and their advice line service on 03000 115 142 on Monday to Wednesday from 10 am to 1 pm during term time); and
- **[where considered relevant by the headteacher]**, links to local services, such as SENDIASS, Special Educational Needs Information Advice and Support Service (<https://councilfordisabledchildren.org.uk/information-advice-and-support-servicesnetwork/about>), the National Autistic Society (NAS) School Exclusion Service (England) (0808 800 4002 or schoolexclusions@nas.org.uk, or Independent Parental Special Education Advice (<http://www.ipsea.org.uk/>).

Please do not hesitate to contact me should you require clarification with regard to this letter. Please remember the date by which I need any letter you wish to send i.e. **date**.

Yours sincerely

xxxxxx

Clerk to the Governing Board cc.

schoolexclusions@brent.gov.uk ---



To: Clerk to Governing Board, **school**

Name of pupil, dob, yr gp

Meeting of Pupil Discipline Committee to be held on **date** at **time** to review the Headteacher/Principal's decision to exclude **name** from school

I/we wish/do not wish* to attend the meeting to review my/our child's exclusion.

I/we will/will not be* accompanied by a friend and/or representative (if applicable)

My/our child will/will not be* attending (if applicable)

My/our child will/will not* be accompanied by a friend and/or representative (if applicable)

I/we do/do not* wish to have an interpreter present at the meeting.

Disability/Special Need*: Please either telephone the Clerk or detail below arrangements which may assist you to attend the meeting, as applicable:

.....
.....

* please delete as applicable

Signed:



Model letter 7: Clerk's GDC outcome letter

Letter from the Clerk informing parents of the outcome of the Governing Boards/Management Committee meeting (Reinstatement)

Dear **[Parent's Name]**

As you know, the Governing Board met on **[date]** to consider the permanent exclusion of your son/daughter. At the meeting the Governing Board resolved to reinstate **[Pupil's Name]**.

The Governing Board decided that The reasons for the decision were as follows: -

[Pupil's Name] should return to school on **[date]** and report to **[Name]**.

The Governing Board expect that **[Pupil's Name]** will carry out the undertakings given to them about **[his/her]** future behaviour and trust that you will support the school's efforts to educate **[him/her]**.

Yours sincerely

Clerk to the Governing Board

cc. schoolexclusions@brent.gov.uk

Timetable for Exclusions: A School's Guide

Stage 1: Investigation and Initial Notification

- The headteacher should establish the facts of the behaviour incident on the day it occurs or as soon as possible afterward.
- Once the decision to suspend or permanently exclude is made, the headteacher must notify parents immediately and send the appropriate letter. This letter should invite parents to a Governing Board meeting if required and allow at least five days for paperwork preparation.

Stage 2: Notifications and Evidence Sharing

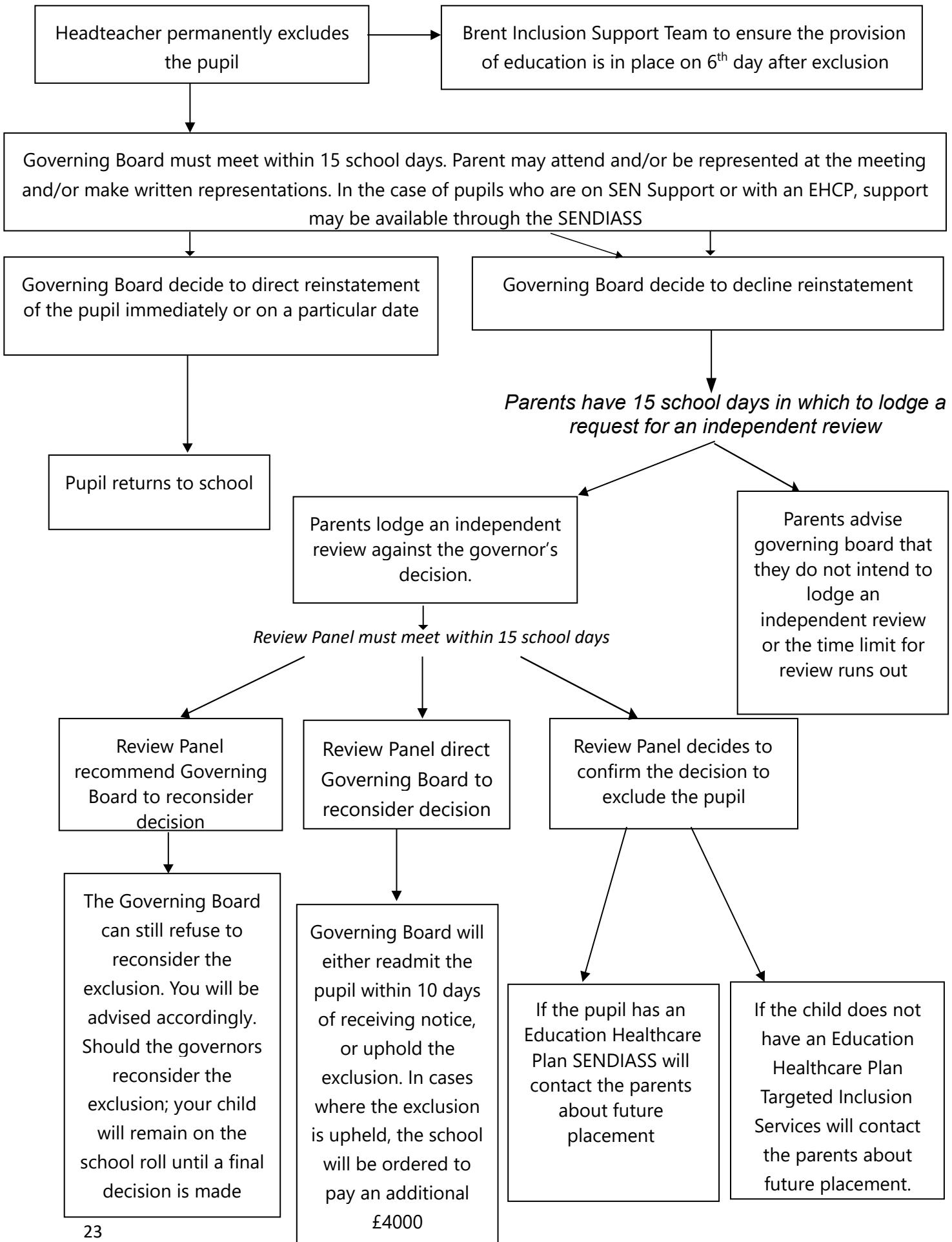
- If the suspension is for more than five school days, or if it is a permanent exclusion, the headteacher must notify the Governing Board and Brent Council immediately using the correct forms (EX1 for suspensions, EX2 for permanent exclusions).
- Parents should confirm whether they intend to make representations to the Governing Board. Written statements from parents and school evidence must be circulated to all parties at least five school days before the meeting. Parents can make verbal representations at the meeting.
- If parents request access to their child's educational records, the headteacher must respond as soon as possible and within 15 school days, before the hearing takes place.

Stage 3: Governing Board Meeting

- For suspensions of more than 15 days in a term, or for permanent exclusions, the Governing Board must meet within 15 school days of receiving notice.
- For suspensions between 6 and 15 days, the Governing Board must meet if parents request it, and this must occur within 50 school days.
- The clerk should arrange the meeting, circulate paperwork, and ensure the record includes how decisions were reached, consideration of pupil voice, and safeguarding factors.
- The Governing Board must notify parents and the local authority of its decision in writing within one school day of the meeting.

Stage 4: Independent Review Panel (IRP)

- Parents have 15 school days from the Governing Board's decision letter to request an IRP.
- The IRP must meet within 15 school days of receiving the request (with limited discretion for extensions in exceptional circumstances).
- The clerk to the IRP must send the decision to all parties by the end of the second school day after the hearing.



Suspension and Permanent Exclusion FAQs

Based on the DfE document: [School suspensions and permanent exclusions - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/school-suspensions-and-permanent-exclusions);

- **Can a Headteacher suspend or permanently exclude a pupil for non-disciplinary reasons?**

No. It is unlawful to suspend or permanently exclude a pupil for non-disciplinary reasons. For example:

- Excluding a pupil because they have additional needs or a disability that the school feels unable to meet.
- Requiring a pupil to meet specific conditions before reinstatement (e.g., attending a reintegration meeting).
- Excluding a pupil due to a breakdown in the relationship with their parents/carers.

- **What must schools consider under SEND and Equality Act duties before deciding to suspend or permanently exclude a pupil?**

Schools have a legal duty to ensure exclusion decisions are lawful, reasonable, and fair. Before issuing a suspension or permanent exclusion, headteachers must demonstrate that they have:

Considered the SEND Code of Practice (2015):

- Identified whether the behaviour may be linked to unmet special educational needs.
- Explored reasonable adjustments and additional support.
- Held an emergency annual review for pupils with an EHCP if a change of placement is being considered.

Complied with the Equality Act 2010:

- Avoided discrimination on the basis of protected characteristics (e.g., disability, race, sex).
- Considered whether reasonable adjustments could prevent exclusion.

Reviewed mitigating factors:

- Bereavement, mental health issues, bullying, or safeguarding concerns.

Documented evidence:

- Pastoral Support Plans, interventions tried, and multi-agency involvement.

Permanent exclusion of pupils with an EHCP or looked-after children should only occur in the most exceptional circumstances.

- **Can a Headteacher make use of Alternative Provision and Respite?**

Schools should use Alternative Provisions to provide education for children who cannot attend a mainstream school. Alternative provision must be **short-term, purposeful, and high-quality**, with a clear reintegration or transition plan. Schools remain responsible for safeguarding and monitoring attendance.

- Schools arrange education for pupils on a suspension of more than 5 days, from day 6 onwards
- Schools can arrange education for pupils to improve their behaviour off-site but this must be in the pupil's best interests, include parental agreement and comply with statutory guidance and the Brent Reduced Timetable Guidance.

Headteachers have the right to direct pupils to off-site provision for pupils where it is felt this would be beneficial to support a child's needs or bring about an improvement in their behaviour. It may also be used to ensure and promote safety of all pupils.

The LA has an in-borough primary (at Brent River College) and secondary (Roundwood School) alternative provision, and schools can directly refer. Schools can also commission other provision of their choosing. Schools must ensure quality assurance measures are in place and remain responsible for monitoring attendance.

From August 2025, the Department for Education introduced the National Standards for Alternative Provision (NSAP) to ensure all AP placements are safe, high-quality, and focused on reintegration. While currently non-statutory, schools and local authorities are strongly encouraged to adopt these standards now in preparation for future legislation.

Key NSAP requirements:

- Safeguarding: Enhanced DBS checks, a trained Designated Safeguarding Lead, and robust child protection policies.
- Health and Safety: Risk assessments, first aid provision, and compliance with fire safety regulations.
- Admissions and Support: Clear referral processes, induction for pupils, and attendance monitoring.
- Quality of Education: Provision must be purposeful and tailored to individual needs, not a holding arrangement. Staff must have appropriate skills and qualifications.

Compliance with NSAP demonstrates best practice and will be scrutinised by Ofsted under the new Education Inspection Framework (EIF). Commissioners should only use providers that can evidence NSAP compliance.

When a pupil is placed in alternative provision or directed off-site:

- The home school remains the main registration until the pupil is lawfully removed from roll following a permanent exclusion.

- The alternative provision or receiving school is recorded as the subsidiary registration.
- Schools must use the correct attendance codes to ensure statutory compliance:

Code	Meaning
B	Education off-site (not dual registered)
D	Dual registration (pupil is registered at two settings)
E	Absent (no alternative provision arranged)

- Dual registration is mandatory for all off-site direction and AP placements.
- Accurate coding is essential for safeguarding, census returns, and compliance with statutory guidance.
- For pupils with an EHCP, an emergency annual review must take place before triggering off-site direction, as this constitutes a change of placement.

- **Can Headteacher's convert and/or extend a suspension (incl. pending) into a permanent exclusion?**

No. The law does not allow suspensions to be extended or "converted" into permanent exclusions.

In exceptional cases—usually where new evidence emerges—a further suspension may be issued to begin immediately after the first ends, or a permanent exclusion may be issued to begin immediately after the suspension ends. Each decision must be separate and justified.

- **Can Headteacher's issue a suspension pending (in the first instance) further investigation?**

Suspensions must never be issued as a placeholder for a likely permanent exclusion. If further investigation is needed, the headteacher may issue a suspension only if justified by the behaviour incident itself, not as a way to delay or pre-empt a permanent exclusion decision.

- **What is the difference between a Managed Move and an Off-Site Direction?**

These are two distinct processes under DfE guidance:

Managed Move

- **Purpose:** A voluntary process intended to lead to a *permanent transfer* to another mainstream school.
- **Consent:** Requires agreement from the current school, receiving school, and parents/carers.
- **Key Features:**
 - Used as a preventative measure to avoid permanent exclusion.
 - Must include risk assessments and a reintegration plan.

- Trial periods are not permitted under statutory guidance, but review meetings (e.g., at 6 and 12 weeks) are best practice.
- **Legal Basis:** Not a statutory power; operates under admissions law and guidance.

Off-Site Direction

- **Purpose:** A statutory power under **Section 29A of the Education Act 2002** allowing a school to direct a pupil to attend another setting *temporarily* to improve behaviour.
- **Consent:** Parental consent is not legally required, but consultation is strongly advised.
- **Key Features:**
 - Time-limited placement at AP or another school.
 - Must be for behaviour improvement, not because the school cannot meet SEND needs.
 - Requires dual registration and regular review.
- **Legal Basis:** Section 29A and the Education (Educational Provision for Improving Behaviour) Regulations 2010.

Managed moves should never be used as a short-term behaviour intervention.

Off-site direction cannot be used as a way to avoid statutory duties for SEND or as a substitute for permanent exclusion.

- **At what point can Headteacher's withdraw a permanent exclusion if a managed move has been agreed (before the governor's hearing)?**

A permanent exclusion can be withdrawn at any point **before the Governing Board meets** to consider reinstatement. The withdrawal notice must be sent without delay to:

- The local authority.
- Parents/carers.
- The clerk to the Governing Board.

Important:

- Managed moves must be voluntary and agreed by all parties (school, parents/carers, and receiving school).
- The threat of exclusion must never be used to influence parents to accept a managed move.
- All discussions should be documented and transparent.

- **What happens if a managed move is unsuccessful (without a Permanent Exclusion having been issued)?**

A managed move is intended to give a pupil a fresh start in a new school setting. If the placement breaks down and no permanent exclusion has been issued:

- The pupil should return to their original school unless another agreed plan is in place.
- Headteachers should not issue a permanent exclusion simply because a managed move has failed.
- Schools should review the reasons for breakdown and consider further support or alternative strategies.

How the Inclusion Team support and facilitate a manage move:

Before requesting a managed move

- The headteacher must ensure all reasonable steps have been taken to resolve the pupil's difficulties in school.
- Consult parents/carers and the pupil about their views at a review meeting as part of the pupil's pastoral support plan.
- Liaise with the Inclusion Support Team for advice and guidance.
- Managed moves must be **voluntary and agreed by all parties** (school, parents/carers, and receiving school).
- Obtain **written parental consent** before proceeding.
- Inform parents that:
 - A request for a managed move may not always be accepted.
 - Transport arrangements are the responsibility of the home school and parents.

When a receiving school is identified

- Share relevant information with the potential receiving school.
- Arrange a meeting at the receiving school (good practice: within 2 weeks) to agree whether to proceed.

When a managed move has been agreed

- The receiving school should:
 - Assign a staff member to meet the pupil regularly to review progress.
 - Provide weekly attendance updates to the home school.

End of managed move period

- At the final review meeting (typically at 6 weeks, no later than 12 weeks), decide whether:
 - The pupil transfers permanently to the receiving school, or
 - Returns to the original school.
- Notify Brent Admissions and the Inclusion Team of successful moves so records can be updated.
- Update admission registers accordingly.

Ending a managed move early

- In exceptional circumstances (e.g., serious behaviour issues), the receiving school may end the arrangement early.
- The receiving school's headteacher must consult the original headteacher and confirm in writing to parents the date the pupil will return.

- **If a managed move fails after a school has withdrawn a permanent exclusion can the permanent exclusion be reinstated?**

A failed managed move is not grounds for a reinstatement of a permanent exclusion.

Note: The Fair Access Panel Process

The role of the Fair Access Panel (FAP) is to oversee the process and ensure that the amount of time any child, especially the most vulnerable, is out of school is kept to a minimum. Local Authorities are expected to work in partnership with all schools in their area.

The core function of these panels is to support inclusion by:

- Agreeing and reviewing the Fair Access Panel
- Providing transparency of processes and procedures
- Helping provide a clear system to demonstrate an equitable distribution of young people into schools that may have a range of complex needs and behaviour history
- Ensuring services and existing systems provide value for money
- Helping to ensure there are clear and robust policies in place, to enable the local authority to meet its duty in relation a young person's education entitlement, suitable to their age, ability, aptitude and any special educational needs they may have
- Assisting services and system to maximise safeguarding

Responsibilities of school representatives:

- Ensure the local protocol is adhered to
- Ensure the needs of the child are taken into account
- 10. Ensure all schools are treated fairly.

- **If a parent/carer refuses a managed move what options are available for schools?**

- Explain the reasons for the managed move and its benefits.
- **Do not apply undue pressure** or use the threat of exclusion to influence decisions.
- If parents refuse, the headteacher must:
 - Consult the school's behaviour policy.
 - Refer to DfE exclusion guidance and the SEND Code of Practice.
 - Consider alternative interventions before deciding on sanctions.

- **How should schools inform the Inclusion Team about a managed move or a withdrawn permanent exclusion?**
 - copy of the managed move letter should be sent to the local authority mailbox: schoolexclusions@brent.gov.uk and schools are expected to also include managed moves on their monthly EX1 return to Brent. The letter should make it clear that the permanent exclusion has been withdrawn, name the new provision and its start date.
- **How can I access more support from the Inclusion Support Team and at what point in the process?**

The Inclusion Support Team are best placed to provide early support and intervention for pupils that are at risk of suspension or permanent exclusion.

All Brent schools have an allocated Inclusion Support Officer and this officer is the first point of contact in all matters relating to behaviour support, pupil support and advice and guidance in relation to suspension and permanent exclusion and intervention strategies.

Schools should have regular discussions with their Inclusion Support Officer to review the 'at risk' of suspension or permanent exclusion pupil list. Schools can also request meetings with the Inclusion Support Team to support the identification of disproportionality in exclusion data for their setting.

All schools are also able to make referrals directly to the Inclusion Team. From December 2025 all schools should make referrals using [our online system](#). Where schools are requesting individual support for a young person, they must return the consent form they receive once they have submitted the referral for the case to be discussed at the next available Inclusion Support Referral Panel.

Inclusion Support Referral Panels occur each Tuesday morning during term time. The deadline for referrals to be heard at these meetings is 10:00am the previous Friday. Referrers should expect to receive the outcome of the panel from their Inclusion Support Officer within 48 hours. Support may include signposting to other services, individual support for the child, whole class support or support for teaching or non-teaching staff. The Inclusion Support Officer will share the contact details of the lead professional delivering the support when sharing the outcome of the panel's decision with the referrer.

Further details of the services available by the team is documented in the Inclusion Support Team Brochure which can be found on Brent's website or requested from Inclusion Support Officers.

- **Attendance monitoring of vulnerable pupils**

The strategies to review attendance of vulnerable pupils:

- Review school data termly
- Termly meeting with Attendance Leads
- Key vulnerable students tracked by schools and follow statutory guidance over school protocols

- **Disproportionality in exclusions of Black/Black British and Mixed/dual Heritage**

The strategies to reduce and prevent exclusions:

- Review exclusion data termly.
- Engage in headteacher forums and Inclusion Team meetings.
- Request meetings with the Inclusion Team Manager for targeted support.

- **Who can set up an IRP?**

Brent can coordinate the IRP, this service is free to community schools. Details can be found on [BestBrent](#) or email committee@brent.gov.uk. Brent's Democratic Services can be contacted to set up an IRP for both maintained schools and academies. An Academy can however also source alternatives from the private sector.

- **Who should a school inform about the outcome of an IRP?**

All schools are expected to inform Brent council of an IRP and the subsequent outcome. Brent will hold these records and is required to report to the DfE. The date of the IRP and the outcome should be emailed to: schoolexclusions@brent.gov.uk

- **Can parents and carers request remote access for Governing Board or IRP meetings?**

Yes. Under DfE statutory guidance (August 2024):

- Parents/carers (or pupils aged 18+) have the right to request remote access for Governing Board and IRP meetings.
- Face-to-face remains the default format, but remote participation must be allowed if requested.
- Schools must inform parents of this right when notifying them of a suspension or permanent exclusion.
- Remote meetings should follow the principles set out in Annex A of the DfE guidance, ensuring fairness, confidentiality, and accessibility.
- The clerk must record whether remote access was requested and how it was facilitated.
- All parties should have equal opportunity to present their case and access documents securely.

Headteacher Checklist

Consideration should be given to the following checklist to suspend or permanently exclude

	Yes	No
Has the Pupil Committed the Offence?		
Has there been serious breach/es of the school behaviour policy?		
Is the pupil's presence in school detrimental to the education or welfare of the pupil or others in the school?		
Is this as a last resort following a wide range of other strategies that have been unsuccessful? Or Is this a serious first or 'one off 'offence?		
Is suspension/permanent exclusion the appropriate response? Factors to Consider: <ul style="list-style-type: none">• Decision to suspend not taken in the heat of the moment• A thorough investigation has been carried out• Evidence has been considered in the light of policies and discrimination• The pupil's views have been encouraged, heard and recorded• Mitigating circumstances and provocation (bullying etc.) have been considered• Appropriate wider consultation has been considered		
Has there been involvement from Specialist Behaviour Support / SEND teams or an Educational Psychologist (EP)?		
Has a Behaviour Plan/IEP been implemented?		
Is it appropriate to make a referral to Children and Family Practices via the Multi Agency Safeguarding Hub (MASH)?		
Have alternatives to suspension been considered (e.g. restorative work, mediation, internal suspension, managed move, proactive alternative education placement)?		
On the balance of probabilities, did the pupil, do it? For more serious allegations the evidence must be more substantiating		
Special Considerations		
Does this pupil have a statement of Special Educational Needs (SEN) or an EHC Plan? Have you contacted the SEN officer? Has an emergency Annual Review/Interim Review been called? See separate check list for considerations around the suspension/permanent exclusion of children with SEN/disability		
Is this pupil currently a child in the care of the Local Authority? Have you contacted the Head of the Virtual School and Social Worker?		

Is this pupil subject to Child Protection procedures or a Child in Need? Have you spoken to the Social Worker?		
Is there a TAF for this child/family? Have you liaised with your Children & Families Practice?		
Have issues of SEN, disability, race and care been fully considered? See separate checklist for considerations around the suspension/permanent exclusion of children with SEN/disability		
Has the appropriate length of suspension been considered? Is this for the shortest possible time?		
Has the pupil been suspended/permanently excluded previously?		

Headteacher's checklist for Pupils with a SEN/disability

Headteachers should give consideration to the following checklist before deciding to suspend a pupil with SEN/disability for any period of time.

Does the pupil have a Statement of Special Educational Needs or EHC Plan?	Yes	No
<ul style="list-style-type: none"> Has the SEN Caseworker been contacted? Has an emergency Annual Review/Interim Review been called? <p>Not all pupils with statements of Special Educational Needs will have a disability but there is a significant overlap.</p>		
Is this pupil on the SEN register? <ul style="list-style-type: none"> Has extra assistance from the local authority been explored (have Specialist SEND teams/EP had recent involvement)? 		
Does the pupil have a disability? <p>For example, do they have a mental or physical impairment which has a substantial, adverse effect on their ability to carry out normal day to day activities? In law "substantial" means more than minor or trivial. In law "long term" means at least a year. Not all pupils with a disability will have a statement of Special Educational Needs, or EHC plan but many will. "Disability" includes physical disabilities, speech and language needs, memory and ability to concentrate, perception of the risk of danger when these are adverse, long term and substantial</p>		

<p>Has the pupil been treated less favourably? Would a pupil without a disability have been dealt with in the same way?</p> <p>You will need to consider</p> <ul style="list-style-type: none"> • What is less favourable treatment? • What is the reason for less favourable treatment? • Is the reason directly related to their disability? • Can less favourable treatment be justified? • Is the justification material and substantial? 		
<p>Have reasonable adjustments been made for this pupil?</p> <p>You will need to consider:</p> <ul style="list-style-type: none"> • Would failure to make reasonable adjustments place the pupil at a substantial disadvantage? • Could the need to make reasonable adjustments have been anticipated? • Has the school reviewed policies, practices and procedures (continuing responsibility)? 		
<ul style="list-style-type: none"> • Does reasonable adjustment involve removal/alteration of physical features? • Does reasonable adjustment involve provision of auxiliary aids/services (SEN framework)? • Have relevant factors been explored and balanced? <ul style="list-style-type: none"> □ Need to maintain standards? □ Financial resources available? □ Cost of taking particular step? □ Extent to which it is practical to take particular step? □ Extent to which auxiliary aid/services will be provided under SEN framework? □ Health and safety requirements? □ Interests of other pupils/prospective pupils? • Could the school have been reasonably expected to know about the disability (confidentiality; lack of knowledge)? • Can actions or omissions be materially and substantially justified? 		

Governing Board suspension and permanent exclusion procedure

Headteacher suspends or permanently excludes pupil

Suspension	Permanent exclusion
<p>Clerk/Chair of Committee receive copy of suspension letter from Headteacher</p> <p>Clerk arranges a meeting of the Governing Board Committee if appropriate and contacts all involved</p> <ul style="list-style-type: none"> • 1-5 days – Governing Board is not required to arrange a meeting. • 6-15 school days' suspension in one term - meeting no later than 50 school days – meeting only in event of parental request. • 16-45 school days' suspension in one term - meeting no later than 15 school days <p>Clerk sends</p> <ul style="list-style-type: none"> • Letter inviting parents to the Governing Board Committee meeting • Order of proceedings • Any evidence to be considered at the meeting <p>Clerk takes notes of meeting and records the decision of the Governing Board Committee. None of the parties, with the exception of the Clerk, should be alone with the Governing Board Committee at any time.</p> <p>At the conclusion of the meeting, Clerk sends a letter (without delay) informing parents of the decision with copy to schoolexclusions@brent.gov.uk</p>	<p>Clerk/Chair of Committee receives copy of permanent exclusion letter from Headteacher.</p> <p>Clerk contacts all involved and arranges a suitable date for a meeting of the Governing Board (the meeting must take place no later than 15 school days of notice of the exclusion)</p> <p>Clerk sends</p> <ul style="list-style-type: none"> • Letter inviting parents to the Governing Board Committee meeting • Order of proceedings • Any evidence to be considered at the meeting <p>Clerk takes notes of meeting and records the decision of the Governing Board Committee. None of the parties, with the exception of the Clerk, should be alone with the Governing Board Committee at any time.</p> <p>At the conclusion of the meeting, Clerk sends without delay a letter informing parents of the decision, with copy to schoolexclusions@brent.gov.uk</p>

A summary of the Governing Board's duties to review the Headteacher's exclusion decision

1. Is it a permanent exclusion?

If yes, the Governing Board must convene a meeting to consider reinstatement **within 15 school days** of receiving notice of the permanent exclusion.

If no, go to step 2.

2. Is it a suspension that alone, or combined with previous suspensions, will take the pupil's total number of days out of school above 15 in a term?

If yes, the Governing Board must convene a meeting to consider reinstatement **within 15 school days** of receiving notice.

If no, go to step 3.

3. Will the suspension or permanent exclusion result in the pupil missing a public exam or national curriculum test?

If yes, the Governing Board must convene a meeting **before the date of the exam if possible**. If not practical, the chair may consider reinstatement alone, and this must be recorded.

If no, go to step 4.

4. Will the suspension(s) take the pupil's total number of school days out of school above five but less than 16 for the term?

If yes, go to step 5.

If no, the Governing Board must consider any parental representations but does not have the power to reinstate.

5. Have the pupil's parents requested a Governing Board meeting?

If yes, the Governing Board must convene a meeting **within 50 school days** of receiving notice of the suspension.

If no, the Governing Board is not required to meet and cannot direct reinstatement.

Additional Requirements:

- Parents/carers and pupils aged 18+ must be informed of their **right to request remote access** for the meeting.
- Invite social workers and Virtual School Heads where relevant.
- Clerk must record:
 - How decisions were reached.
 - Consideration of pupil voice and safeguarding factors.

Brent's guidance on off-rolling

What is Off-Rolling?

Off-rolling refers to the unlawful removal of a pupil from a school roll for reasons primarily in the interests of the school rather than the pupil. Ofsted considers off-rolling a serious safeguarding and leadership failure. Under the Education Inspection Framework (EIF) effective November 2025, evidence of off-rolling will result in a "Urgent Improvement" or "Needs Attention" grade for Leadership and Governance and may also impact the Inclusion and Attendance and Behaviour judgements.

Ofsted's Definition of Off-Rolling

Off-rolling occurs when a school:

- Removes a pupil from the roll without a lawful permanent exclusion.
- Pressures parents to remove their child from the roll.
- Encourages a sixth-form student not to continue their course.
- Keeps a pupil on roll but prevents normal attendance without following statutory exclusion procedures.

DfE stance on unlawful exclusions

Permanent exclusion is lawful only if:

1. It is in response to a serious breach or persistent breaches of the school's behaviour policy.
2. Allowing the pupil to remain would seriously harm the education or welfare of the pupil or others.

Exclusions for reasons such as SEND needs, poor academic ability, or failure to attend a reintegration meeting are unlawful.

Examples from Ofsted's Off-Rolling Toolkit

- **Managed Moves**

- *Off-rolling*: Transferring a pupil to benefit the school without evidence it is in the pupil's best interests.
- *Not off-rolling*: A voluntary, well-planned managed move agreed by all parties with documented risk assessment and reintegration plan.

- **Alternative Provision**

- *Off-rolling*: Moving pupils to AP to avoid census counts or accountability.

- *Not off-rolling*: A short-term AP placement with a clear reintegration plan and parental agreement.
- **Elective Home Education (EHE)**
 - *Off-rolling*: Coercing parents into EHE under threat of exclusion.
 - *Not off-rolling*: Parents choosing home education for personal reasons.
- **Permanent Exclusion**
 - *Off-rolling*: Excluding a pupil to pass AP costs to the LA or because of SEND costs.
 - *Not off-rolling*: Exclusion that is lawful, reasonable, and proportionate.
- **Cancelling Exclusions**
 - *Off-rolling*: Excluding a pupil during Ofsted inspection and cancelling afterward.
 - *Not off-rolling*: Cancelling after new evidence emerges.

What will inspectors look at?

Under the November 2025 EIF, inspectors will review pupil movement and attendance as part of the Inclusion, Leadership and Governance, and Attendance and Behaviour evaluation areas.

Key focus areas:

- Exceptional pupil movement: Ofsted analysts will flag schools with unusually high levels of pupils leaving, especially in Years 10 and 11. Primary schools are also monitored for patterns.
- Attendance links: Inspectors will triangulate pupil movement with persistent absence data. High absence followed by removal from roll will trigger scrutiny.
- Groups disproportionately affected: SEND, disadvantaged pupils, and those with low prior attainment.
- Managed Moves:
 - Must comply with DfE statutory guidance (August 2024): voluntary, agreed by all parties, and demonstrably in the pupil's best interests.
 - Evidence of prior interventions and multi-agency involvement.
 - Moves in Years 10 and 11 will be scrutinised closely.
- Elective Home Education:
 - Clear evidence that this was the parent's choice, not the result of pressure.
- Patterns and Provision Review:
 - Who has moved and why?
 - Are certain groups leaving disproportionately?
 - How has the school reviewed its provision and addressed weaknesses?
- Evidence Required:
 - Risk assessments, integration plans, parental consent records.

- Attendance action plans for pupils with persistent absence.
- For pupils with EHCPs or looked-after status, evidence that statutory duties and Virtual School Head involvement were met.

Under the new EIF, findings related to off-rolling or unlawful exclusions can significantly affect the Inclusion, Attendance and Behaviour, and Leadership and Governance grades. If inspectors find evidence of off-rolling, reports will explicitly state: *"This practice constitutes off-rolling according to Ofsted's definition."*