WHITE HOUSE SCHOOL

Suspensions and Exclusions Policy
Prepared by: The Central Team
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1. INTRODUCTION

The White House School is owned and operated by Cavendish Education.

This policy is one of a series of school policies that, taken together, are designed to form a comprehensive statement of the school's aspiration to provide an outstanding education for each of its students and of the mechanisms and procedures in place to achieve this. Accordingly, this policy should be read alongside these policies. In particular, it should be read in conjunction with the policies covering equality and diversity, Health and Safety, safeguarding and child protection.

All of these policies have been written, not simply to meet statutory and other requirements, but to enable and evidence the work that the whole school is undertaking to ensure the implementation of its core values. Everything we do is underpinned by our core values:

- **Ambition** – developing curiosity, courage and aspiration.
- **Resilience** – developing confidence, character and perseverance.
- **Community** – demonstrating kindness, integrity and respect.

While this current policy document may be referred to elsewhere in The White House School documentation, including particulars of employment, it is non-contractual.

In the school's policies, unless the specific context requires otherwise, the word "parent" is used in terms of Section 576 of the Education Act 1996, which states that a 'parent', in relation to a child or young person, includes any person who is not a biological parent but who has parental responsibility, or who has care of the child. Department for Education guidance Understanding and dealing with issues relating to parental responsibility updated August 2023, considers a 'parent' to include:

- all biological parents, whether they are married or not
- any person who, although not a biological parent, has parental responsibility for a child or young person - this could be an adoptive parent, a step-parent, guardian or other relative
- any person who, although not a biological parent and does not have parental responsibility, has care of a child or young person

A person typically has care of a child or young person if they are the person with whom the child lives, either full or part-time, and who looks after the child, irrespective of what their biological or legal relationship is with the child.

The school contracts the services of third-party organisations to ensure regulatory compliance and implement best practices for:

- HR and Employment Law
- Health & Safety Guidance
- DBS Check processing
- Mandatory Safeguarding, Health & Safety, and other relevant training
- Data protection and GDPR guidance
- Specialist insurance cover

Where this policy refers to 'employees', the term refers to any individual who is classified as an employee or a worker, working with and on behalf of the school (including volunteers and contractors).

The school is committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers, pupils and visitors to share this commitment.

All outcomes generated by this document must take account of and seek to contribute to safeguarding and promoting the welfare of children and young people at The White House School.

The policy documents of The White House School are revised and published periodically in good faith. They are inevitably subject to revision. On occasions, a significant revision, although promulgated in school separately, may have to take effect between the republication of a set of policy documents. Care should therefore be taken to ensure, by consultation with the Senior Leadership Team, that the details of any policy document are still effectively current at a particular moment.

2. AIMS

The School is committed to a calm, safe and supportive environment in which pupils can learn, and staff can work. Suspension and permanent exclusion are serious sanctions. They will be used fairly, proportionately and in accordance with the published Behaviour Policy and the School's arrangements with parents.
The school will:

- promote good behaviour and make expectations and consequences clear;
- ensure serious disciplinary sanctions are imposed only after appropriate fact-finding and consideration of relevant circumstances;
- give the pupil a meaningful opportunity to be heard, taking account of age, understanding and communication needs;
- consider safeguarding, SEND, disability, equality and other vulnerability factors before reaching a decision;
- use permanent exclusion only where the Headteacher concludes that the pupil's continued attendance is incompatible with the safe and effective operation of the School, following serious or persistent misconduct, or where another contractual ground for removal applies;
- avoid informal or unofficial exclusions and off-rolling; and
- provide a clear route for parents to request an internal review of a permanent exclusion.

3. LEGAL AND REGULATORY FRAMEWORK

This policy has been prepared with regard to the legal and regulatory framework applicable to independent schools in England, including:

- The Education (Independent School Standards) Regulations 2014, in particular the requirements to have and effectively implement a written behaviour policy setting out sanctions, to keep a record of sanctions for serious misbehaviour, and to provide parents with particulars of the School's arrangements for misbehaviour and exclusions;
- The Equality Act 2010, including the School's duties not to discriminate unlawfully and to make reasonable adjustments for disabled pupils;
- The Children and Families Act 2014 and the Special Educational Needs and Disability Code of Practice: 0 to 25 years, where applicable;
- Keeping Children Safe in Education 2026 and the School's wider safeguarding duties;
- The School Attendance (Pupil Registration) (England) Regulations 2024 and current Department for Education attendance guidance, so far as applicable to independent schools;
- the School's arrangements with parents; and

- the Independent School Standards inspection framework and current inspection guidance, including the expectation that schools do not off-roll pupils.

Note: the statutory exclusion review and independent review panel regime for maintained schools, academies and pupil referral units is not incorporated into this policy as a legal requirement for the School.

4. DEFINITIONS

Suspension - a disciplinary sanction under which a pupil is required not to attend the School for a specified, fixed period. A suspension must have a clear start and end point and must be formally recorded.

Permanent exclusion - the permanent removal of a pupil from the School on disciplinary grounds, resulting in termination of the pupil's place in accordance with this policy and the contractual arrangements with parents.

Internal separation - a temporary arrangement during which a pupil remains on the School site but is taught or supervised separately. It is not a suspension.

Safeguarding separation from site - a temporary, non-disciplinary measure used exceptionally where attendance on site presents an identified safeguarding or safety risk and no reasonable on-site arrangement adequately manages that risk. It is not to be described or recorded as a disciplinary suspension.

Managed move - a consensual permanent transfer to another school. It is not a sanction and requires the agreement of the relevant parties.

Off-rolling - removing or pressuring a pupil to leave, or preventing normal attendance, in the interests of the School rather than the pupil and outside the published behaviour policy and contractual arrangements.

The School does not use informal or unofficial suspensions, including sending a pupil home to "cool off" without formally recording the disciplinary decision or establishing another lawful and clearly documented basis for the pupil not to attend.

5. ROLES AND RESPONSIBILITIES

The Headteacher

- The Headteacher is responsible for decisions to suspend or permanently exclude a pupil on disciplinary grounds. The Headteacher may delegate fact-finding but not the final decision unless an Acting Headteacher has formally assumed the role.
- ensure decisions are consistent with the Behaviour Policy and parent contract;
- consider all relevant evidence and representations;
- consult the DSL where safeguarding issues arise;
- consider SEND, disability and reasonable adjustments;
- ensure the decision and reasons are documented;
- notify the Director of Risk for Cavendish Education when permanent exclusion is being considered and keep the Local Chair of Governors informed; and
- ensure serious sanctions are entered in the School's sanctions record.

The Proprietor / Governing Body / Directors

The Proprietor is responsible for ensuring that the policy is suitable, implemented effectively and reviewed. Where the School has a governing body or local advisory body, its role is oversight unless the School's governance scheme expressly delegates decision-making functions to it.

Cavendish Education Central Team

The Director of Risk offers guidance on risk management, regulatory compliance, and procedural standards. They do not participate in or influence the Headteacher's disciplinary decisions. To maintain impartiality, any individual who provides substantive advice on a permanent exclusion decision is disqualified from participating in subsequent internal reviews.

6. DECISION-MAKING: SUSPENSION AND PERMANENT EXCLUSION

Grounds

A suspension or permanent exclusion may be imposed for misconduct in School or, where the Behaviour Policy and contractual arrangements permit, misconduct outside School that has a sufficiently close connection with the School, its pupils, staff, reputation, discipline or safeguarding responsibilities.

Examples may include serious or persistent breaches of the Behaviour Policy, violence or threats, bullying, discriminatory abuse, sexual misconduct, possession or misuse of prohibited items, serious damage, theft, serious online misconduct, or conduct that creates a significant risk to the welfare or education of others. This list is illustrative, not exhaustive.

Fair process before the decision

Before deciding on suspension or permanent exclusion, the Headteacher will, so far as reasonably practicable:

- establish the relevant facts through proportionate fact-finding;
- consider the evidence fairly and apply the civil standard of proof (the balance of probabilities);
- tell the pupil, in an age-appropriate way, the substance of the concern and give them an opportunity to give their account;
- consider relevant witness accounts, documentary, digital or other evidence and any evidence of provocation, bullying or harassment;
- consider the pupil's age, understanding, SEND, disability, EHC plan, communication needs, safeguarding circumstances and known vulnerabilities;
- consider whether reasonable adjustments or additional support are relevant;
- consult the DSL where safeguarding issues arise and decide whether external agencies should be contacted;
- consider relevant alternatives and whether the proposed sanction is proportionate; and
- make a written record of the reasons for the decision.

The School will not delay a disciplinary decision indefinitely because of a police or safeguarding investigation. It will consider, with the DSL and any relevant agency, whether proceeding would prejudice another investigation or create a safeguarding risk.

Suspension

A suspension will be for a specified period and normally for the shortest period reasonably considered necessary. The School does not operate an open-ended "suspension pending investigation". Where further fact-finding is required, any suspension must still be for a defined period and reviewed before expiry if further action is required.

Permanent exclusion

Permanent exclusion is a serious sanction and will normally be considered only for a serious single incident or serious/persistent misconduct where the Headteacher concludes that continued attendance is not reasonably compatible with the welfare, safety, discipline or effective education of the School community. The Headteacher will consider whether lesser measures are reasonably available before reaching the decision.

7. PUPILS WITH SEND, EHC PLANS AND OTHER VULNERABILITIES

The School will not suspend or permanently exclude a pupil because of disability, SEND or needs that the School considers difficult to meet. Before imposing a serious sanction, the School will consider whether the behaviour may be connected to a disability or unmet need and whether reasonable adjustments or additional support are required.

Where a pupil has an EHC plan and serious behavioural concerns place the school placement at risk, the School will engage with the local authority at an early stage and will consider requesting an early or emergency review of the EHC plan. The purpose of that review is to consider needs, provision and placement; it is not itself a disciplinary sanction and will not be used as the reason for a suspension.

For a looked-after child, previously looked-after child, or pupil with a social worker, the School will involve the DSL and, where appropriate, the social worker and/or Virtual School Head at an early stage, subject to lawful information-sharing and safeguarding considerations.

Where a managed move or alternative placement is in the pupil's interests, it will be pursued consensually and separately from the disciplinary decision. Parents will not be pressured to remove a pupil from roll.

LENGTH AND CHARACTER OF FIXED PERIOD SUSPENSIONS

Whilst suspensions or exclusions are a last resort at our school, regulations allow the Headteacher to exclude a pupil permanently or suspend them for one or more fixed periods not exceeding 45 school days in any one school year.

Individual suspensions are for the shortest time appropriate in the judgement of the Headteacher.

After a cumulative 45 school days of suspension in any one school year, the School is required to either permanently exclude the pupil involved or readmit them.

It is unusual for the school to issue a fixed period suspension for longer than one or two days. A fixed period suspension is not a punitive action but rather is a formal marker of concern to the pupil and those with responsibility for them, and an opportunity for the pupil to reflect constructively upon and learn from their situation.

In cases of more than a day's suspension, where practicable, work is set and marked. It is the parents' responsibility to ensure that work sent home is completed and returned to school.

The Headteacher may, at their complete discretion, issue a "partial suspension", for example by excluding a pupil from some or all regular aspects of school but allowing them to attend for public examinations under regulated circumstances, or by making certain "internal suspension" arrangements. Any such "partial suspension", with its detailed information, is recorded clearly as such in the school's Suspension and Exclusion Log.

The Headteacher may, at their complete discretion, attach conditions to a pupil's return to school.

Following a suspension, the pupil, who may be accompanied by a parent, has a reintegration meeting with a member of the Senior Leadership Team prior to returning to lessons.

A pupil who receives a succession of fixed-period suspensions can reasonably expect to have their place at the school reviewed.

Any suspension of a pupil, even for short periods of time, is formally recorded in the school's Suspension and Exclusion Log.

5a Potential permanent exclusion of a pupil with an EHCP	5b Potential permanent exclusion of a pupil without an EHCP
In the event of an incident (or a series of incidents) occurring that may potentially trigger a permanent exclusion for a pupil wholly or partly funded by a Local Authority via an EHCP (Education, Health and Care Plan), the Headteacher will call an EAR (Emergency Annual Review), if necessary suspending the pupil "temporarily-up-to-45-school-days" pending the outcome of the EAR. The aim of this approach is to formally consider the matter within a multi-professional setting and to ensure due exploration of strategies that could still stabilise and sustain the school place. The school will immediately notify in writing the Group Compliance Director of Cavendish Education of the intention to call any such EAR. The school will actively keep the Group Compliance Director aware of the development of the case, but the Group Compliance Director will not take part in any decision-making in the matter. The school will approach the EAR with openness and will be receptive to considering the views of relevant parties. At the end of the EAR, after due consideration of the views shared, the School will clearly communicate whether it can or cannot meet needs, which will be recorded clearly in the meeting notes. The ideal scenario is that a unanimous decision is reached in the EAR regarding the best way forward.	In the event of an incident (or a series of incidents) occurring that may trigger a permanent exclusion for a pupil without an EHCP (Education, Health and Care Plan), if necessary suspending the pupil "temporarily-up-to-45-school-days" pending the outcome of this process, on the earliest mutually convenient occasion the Headteacher will ask the parents and the pupil to discuss the matter(s) of concern and the continuation or otherwise of the pupil's place in the School, ensuring that the family's views have been properly heard when the place is reviewed. The aim of this approach is to formally consider the matter in a collaborative way and to ensure full exploration of any strategies that could still stabilise and sustain the school place. The school will immediately notify in writing the Group Compliance Director of Cavendish Education of the intention to call any such permanent exclusion. The school will actively keep the Group Compliance Director aware of the development of the case, but the Group Compliance Director will not take part in any decision-making in the matter. Importantly, no decision is made at this stage. Following this meeting, if any further fact-finding exercises are needed, they are undertaken; the meeting with parents and

The Headteacher may arrange for a student a "managed move" between schools within the Cavendish Education family of schools, with the agreement of the parents, both schools and, in the case of an LA-funded student, the relevant Local Authority, but not a "managed move" to a school outside the Cavendish Education family of schools.

Following the EAR, the responsibility for decision-making over the pupil's school place at the school will sit with the relevant Local Authority.

If the LA concludes that the pupil requires a new placement, the school will support that decision and will assist the family and LA in facilitating the move.

During the interim period, whilst a new placement is found by the LA, the school may decide to:

- allow the pupil to return to school temporarily (but only if a safe and workable plan can be agreed with relevant parties).
- work with parents and other agencies to implement temporary arrangements whereby the pupil does not attend the school campus but remains on roll (eg alternative provision, remote learning or elective home education).
- end the placement, meaning the pupil's educational provision will become the responsibility of the LA in this interim period.

Whichever option is chosen, care is taken to consider all relevant factors, particularly those surrounding safeguarding.

If the LA decides that the pupil should return to the school and that a new placement is not required, the "temporary-up-to-45-school-days" the pupil may be reconvened if appropriate.

The Headteacher considers the facts of the matter and the representations that have been made, consulting and otherwise taking advice as appropriate.

The Headteacher will notify the parents of the decision, which may be one of:

- exoneration and immediate return to school
- return to school under certain conditions following temporary exclusion, with the right of appeal for an exclusion of more than 15 school days
- permanent exclusion with right of appeal

A permanent exclusion is not finalised until any invoked appeal process has been completed.

The Headteacher may arrange for a student a "managed move" between schools within the Cavendish Education family of schools, with the agreement of the parents and both schools, but not a "managed move" to a school outside the Cavendish Education family of schools.

suspension will end. The School will decide whether to conclude the "temporary-up-to-45-school-days" suspension by supporting a return to School for the pupil or if this is incompatible with the Headteacher's assessment of the school's capacity to maintain the school place and the views shared at the EAR, the "temporary-up-to-45-school-days" suspension will be concluded and a permanent exclusion will be implemented.	

8. NOTIFICATION AND EDUCATION DURING SUSPENSION

Parents will be informed without undue delay when the Headteacher decides to suspend or permanently exclude. The School will confirm the decision in writing and provide sufficient information to understand the decision and the next steps.

A suspension letter will normally state:

- the reason for the suspension;
- the start date and end date;
- the arrangements for education/work during the period;
- any expectations applying during the suspension;
- the proposed reintegration arrangements; and
- the person parents may contact with questions about the decision.

During a suspension, the School will take reasonable steps to provide suitable work or learning activities, taking account of the pupil's age, curriculum and SEND. The School will maintain appropriate pastoral or safeguarding contact where needed.

The School will record the suspension as required by the applicable attendance and registration rules and will keep the pupil on the admission register unless and until there is a lawful basis for removal.

9. REINTEGRATION

Following a suspension or safeguarding separation from site, the School will plan for a safe and constructive return. A reintegration meeting should normally take place before or on return, but a pupil will not be kept out of School solely because a parent is unable or unwilling to attend the meeting.

A reintegration plan may include:

- a clear fresh-start message and restatement of expectations;
- a review of relevant support and reasonable adjustments;
- a named pastoral contact or mentor;
- a risk management or safety plan where appropriate;
- restorative work where suitable and freely undertaken;
- regular review points with the pupil and parents; and

liaison with external professionals where appropriate.

10. PERMANENT EXCLUSION AND INTERNAL REVIEW

Decision and notification

If the Headteacher decides permanently to exclude a pupil, the written decision will set out the principal reasons, the effective date, arrangements for the pupil's belongings and records, and the parent's right to request an internal review under this section. The decision will also explain any relevant contractual consequences.

Request for review

A parent may request an internal review by writing to [INSERT ROLE/EMAIL] within 10 school days of the written permanent exclusion decision. A late request may be accepted where the Review Chair considers there is a reasonable explanation for the delay.

Review Panel

The Proprietor will appoint a Review Panel of normally three people who were not responsible for the original decision. At least one member will be independent of the School's day-to-day management. No member should have a conflict of interest or prior involvement that could reasonably call their impartiality into question.

The review is an internal contractual review. It is not the statutory independent review panel procedure that applies to maintained schools and academies.

Procedure

Parents will receive the material documents on which the School relies, subject to lawful redaction and safeguarding restrictions.

Parents and the pupil, where appropriate, may provide written representations and may attend the review meeting with a companion or representative.

The Headteacher may attend to explain the decision.

The Panel may ask questions of the parties and may adjourn if further information is reasonably required.

The Panel will consider whether the decision was made in accordance with this policy and the School's contractual arrangements, whether the process was fair, whether relevant matters were considered, and whether the decision fell within the range of reasonable responses open to the Headteacher.

The Panel will decide on the balance of probabilities where it needs to determine disputed facts.

Outcome

The Review Panel may uphold the decision, set it aside and direct reinstatement, or remit the matter to the Headteacher for reconsideration with specified procedural directions. The Panel will provide its decision and brief reasons in writing as soon as reasonably practicable.

A complaint about the administration of the review may be raised under the School's Complaints Procedure. The Complaints Procedure is not a second appeal on the merits unless the procedure expressly provides otherwise.

11. REMOVAL FROM ROLL AND PUPIL RECORDS

The School will maintain its admission and attendance registers in accordance with the legislation and guidance applicable to independent schools. A pupil's name will be removed from the admission register only where a lawful ground for deletion applies and any required notification or return has been made.

Where permanent exclusion terminates the pupil's place, the School will check the applicable registration requirements and contractual position before deleting the pupil from roll. The School will not backdate removal in order to disguise absence or avoid scrutiny.

The School will retain a clear record of serious disciplinary sanctions, including suspensions and permanent exclusions, the reasons, dates, decision-maker and outcome of any review, in accordance with the School's records retention and data protection arrangements.

12. MONITORING, REPORTING AND OVERSIGHT

The School will monitor serious sanctions to identify patterns, repeat incidents, safeguarding concerns and potential disparities between groups of pupils. Analysis will be proportionate to cohort size and will avoid drawing conclusions from very small numbers without appropriate context.

The Headteacher will report serious sanctions to the School's governance body and Cavendish Education in accordance with governance arrangements. Permanent exclusion under consideration will be notified in writing to the Director of Risk, with the Chair of Governors kept informed. Permanent exclusions will also be reported to the Group Directors at the earliest opportunity and normally within one school day of the final decision.

Reports should normally include the pupil's name, sanction, duration where relevant, reason, age, relevant SEND/EHC-plan status and a concise behaviour/support history. Sensitive information will be shared only with those who need it for their role.

At least termly, the School will review:

- the number and reasons for suspensions and permanent exclusions;
- repeat suspensions and the effectiveness of support plans;
- patterns by age and, where numbers permit meaningful analysis, protected characteristic and SEND status;
- whether sanctions are being applied consistently with the Behaviour Policy;
- any safeguarding separations from site and their duration;
- any concerns about off-rolling or inappropriate pressure on families; and
- lessons for policy, staff training and pupil support.

13. LINKS WITH OTHER POLICIES

This policy is linked to our:

- Positive Behaviour Support policy
- SEND policy
- SEN information report
- Safeguarding and Child Protection Policy

- Equality and Diversity Policy
- Anti-Bullying Policy
- Complaints Procedure
- Admissions Policy
- Attendance Policy
- Data Protection Policy / Records Retention Schedule
- Parent Contract / Terms and Conditions

14. APPROVAL & POLICY REVIEW

This policy will be monitored by the Headteacher and Cavendish Education Central Team. Serious sanctions, suspensions and permanent exclusions will be monitored for patterns and reviewed as part of safeguarding, behaviour, SEND and equality oversight.

This Policy has been reviewed and approved by:

Policy Approver(s)	Cavendish Education Board of Directors/Senior Leadership Team of the school
Storage Location	Website, online, hard copy in the school
Effective Date	July 2026
Next Review Date	September 2027

15. REVISION HISTORY

Version	Change	Author	Date of Change
1	First published	Cavendish Central Team	July 2026
1.1	Independent-school policy aligned to Cavendish Education policy template	Cavendish Central Team	Sept 2026

APPENDIX 1 - INDEPENDENT REVIEW PANEL TRAINING

Cavendish Education must make sure that all members of an independent review panel and clerks/governance professionals have received training within the 2 years before the date of the review.

Training must have covered:

- The requirements of the primary legislation, regulations and statutory guidance governing suspensions and permanent exclusions on disciplinary grounds, 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/governance professional 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

APPENDIX 2 - DECISION CHECKLIST

This checklist supports consistent decision-making. It does not replace professional judgment or the full policy.

☐ Is the proposed action disciplinary suspension/permanent exclusion, internal separation, or safeguarding separation from site? The basis must be explicit.
☐ What provision of the Behaviour Policy / parent contract is engaged?
☐ What facts are established on the balance of probabilities and what evidence supports them?
☐ Has the pupil had a meaningful opportunity to give their account?
☐ Have relevant SEND, disability, EHC plan, safeguarding and vulnerability factors been considered?
☐ Are reasonable adjustments relevant?
☐ Has the DSL been consulted where there is a safeguarding issue?
☐ Have proportionate alternatives been considered?
☐ Is the proposed sanction proportionate and are the reasons recorded?
☐ Have parents been notified promptly and in writing?
☐ Has the serious sanction been entered in the School's record?
☐ If permanent exclusion is being considered, has the Director of Risk been notified and the Chair of Governors kept informed?
☐ If permanent exclusion is decided, have internal review rights and contractual consequences been explained?

APPEDNIX 3 - LETTER TEMPLATES

A3.1 - Fixed-period suspension

Dear [NAME],
I write to confirm my decision that [PUPIL] is suspended from [START DATE/TIME] until [END DATE/TIME]. This is a disciplinary suspension under the School's Behaviour Policy and Suspensions and Exclusions Policy.
The reason for the suspension is: [CONCISE REASON AND RELEVANT BEHAVIOUR POLICY PROVISION].
During the suspension, the School will [SET OUT EDUCATION/WORK ARRANGEMENTS]. [PUPIL] is expected to [ANY REASONABLE EXPECTATIONS].

A reintegration meeting is proposed for [DATE/TIME] with [STAFF MEMBER]. You are invited to attend. The meeting is intended to support a successful return; [PUPIL] will not be prevented from returning solely because you cannot attend.
If you have questions about this decision, please contact [NAME/ROLE].
Yours sincerely,
Headteacher

A3.2 – Temporary safeguarding separation from site

Dear [NAME],
I write to confirm a temporary safeguarding arrangement under section 7 of the School's Suspensions and Exclusions Policy. This is not a disciplinary suspension.
Following a safeguarding risk assessment, the School has concluded that [PUPIL] should not attend the School site from [DATE/TIME] until the review on [DATE/TIME], because [PROVIDE INFORMATION THAT CAN LAWFULLY AND SAFELY BE SHARED].
During this period the School will [EDUCATION / CONTACT / SUPPORT ARRANGEMENTS]. The arrangement will be reviewed on [DATE] and sooner if circumstances materially change. Our aim is for normal attendance to resume as soon as the identified risk can be safely managed.
Please contact [DSL/HEADTEACHER] if you wish to discuss the arrangements.
Yours sincerely,
Headteacher

A3.3 – Permanent exclusion

Dear [NAME],
Following the disciplinary process and consideration of the information available, I write to confirm my decision that [PUPIL] is permanently excluded from [SCHOOL] with effect from [DATE], in accordance with the School's Behaviour Policy, Suspensions and Exclusions Policy and the contractual arrangements with parents.
The principal reasons for my decision are: [REASONS, INCLUDING FINDINGS OF FACT AND RELEVANT POLICY PROVISIONS].
You may request an internal review of this decision by writing to [ROLE/EMAIL] within 10 school days of this letter. The review procedure is set out in section 11 of the policy. The review is the School's internal contractual review and is not the statutory independent review panel process applicable to maintained schools and academies.
The School will separately confirm [PROPERTY / RECORDS / FEES OR CONTRACTUAL ARRANGEMENTS AS APPLICABLE].
Yours sincerely,
Headteacher