



Brent Exclusions Toolkit for Headteachers and Governors 2026/27

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How to use this document

This toolkit provides **practical guidance for headteachers and governors** on managing exclusion decisions and processes.

It is designed to support you at different stages:

Where to start

- If you are considering whether exclusion may be necessary:
→ Start with **Section 2: Decision Making**
- If you have made the decision to exclude:
→ Move to the relevant process sections
- If you are considering **alternative pathways** (e.g. off-site direction, managed move, or safeguarding arrangements):
→ Refer to **Section 7**

How this document fits with other guidance

This toolkit should be used alongside:

- **Brent Exclusions Protocol**
For the statutory and legal requirements that must be followed
- **Inclusion Support Team Partnership Framework**
For early intervention and escalation support prior to exclusion

Important

This toolkit supports practical application.

Where legal requirements apply, these are set out in the Brent Exclusions Protocol, which should always be followed.

Use this document to support day-to-day decision-making and implementation.

1. Introduction to the Brent Exclusions Toolkit

1.1 Purpose of this Toolkit

The Brent Exclusions Toolkit provides practical guidance and resources to support headteachers, governing boards, and clerks in applying the statutory processes for suspension and permanent exclusion.

It is designed to:

- Support the consistent application of statutory requirements
- Provide practical tools, including model letters and checklists
- Assist schools in meeting their legal duties and procedural responsibilities
- Promote clarity and confidence in managing exclusion processes

This toolkit focuses on **how to apply** the statutory framework in practice.

1.2 Relationship to the Brent Exclusions Protocol

This toolkit should be read alongside the **Brent Exclusions Protocol for Headteachers and Governors (2026/27)**.

- The **Protocol** sets out the statutory framework, legal duties, and expectations
- The **Toolkit** provides practical guidance and resources to support implementation

Where there is any difference between this toolkit and the protocol, the **protocol and statutory guidance must be followed**.

1.3 Relationship to Statutory Guidance

This toolkit reflects the Department for Education statutory guidance:

[*Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England \(July 2026\)*](#)

Headteachers and governing boards must ensure that all decisions and processes comply with this statutory guidance.

This toolkit does not replace statutory guidance and should not be used as a substitute for it. A reference list of the statutory guidance that informs this toolkit can be found in Section 13 of the Brent Exclusion Protocol.

1.4 Relationship to Brent's Inclusion and Exclusion System

This toolkit forms part of Brent's wider inclusion system, which is designed to:

- Prevent exclusion wherever possible through early intervention and partnership working

- Ensure that decisions to suspend or permanently exclude are lawful, reasonable, and proportionate
- Support schools to apply statutory processes consistently and effectively
- Ensure that children and young people continue to receive appropriate education and support

This system is set out across four key documents:

- The **Inclusion Support Team Partnership Framework** – which outlines expectations for early intervention as part of the school's wider approach to supporting the pupil, and partnership working
- The **Brent Exclusions Protocol** – which sets out statutory duties, legal requirements, and expectations for decision-making
- The **Brent Exclusions Toolkit** – which provides practical guidance, templates, and resources to support implementation
- The **Parent and Carer Guide to Exclusions** – which explains the process, rights, and support available to families

The documents operate together as a coherent system:

- The **Partnership Framework** focuses on prevention and early intervention
- The **Protocol** defines the legal framework and requirements
- This **Toolkit** supports the practical application of those requirements
- The **Parent Guide** explains the process and rights to families

This toolkit should always be used alongside the **Brent Exclusions Protocol** and relevant statutory guidance.

1.5 How to Use this Toolkit

This toolkit is structured to support different stages of the exclusion process.

It includes:

- Practical guidance on key stages of the process
- Checklists to support compliance with statutory requirements
- Model letters for use by headteachers and governing boards
- Templates and examples to support consistent practice

Users should:

- Refer to the relevant section of the toolkit when managing an exclusion
- Ensure that actions are taken in line with the Brent Exclusions Protocol and statutory guidance
- Use the model letters and templates as a guide, adapting them where necessary to reflect the circumstances of each case

The toolkit is intended to support **accurate, lawful, and consistent practice**, rather than to replace professional judgement.

1.6 Role of the Inclusion Support Team

The Inclusion Support Team (IST) supports schools in applying exclusion processes and in promoting inclusive practice.

IST officers can:

- Provide information about statutory processes and requirements
- Support understanding of the Brent Exclusions Protocol
- Signpost schools and families to appropriate services and sources of advice (see Section 9.6)

The Inclusion Support Team does not provide legal advice or representation.

1.7 Updates to Statutory Guidance for Academic Year 2026-27

2. Decision-making Framework for Exclusions

This framework provides a structured approach to support headteachers and governors in determining whether the threshold for suspension or permanent exclusion has been met. It should be used in all cases where exclusion is being considered.

This framework is a support tool to assist professional judgement. It does not introduce additional thresholds or requirements beyond those set out in statutory guidance and the Brent Exclusions Protocol.

Decisions to suspend or permanently exclude must be based on the statutory criteria and the specific circumstances of each case.

Step 1: What has happened? (Clarity of behaviour)

The first step is to establish a clear understanding of the behaviour.

Schools should be able to clearly describe:

- The specific behaviour or incident
- Its seriousness and impact on others
- Whether it is:
 - a serious one-off incident, or
 - part of a sustained pattern over time

In considering the incident, schools should determine whether the behaviour is primarily a safeguarding matter rather than a disciplinary issue.

Where appropriate, the Designated Safeguarding Lead should be involved in this consideration.

Step 2: What has been done already as part of the school's wider approach to supporting the pupil?

The second step is to consider the support that has been in place and how the school has responded to the pupil's needs.

Schools should consider what strategies have been implemented, how consistently they have been applied, and what impact they have had.

Where a pupil is on a reduced or part-time timetable, schools should ensure that arrangements have been lawful, time-limited, and appropriately reviewed, and consider whether this forms part of the wider context for decision-making.

Where an incident has involved the use of reasonable force, restraint, or seclusion, schools should ensure that the incident has been recorded and reviewed in line with statutory guidance.

This information forms part of the wider context for decision-making and should be considered alongside other factors, but does not in itself determine whether the threshold for exclusion has been met.

Step 3: Why now? (Rationale for escalation)

The third step is to consider the current context and why exclusion is being considered at this point.

This may include consideration of any escalation in behaviour, changes in circumstances, or emerging risks.

Headteachers should assess the situation based on the individual circumstances of the case and the statutory criteria, rather than on a requirement to demonstrate that all possible interventions have been exhausted.

Step 4: What stage are we in? (decision point)

Headteachers must determine whether the **statutory threshold for permanent exclusion has been met**, based on the specific circumstances of the case.

In reaching this judgement, headteachers should consider the available evidence, the nature of the behaviour, and the impact on the pupil and others.

While it may be helpful to consider what support or intervention has been in place, **there is no requirement to demonstrate that all possible interventions have been exhausted**.

Where the statutory threshold is met, the appropriate course of action is to proceed with the formal exclusion process.

If the threshold for permanent exclusion has been met (post-threshold):

- There is clear, evidence-based justification for exclusion
- The decision is lawful, reasonable and proportionate

Headteachers should consider the available evidence and the individual circumstances of the case, including the impact of the behaviour and any relevant context. While it may be helpful to consider the role of previous support or intervention, there is no requirement to demonstrate that further intervention would not be effective.

Where the statutory threshold is met, the exclusion process should proceed.

Before deciding on permanent exclusion, headteachers should ask:

“Has the situation been fully considered in line with the statutory criteria and the individual circumstances of the case?”

Intervention happens as part of decision-making. Once the threshold is met, the decision must follow.

Use of Off-Site Direction and Managed Moves

- Off-site direction and managed moves are **interventions as part of the school's wider approach to supporting the pupil**
- Off-site direction must be planned, time-limited and regularly reviewed

! They must not be used:

- As a substitute for permanent exclusion where the threshold has been met
- To delay or avoid a lawful exclusion decision
- As retrospective alternatives once a decision has been properly made

Pre-PEX Consultation (Threshold Review)

This section provides practical guidance for headteachers on engaging in a **Pre-PEX Consultation (Threshold Review)** where permanent exclusion is being considered.

A Pre-PEX Consultation is a structured professional discussion with the Inclusion Support Team (IST) that takes place before a decision to permanently exclude is made or communicated.

It supports headteachers to ensure that:

- The threshold for permanent exclusion has been correctly identified
- The situation is clearly understood as:
 - a safeguarding matter
 - a behaviour issue requiring further intervention, or
 - behaviour where the threshold for permanent exclusion has been met
- The **appropriate pathway** is followed with confidence

A Pre-PEX Consultation should take place where:

- You are actively considering permanent exclusion, and
- You are at the point of reviewing evidence and reaching a decision, but
- You have not yet communicated the decision to parents

It is not required for every case, but may be helpful where there is uncertainty or complexity.

The discussion should focus on clarity of decision-making, not on seeking alternatives after the threshold has been reached.

Key questions include:

- What is the primary issue — safeguarding or behaviour?
- Has the situation been considered in line with the statutory criteria and the individual circumstances of the case?

- Does the behaviour meet the threshold for permanent exclusion?
- Are there any relevant factors or information that need to be considered before making a final decision?

Possible outcomes

Following a Pre-PEX Consultation, one of the following will usually be clear:

☒ The threshold for permanent exclusion is met

- The school should proceed with the exclusion in line with statutory guidance

☒ The threshold has not yet been met

- Further intervention should be considered, which may include:
 - off-site direction
 - additional targeted support
 - managed move (where appropriate)

☒ The matter is primarily safeguarding

- Consideration should be given to **safeguarding-based restriction on attendance (separation)**

A Pre-PEX Consultation:

- ☒ Is not an approval process
- ☒ Does not prevent or delay a lawful exclusion
- ☒ Is not an opportunity to negotiate alternative arrangements after the threshold has been reached

The decision to exclude remains the responsibility of the headteacher.

Before the discussion, it is helpful to have considered:

- The incident(s) leading to the consideration of exclusion
- The support and interventions already in place
- Any relevant contextual or safeguarding factors
- Whether the situation has clearly moved beyond pre-threshold intervention

The aim is not to prepare a formal case, but to ensure that the discussion is focused and informed.

Schools that use Pre-PEX Consultations effectively:

- Engage early once exclusion is being seriously considered
- Use the discussion to gain clarity and confidence in decision-making

- Distinguish clearly between:
 - intervention
 - safeguarding
 - exclusion

This supports consistent and lawful practice across the borough.

Where the threshold for permanent exclusion has been met, headteachers should proceed to **Section 3: Overview of the Exclusion Process**, which sets out the stages that must now be followed.

3. Overview of the Exclusion Process

3.1 Purpose of this Section

This section provides a high-level overview of the statutory process for suspension and permanent exclusion.

It is intended to support headteachers, governing boards, and clerks to understand:

- The key stages in the process
- When specific actions are required
- How different roles and responsibilities fit together

This section should be read alongside the **Brent Exclusions Protocol**, which sets out the legal framework and requirements in full.

This section should be used after applying the **Decision-Making Framework in Section 2**, where a decision to suspend or permanently exclude has been made.

3.2 Key Stages of the Process

The process for suspension and permanent exclusion can be understood in four main stages:

Stage 1: Decision by the Headteacher

The headteacher decides whether to suspend or permanently exclude a pupil.

Decisions must be made in accordance with the **principles set out in the Brent Exclusions Protocol**, including consideration of:

- The individual circumstances of the pupil
- Any contributing or contextual factors
- Safeguarding and welfare considerations
- Equality and SEND duties

Where a pupil experiences repeated suspensions, schools should consider whether suspension is an effective response and whether further or alternative strategies are required to address the behaviour.

Further guidance on decision-making is set out in **Section 6 of the Brent Exclusions Protocol**.

Stage 2: Notification

Once a decision has been made, the headteacher must notify:

- Parents (or the pupil if aged 18 or over)
- The governing board
- The local authority
- The pupil's social worker (where applicable)
- The Virtual School Head (where applicable)

Notification must be provided **without delay** and must include all required information set out in [statutory guidance](#). Schools must notify the local authority by emailing schoolexclusions@brent.gov.uk without delay.

For permanent exclusions, schools must also complete and submit the **EX2 notification form** to the local authority. This notification is required to enable the local authority to fulfil its statutory duties.

Further detail is provided in **Section 7 of the Brent Exclusions Protocol** and in the model letters included in this toolkit.

Stage 3: Governing Board Review

In certain circumstances, the governing board (typically through a Governors' Discipline Committee or equivalent panel) must consider whether the pupil should be reinstated.

This will depend on:

- The type of exclusion (suspension or permanent exclusion)
- The number of days of suspension
- Whether the pupil would miss a public examination
- Whether representations are made by parents

The governing board must consider the evidence and representations presented and decide whether to reinstate the pupil or uphold the exclusion.

Further detail is provided in **Section 8 of the Brent Exclusions Protocol** and in the procedures set out in this toolkit.

Stage 4: Independent Review (Permanent Exclusion Only)

Where a governing board decides not to reinstate a pupil following a permanent exclusion, the parent (or pupil aged 18 or over) has the right to request an **Independent Review Panel (IRP)**.

The panel reviews whether the governing board's decision was:

- Lawful
- Reasonable
- Procedurally fair

The panel may uphold the decision, recommend reconsideration, or quash the decision and direct reconsideration.

Further detail is provided in **Section 10 of the Brent Exclusions Protocol**.

3.3 Education During Exclusion

Where a pupil is suspended or permanently excluded, arrangements must be made to ensure that appropriate education is provided:

- For the first five school days, the school must set and mark work
- From the sixth school day:
 - The **school** is responsible for providing suitable full-time education for suspended pupils where the suspension extends to that point
 - The **local authority** is responsible for providing suitable full-time education for permanently excluded pupils

These arrangements must comply with [statutory requirements](#).

3.4 Key Responsibilities

The exclusion process involves a number of roles, each with specific responsibilities:

- **Headteachers:** make decisions about suspension and permanent exclusion and ensure statutory requirements are met
- **Governing boards (or relevant committees):** review decisions and determine whether a pupil should be reinstated
- **Local authority:** fulfil statutory duties, including arranging education following permanent exclusion and convening Independent Review Panels
- **Inclusion Support Team (IST):** provide information, guidance on process, and signposting to services

Further detail on roles and responsibilities is set out throughout this toolkit and in the Brent Exclusions Protocol.

3.5 Use of this Toolkit Within the Process

This toolkit is structured to support each stage of the exclusion process.

Users should:

- Refer to the relevant section of the toolkit at each stage
- Use the provided checklists to ensure compliance with statutory requirements
- Use the model letters to support accurate and consistent communication

Model letters linked to each stage are included in **Section 9** of this toolkit.

3.6 Summary Timeline

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.

4. Notification Requirements

4.1 Purpose of this Section

This section provides practical guidance on meeting [statutory requirements](#) when notifying parents, governing boards, and other relevant parties of a suspension or permanent exclusion.

It should be read alongside **Section 7 of the Brent Exclusions Protocol**, which sets out the legal requirements in full.

This section applies once a decision to suspend or permanently exclude has been made and focuses on the required notification steps.

4.2 Key Principles

When notifying a suspension or permanent exclusion, headteachers must ensure that:

- Notification is provided **without delay**
- All required information is included
- Communication is clear, accurate, and accessible
- Records of notification are retained

Failure to meet notification requirements may result in procedural errors and could lead to challenge.

4.3 Who Must Be Notified

Following a decision to suspend or permanently exclude, the headteacher must notify:

- The **parents** (or the pupil if aged 18 or over)
- The **governing board**
- The **local authority**

Where applicable, the headteacher must also notify:

- The pupil's **social worker**
- The **Virtual School Head** (for looked-after children)

In Brent, notification to the local authority must be made by emailing schoolexclusions@brent.gov.uk without delay.

For permanent exclusions, this must include completion of the EX2 notification form.

Schools should ensure that all required information is included to avoid delays in statutory processes.

4.4 Information That Must Be Provided to Parents

When notifying parents, the headteacher must ensure that the written notification includes:

- The reason(s) for the suspension or permanent exclusion
- The duration of the suspension, or confirmation that the exclusion is permanent
- The parent's right to make representations to the governing board
- Information about how to make representations
- Information about how the pupil may be involved
- The parent's right to attend a governing board meeting and to be represented
- Information about requesting a meeting via remote access, where applicable

Where relevant, the notification must also include:

- Details of alternative provision (where known)
- Information about the parent's duty regarding the pupil's presence in a public place during school hours

Model letters in this toolkit include the required information and should be used to support compliance.

4.5 Alternative Provision Information

Where alternative provision is to be arranged, schools must provide details including:

- The start date
- The address of the provision
- The start and finish times
- The name of the person the pupil should report to

If this information is not available at the time of initial notification, it must be provided **without delay**, and no later than 48 hours before the provision begins.

4.6 Communication Expectations

Headteachers should ensure that communication with parents is:

- Clear and easy to understand
- Provided in an accessible format, taking into account any communication needs
- Delivered promptly, without delaying the written notification

Where possible, schools should:

- Make initial contact by telephone or in person

- Follow this with formal written notification

4.7 Use of Model Letters

Model letters are provided in this toolkit to support schools in meeting statutory notification requirements.

When using model letters:

- The correct template should be selected based on the type and duration of the exclusion
- All required content must be included
- Letters should be adapted to reflect the specific circumstances of the case

Model letters are available in **Section 9** of this toolkit.

4.8 Good Practice

In addition to statutory requirements, schools should:

- Ensure that reasons for exclusion are clearly explained and linked to the behaviour policy
- Use clear and neutral language
- Avoid ambiguous or incomplete information
- Check that all required recipients have been notified

Using the checklist provided in this toolkit can support compliance.

5. Governing Board Review Process (GDC)

5.1 Purpose of this Section

This section provides practical guidance on the role and operation of the governing board when reviewing decisions to suspend or permanently exclude a pupil.

In most cases, this function is carried out by a **Governors' Discipline Committee (GDC)** or equivalent panel.

This section should be read alongside **Section 8 of the Brent Exclusions Protocol**, which sets out the statutory duties in full.

This section applies after formal notification has taken place and where a governing board review is required.

5.2 When a Governing Board Must Meet

Whether a governing board meeting is required will depend on:

- The type of exclusion (suspension or permanent exclusion)
- The number of school days of suspension
- Whether the pupil would miss a public examination
- Whether parents request a meeting

In summary:

- **Permanent exclusions** → meeting must take place
- **Suspensions over 15 days (in a term)** → meeting must take place
- **Suspensions between 6–15 days** → meeting must take place if parents request it
- **Suspensions of 5 days or fewer** → governing board considers representations but does not meet

Clerks and school leaders should refer to the **timetable guidance in this toolkit** to ensure deadlines are met.

5.3 Role of the Governing Board

The role of the governing board (or GDC) is to review the headteacher's decision and determine whether the pupil should be reinstated.

In doing so, the governing board must:

- Consider all relevant evidence and representations
- Take account of the circumstances of the pupil
- Apply the principles set out in the Brent Exclusions Protocol

- Ensure the process is fair and transparent

The governing board does not make the original decision but must review whether the decision was lawful, reasonable, and procedurally fair, based on the evidence presented.

5.4 Participants in the Meeting

The following individuals may be involved in a governing board meeting:

- Members of the governing board (or GDC)
- The headteacher
- Parents (or the pupil, if aged 18 or over)
- The pupil (where appropriate)
- A local authority representative (for permanent exclusions)
- The pupil's social worker (where applicable)
- The Virtual School Head (for looked-after children)
- Representatives or supporters for the parent or pupil

The clerk is responsible for organising the meeting and ensuring that all relevant parties are invited.

5.5 Role of the Clerk

The clerk plays a key role in ensuring that the process is conducted lawfully and efficiently.

This includes:

- Arranging the meeting within statutory timescales
- Issuing invitations and collecting representations
- Circulating reports and documentation
- Advising on procedure
- Recording the meeting and the decision
- Communicating the outcome in writing

Model letters for clerks are provided in **Section 9** of this toolkit.

5.6 Conduct of the Meeting

The meeting should be conducted in a way that is:

- Fair
- Structured

- Transparent

The Chair should ensure that:

- All parties have an opportunity to present their views
- Questions can be asked and answered
- The pupil's voice is considered (where appropriate)
- The process is clearly explained at the outset

Where requested, meetings may be held via **remote access**, provided that this allows for a fair and transparent process.

5.7 Decision-Making

Following the meeting, the governing board must decide whether to:

- **Reinstate the pupil** (immediately or from a specified date); or
- **Decline to reinstate the pupil**

In reaching a decision, the governing board should:

- Consider the evidence presented
- Apply the principles set out in the Brent Exclusions Protocol
- Ensure that the decision is based on relevant factors

The governing board must provide clear reasons for its decision.

5.8 Notification of the Decision

The governing board must communicate its decision **without delay**.

The written decision should include:

- The outcome of the review
- The reasons for the decision
- Information about next steps (including the right to request an Independent Review Panel where applicable)

Model outcome letters are provided in **Section 9** of this toolkit.

5.9 Good Practice

To support effective and consistent practice, governing boards should:

- Ensure documentation is shared in advance of the meeting

- Use clear and consistent procedures
- Keep a clear and accurate record of decisions
- Ensure that all participants understand the process

Using the templates and guidance in this toolkit can support compliance and consistency.

5.10 Common Issues to Avoid

Governing boards should take care to avoid:

- Making decisions without considering all relevant evidence
- Failing to allow all parties the opportunity to be heard
- Applying inconsistent processes across cases
- Providing unclear or incomplete reasons for decisions

These issues may result in decisions being challenged or reviewed.

6. After the Governing Board Decision

6.1 Purpose of this Section

This section provides practical guidance on steps following a governing board decision, including:

- Communication of the outcome
- Next steps following reinstatement or upheld exclusions
- The Independent Review Panel (IRP) process (for permanent exclusions)

It should be read alongside **Sections 8–10 of the Brent Exclusions Protocol**, which set out statutory requirements in full.

This section applies following the governing board's decision and sets out the next steps depending on the outcome.

6.2 Outcomes of the Governing Board

Following a governing board meeting, one of the following outcomes will apply:

- The pupil is **reinstated** (either immediately or from a specified date); or
- The governing board **declines to reinstate** the pupil

The governing board must provide a written decision **without delay**, setting out clear reasons.

Model outcome letters are provided in **Section 9** of this toolkit.

6.3 Reinstatement of the Pupil

Where a pupil is reinstated:

- The school must make arrangements for the pupil to return to school
- A reintegration meeting should be arranged to support the pupil's return
- Appropriate support and monitoring should be put in place

Reintegration should include a clear plan to support the pupil to re-engage with education, address any underlying needs, and reduce the likelihood of further incidents. This plan should be reviewed and adapted over time as required.

6.4 Where Exclusion is Upheld

Where the governing board declines to reinstate:

- The exclusion remains in place
- The parent must be informed of next steps, including rights of review (for permanent exclusions)

- Appropriate arrangements must be in place for the pupil's education

For permanent exclusions, responsibility for education transitions to the **local authority from the sixth school day**.

6.5 Independent Review Panel (IRP)

Where a governing board upholds a **permanent exclusion**, the parent (or pupil aged 18 or over) has the right to request an Independent Review Panel.

The request must be made within **15 school days** of receiving the governing board's decision.

The IRP will review whether the governing board's decision was:

- Lawful
- Reasonable
- Procedurally fair

The panel does not re-hear the case but reviews the decision-making process.

6.6 Role of the Local Authority

Where an IRP is requested, the local authority is responsible for:

- Arranging and convening the panel
- Ensuring panel members are independent and trained
- Providing administrative support

The local authority may also provide information to support the process.

6.7 Special Educational Needs (SEN) Expert

Parents have the right to request the appointment of a **Special Educational Needs (SEN) expert** at an IRP.

The SEN expert:

- Provides impartial advice to the panel
- Considers how SEND may be relevant to the exclusion
- Does not represent either party or determine the outcome

There is no cost to parents for this service.

6.8 Possible Outcomes of an IRP

Following the review, the panel may:

- **Uphold** the governing board's decision;

- **Recommend** that the governing board reconsider the decision; or
- **Quash** the decision and direct the governing board to reconsider

Where reconsideration is directed, the governing board must meet again to review the case.

6.9 After Reconsideration

Following reconsideration:

- The governing board may **reinstate the pupil**; or
- Decide again **not to reinstate**

This decision is final within the exclusion process.

6.10 Communication with Parents

At all stages after the governing board decision, communication with parents should:

- Be clear and timely
- Set out rights and next steps
- Provide signposting to independent sources of advice

Parents should be directed to appropriate services for advice and representation.

The Inclusion Support Team can provide **information about the process and signpost to independent advice**, but does not provide legal advice or representation.

6.11 Good Practice

Schools and governing boards should:

- Provide clear and accurate written communication
- Ensure that parents understand their rights
- Maintain clear records of decisions and correspondence
- Work collaboratively with the local authority where required

Using the model letters and guidance in this toolkit will support consistency and compliance.

7. Off-Site Direction, Managed Moves and Separation

7.1 Purpose of this Section

This section provides practical guidance on the use of:

- Off-site direction
- Managed moves
- Safeguarding separation

It should be read alongside **Section 11 of the Brent Exclusions Protocol**, which sets out the statutory framework and responsibilities in full.

This section primarily applies where placement or intervention is being considered as part of a school's response to a pupil's needs.

These approaches must not be used to delay or avoid a lawful exclusion where the statutory threshold has been met. In such cases, schools should follow the exclusion process set out in **Sections 3–6**.

7.2 Key Principles

When considering placement or movement for a pupil, schools must ensure that:

- Any arrangement is **lawful and appropriately recorded**
- It is based on the individual needs of the pupil
- It does not replace or avoid the correct use of suspension or permanent exclusion processes
- Responsibility for the pupil remains clearly defined

Any decision must be consistent with [statutory guidance](#) and the Brent Exclusions Protocol.

When considering placement or movement, schools must clearly distinguish between temporary arrangements and permanent transfers.

Temporary placements, including off-site direction, must be used only as structured interventions with a clear plan for review and next steps.

Permanent transfers must be managed through managed moves or other lawful admission processes.

Schools must not use temporary arrangements as a means of trialling or informally securing a permanent placement.

7.3 Alternative Provision

Alternative provision refers to education arranged for pupils who are unable to attend mainstream or special school settings in certain circumstances.

When using alternative provision, schools should ensure that:

- The placement is based on a clear assessment of need
- There is a defined purpose for the placement
- Objectives for the placement are agreed
- The placement is regularly reviewed

It is important to note:

Alternative provision is a type of provision and not a legal process in itself.

In practice:

- Alternative provision is a type of education provision
- Off-site direction is the legal mechanism used to arrange it (where the pupil remains on roll)

This section therefore focuses on the key pathways for placement and movement, rather than types of provision.

The [legal framework](#) that applies depends on how the provision is being used.

7.4 Off-Site Direction

Off-site direction is where a pupil is required to attend another setting on a temporary basis to improve behaviour.

It will usually apply where:

- The pupil **remains on roll at the school**; and
- The placement is intended to support behaviour and/or engagement

When using off-site direction, schools must ensure that:

- The placement is **formally agreed and recorded**
- Parents are notified in writing in advance
- The placement has **clear objectives and a defined timescale**
- Arrangements are in place for **regular review**
- Responsibility for the pupil **remains with the school and governing board**

Off-site direction must be used in line with statutory requirements and should not be used as a long-term or indefinite placement.

Where a pupil attends another setting, including alternative provision, a pupil referral unit, or another school, and remains on roll at the school, this will normally constitute off-site direction.

In all cases, schools must ensure that:

- The placement has a clearly defined purpose linked to improving behaviour or engagement

- The duration is specified and time-limited
- Regular review arrangements are in place
- There is a clear plan for next steps, including reintegration or alternative lawful pathways

Off-site direction must not be used as a means of trialling a permanent move or as a substitute for a managed move or permanent exclusion.

Model letters for off-site direction are provided in **Section 9** of this toolkit.

7.5 Managed Moves

A managed move is a voluntary agreement for a pupil to transfer permanently to another school.

Managed moves:

- Must be agreed by all parties, including parents
- Result in the pupil being placed on roll at the receiving school
- Should be used as a preventative measure where appropriate

Managed moves must not be used to avoid a permanent exclusion.

Managed moves must always be permanent placements. They must not be used as trial or temporary arrangements.

Where a placement is intended to assess suitability or provide a short-term intervention, this must be arranged through off-site direction rather than a managed move.

Managed moves must be carried out in line with the [school admissions code](#) and must not be used to circumvent or influence fair access arrangements or in-year admissions processes.

Schools must not take account of managed moves when determining whether to admit pupils through fair access processes.

7.6 Responsibility and Accountability

Decisions relating to the below remain the responsibility of the **school and its governing board**:

- Off-site direction
- The use of alternative provision
- Managed moves

Governing boards should ensure appropriate oversight of off-site direction and alternative provision arrangements, including review of progress and suitability.

The local authority and Inclusion Support Team may:

- Provide information about the process and support understanding

- Support coordination
- Facilitate access to provision

However, they do not take on responsibility for decisions unless required to do so under statutory duties.

Schools are responsible for ensuring that the correct legal framework is applied to any placement or movement arrangement.

This includes ensuring that:

- Temporary placements are correctly identified and managed as off-site direction
- Permanent transfers are only undertaken through managed moves or lawful admission processes

Incorrect use of placement arrangements may result in unlawful practice, including informal exclusion or off-rolling.

7.7 Planning and Review

All placement arrangements should:

- Be clearly planned
- Include defined objectives
- Be subject to regular review

Schools should ensure that:

- Progress is monitored
- Communication with parents is maintained
- Decisions are recorded
- Clear consideration of exit strategy, including whether the intention is reintegration to the home school or progression to a different lawful pathway

Planning for **reintegration** (where appropriate) should be in place from the outset and reviewed regularly.

Where placements continue beyond initial timescales, schools must ensure that there is clear evidence of review, rationale for continuation, and consideration of alternative lawful options.

Placements must not continue indefinitely without a clear purpose, as this may constitute misuse of off-site direction.

7.8 Relationship to Removal from Roll

Attendance at alternative provision, including pupil referral units or other settings, does not in itself provide a lawful basis for removal from roll.

Requirements relating to removal from roll and the prevention of off-rolling are set out in **Section 7 of this toolkit** and **Section 12 of the Brent Exclusions Protocol**.

7.9 Common Issues to Avoid

Schools should take care to avoid:

- Using alternative provision as a substitute for suspension or permanent exclusion without following statutory processes
- Failing to formally record off-site direction arrangements
- Allowing placements to continue without clear purpose or review
- Encouraging parents to remove a pupil from roll to avoid exclusion
- Using off-site direction as a means of trialling a permanent move to another school
- Allowing off-site placements to continue without clear time limits, review, or defined outcomes
- Treating alternative provision placements as separate from off-site direction requirements
- Using managed moves in a way that influences or avoids fair access or admission processes

Such practices may be unlawful and could be subject to challenge.

7.10 Use of Model Letters and Documentation

Schools should use the model letters provided in this toolkit to:

- Notify parents of off-site direction
- Confirm arrangements and expectations
- Record review outcomes

Using consistent documentation supports transparency and compliance with statutory requirements.

7.11 Placement Breakdown after a Permanent Exclusion

Where a placement in alternative provision or a pupil referral unit (PRU) cannot continue, this must be managed in line with statutory requirements.

Where a pupil has been permanently excluded and is placed by the local authority:

- The **local authority retains responsibility** for securing suitable full-time education
- The placement does not transfer responsibility for the pupil

If a placement cannot continue:

- The provider must notify the local authority **without delay**

- The reason for the placement ending should be made clear (for example, suspension, permanent exclusion, or withdrawal of placement)

Where a pupil is attending a PRU:

- Any decision to suspend or permanently exclude the pupil must follow **statutory exclusion processes**
- A permanent exclusion from a PRU constitutes a **new exclusion decision** and must be managed accordingly

Where a placement in alternative provision ends:

- This does not in itself constitute a suspension or permanent exclusion
- It must be treated as a **placement breakdown**, and alternative provision must be arranged

At all times:

- Pupils must not be left without suitable full-time education as a result of placement breakdown
- The local authority must ensure that appropriate arrangements are put in place **without delay**.

7.12 Safeguarding-Based Restriction on Attendance (“Separation”)

This section provides practical guidance on the use of **safeguarding-based restriction on attendance**, sometimes referred to as **“separation”**, in line with statutory guidance.

What is safeguarding separation?

Safeguarding separation is where a pupil is temporarily not allowed to attend the school site for safeguarding reasons, rather than as a disciplinary sanction.

This may be necessary where:

- There is a risk to or from the pupil
- There are serious safeguarding concerns, such as child-on-child abuse
- An investigation is ongoing and attendance would pose a risk

This is not:

- A suspension
- A permanent exclusion
- An alternative behaviour sanction

Key principles

Schools must ensure that safeguarding separation:

- ☒ Is based on a clear safeguarding rationale
- ☒ Is time-limited and regularly reviewed
- ☒ Includes a written risk assessment
- ☒ Maintains access to suitable education
- ☒ Is clearly distinguished from disciplinary action

Decision-making framework

When considering safeguarding separation, schools should ask:

1. What is the primary concern?

- Is this a **safeguarding risk**?
- Or is this a **disciplinary/behaviour issue**?

☒ If primarily disciplinary → use **suspension or permanent exclusion**

2. Is restriction on attendance necessary?

- What is the **risk if the pupil remains in school**?
- Can the risk be managed through:
 - timetable adjustment
 - internal separation
 - supervision

☒ Separation should only be used where **attendance cannot be safely maintained**

3. What is the plan?

Schools must define:

- **Duration** (clear start and review date)
- **Education arrangements**
- **Safeguarding measures**
- **Next steps** (return / alternative pathway)

Education provision

Where a pupil is not attending school due to safeguarding:

- The school remains responsible for ensuring continuity of education

- Where this is not reasonably possible, the local authority may have a duty to arrange provision

Pupils must not be left without suitable education.

Common errors to avoid

- ✗ Using separation to manage behaviour
- ✗ Sending a pupil home without formal exclusion where this is disciplinary
- ✗ Allowing separation to continue without review
- ✗ Failing to record a safeguarding rationale
- ✗ Using separation to delay a permanent exclusion decision

Relationship to other pathways

Pathway	Purpose	Status
Suspension	Behaviour sanction	Exclusion
Permanent exclusion	Last resort	Exclusion
Off-site direction	Behaviour intervention	Preventative
Managed move	Permanent transfer	Placement
Separation	Safeguarding	Not exclusion

Good practice

Schools should:

- Involve the DSL at all stages
- Work with social workers and safeguarding partners
- Maintain clear communication with parents
- Keep detailed records of decisions and reviews

8. Removal from Roll and Off-Rolling

8.1 Purpose of this Section

This section provides practical guidance on lawful removal from roll and the prevention of off-rolling.

It should be read alongside **Section 12 of the Brent Exclusions Protocol**, which sets out the legal framework in full.

8.2 Lawful Removal from Roll

A pupil's name must only be removed from the school admission register in accordance with [education legislation](#).

In the context of exclusion, this will usually be where a **permanent exclusion process has been completed in line with statutory requirements**.

Schools must ensure that:

- All statutory processes have been followed
- Decisions are properly recorded
- Removal from roll is carried out lawfully

8.3 Off-Rolling

Off-rolling is the practice of removing a pupil from the school roll **without following the correct legal process**, or where it is primarily in the interests of the school rather than the pupil.

Off-rolling is not permitted.

Schools must not:

- Remove a pupil from roll without a lawful basis
- Encourage parents to remove their child to avoid exclusion
- Use informal arrangements to avoid statutory responsibilities

8.4 Use of Reduced or Part-Time Timetables

Schools must ensure that any use of a reduced or part-time timetable is lawful and in the best interests of the pupil.

Reduced timetables must:

- Be used only as a **temporary measure**
- Be clearly justified based on the individual needs of the pupil

- Form part of a **planned reintegration or support strategy**
- Be subject to **regular review with clear timescales**
- Be agreed with parents/carers and, where appropriate, the pupil

Reduced timetables must not be used:

- As a long-term arrangement
- As a response to behaviour without a clear plan for improvement
- To avoid or delay a decision about suspension or permanent exclusion
- In a way that limits a pupil's access to [suitable full-time education](#) without clear justification

Where a pupil is not accessing full-time education, schools must be able to clearly demonstrate that this is:

- Necessary
- Time-limited
- Actively reviewed
- Working towards a clear outcome

Failure to do so may constitute unlawful practice, including informal exclusion or off-rolling.

8.5 Alternative Provision and Roll Status

Where a pupil attends alternative provision on a temporary basis:

- The pupil must **remain on roll at their school**
- This applies whether the placement is at a pupil referral unit or another setting
- Attendance at alternative provision **does not change roll status**

Where provision is arranged under **off-site direction**, the pupil must remain on roll at the school.

8.6 Cancellation of Exclusion

Where a suspension or permanent exclusion is cancelled:

- The pupil must be allowed to return to school **without delay**
- The pupil remains on roll
- There is no lawful basis for removal from roll

8.7 Elective Home Education

Parents have the right to withdraw their child from school for elective home education.

Where this takes place:

- The pupil may be removed from roll in accordance with [legal requirements](#)
- The case must not be treated as a permanent exclusion unless a formal exclusion has been issued

Schools must ensure that parents are not encouraged to electively home educate in order to avoid exclusion.

8.8 Record Keeping and Transparency

Schools must ensure that:

- Decisions relating to removal from roll are clearly recorded
- The reasons for decisions are documented
- Actions are transparent and compliant with statutory guidance

Clear record-keeping supports accountability and protects schools in the event of challenge.

8.9 Common Issues to Avoid

Schools should take care to avoid:

- Removing pupils from roll following informal discussions about exclusion
- Using alternative provision as a route to permanent removal from the school
- Treating elective home education as a substitute for permanent exclusion
- Failing to reinstate a pupil following cancellation of an exclusion

Such practices may constitute off-rolling and could be subject to challenge.

8.10 Use of the Toolkit

The guidance and templates within this toolkit should be used to support lawful decision-making and communication.

Where there is any uncertainty, schools should refer to:

- The Brent Exclusions Protocol
- Statutory guidance

The Inclusion Support Team can provide **information about the process and signpost to appropriate sources of advice**, but does not provide legal advice or representation.

9. Model Letters and Templates

9.1 Purpose of Model Letters

The model letters provided in this toolkit are designed to support schools and governing boards to meet statutory requirements when communicating decisions relating to suspension and permanent exclusion.

They are intended to:

- Ensure that all required information is included
- Promote consistency across schools
- Support clear and accurate communication with parents and carers
- Reduce the risk of procedural errors

Model letters should be used alongside the **Brent Exclusions Protocol** and relevant sections of this toolkit.

9.2 Use of Model Letters

When using model letters, schools must ensure that:

- The correct template is selected for the type and duration of the exclusion
- All required sections are completed accurately
- The content reflects the specific circumstances of the case
- The letter is issued **without delay**, in line with statutory requirements

Model letters provide a structure to support compliance, but **must not be used without careful review and adaptation**.

9.3 Statutory Requirements

All letters relating to suspension and permanent exclusion must include the information required by statutory guidance.

This includes, where applicable:

- The reason(s) for the suspension or permanent exclusion
- The duration of the suspension, or confirmation that the exclusion is permanent
- The parent's right to make representations and how to do so
- Information about governing board processes and meetings
- The right to request remote access to meetings
- Information about alternative provision arrangements

- The parent's responsibilities during the exclusion period

Failure to include required information may result in procedural error and could lead to challenge.

9.4 Style and Tone

Communication with parents and carers should be:

- Clear and easy to understand
- Respectful and supportive in tone
- Accurate and free from ambiguity
- Focused on explaining the decision and next steps

Schools should:

- Avoid overly technical language
- Ensure that reasons for decisions are clearly explained
- Use neutral and professional wording

9.5 Role of the Inclusion Support Team in Letters

References to the Inclusion Support Team (IST) within model letters must reflect the team's role appropriately.

The Inclusion Support Team:

- Can provide **information about the exclusion process**
- Can support understanding of procedures
- Can **signpost to appropriate sources of independent advice**

The Inclusion Support Team **does not provide legal advice or representation**.

Where letters refer to support for parents, they should prioritise signposting to **independent advice services**.

9.6 Independent Advice for Parents

Model letters should include signposting to independent sources of advice, which may include:

- [Coram Children's Legal Centre](#)
- [ACE Education](#)
- [IPSEA](#)
- [SENDIASS](#)

These organisations provide independent advice and support to parents and carers.

9.7 Consistency Across Letters

All model letters should:

- Include consistent terminology (e.g. “suspension and permanent exclusion”)
- Use consistent wording for rights and processes (e.g. remote access, representations, IRP)
- Clearly explain next steps

Where updates are made to statutory guidance or local protocols, all templates should be reviewed to ensure consistency.

9.8 Adapting Letters for Individual Circumstances

Model letters must be adapted to reflect the individual circumstances of each case.

This includes:

- Providing clear and specific reasons for the exclusion
- Reflecting any relevant context
- Ensuring that details such as dates, times, and contacts are accurate

Generic or incomplete letters should not be used.

9.9 Record Keeping

Schools and governing boards should retain copies of all correspondence relating to exclusions.

This includes:

- Letters to parents
- Communications with the local authority
- Records of governing board decisions

Accurate record-keeping supports transparency and is important in the event of challenge or review.

Model Letter 1: Suspension of 5 School Days or Fewer

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.

Dear [Parent/Carer's Name],

I am writing to inform you of my decision to **suspend [Pupil's Name]** for a fixed period of **[specify number] school day(s)**.

The suspension begins on **[date]** and ends on **[date]**. **[Pupil's Name]** will be expected to return to school on **[date]** at **[time]**.

Reason for Suspension

This decision has not been taken lightly.

[Pupil's Name] has been suspended due to:

[Provide clear and specific reason(s), linked to the school's behaviour policy]

Your Responsibilities During the First 5 Days

During the period of suspension, you must ensure that your child is not present in a public place during school hours on the following dates:

[Insert dates]

If your child is present in a public place during school hours without reasonable justification, you may be subject to a penalty notice or prosecution.

Work During the Suspension

The school will set work for **[Pupil's Name]** to complete during the suspension period.

[Insert details of how work will be provided and returned]

You should ensure that this work is completed and returned promptly.

Your Right to Make Representations

You have the right to make representations about this decision to the governing board.

For this length of suspension, the governing board **does not have the power to direct reinstatement**, but it must consider any representations you make and may place its findings on your child's record.

If you wish to make representations, please contact:

[Clerk name / contact details]

Governing Board Meeting and Remote Access

If a governing board meeting is required in relation to this suspension, you have the **right to request that the meeting is held via remote access** (for example, by video link).

Remote access may be used where you request it and where the governing board is satisfied that the meeting can be held **fairly and transparently**.

Details of how to request this will be provided by the clerk if applicable.

Reintegration

We will arrange a reintegration meeting to support **[Pupil's Name]**'s return to school.

The focus of this meeting will be to:

- Support a successful return and reduce the likelihood of further incidents
- Address any concerns
- Agree any appropriate support

Attendance is encouraged, but **[Pupil's Name]** will not be prevented from returning to school if you are unable to attend.

Further Support and Advice

If you require information about the exclusion process, you may contact:

[Inclusion Support Officer name/contact OR central email: schoolexclusions@brent.gov.uk]

The Inclusion Support Team can provide **information about the exclusion process and signpost you to appropriate sources of independent advice**.

The Inclusion Support Team does not provide legal advice or representation.

You may also wish to seek independent advice from:

- [Coram Children's Legal Centre](#)
- [ACE Education](#)
- [IPSEA](#)
- [SENDIASS](#)

Further Rights

If you believe this suspension may relate to discrimination (under the Equality Act 2010), you may make a claim to:

- The First-tier Tribunal (Special Educational Needs and Disability), or
- The County Court (for other forms of discrimination)

Further information is available at:

<https://www.gov.uk/courts-tribunals/first-tier-tribunal-special-educational-needs-and-disability>

Statutory Guidance

You may find it helpful to refer to the Department for Education guidance:

*Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England
(July 2026)*

<https://www.gov.uk/government/publications/school-exclusion>

Yours sincerely,

[Name]

Headteacher

cc. schoolexclusions@brent.gov.uk

Model Letter 2: Suspension of More Than 5 and Up to 15 School Days in a Term

From headteacher (or teacher in charge of a PRU) notifying parent(s) of a suspension where the total number of days in the term is more than 5 but not more than 15.

Dear [Parent/Carer's Name],

I am writing to inform you of my decision to **suspend [Pupil's Name]** for a fixed period of **[specify number] school day(s)**.

The suspension begins on **[date]** and ends on **[date]**. **[Pupil's Name]** will be expected to return to school on **[date] at [time]**.

Reason for Suspension

This decision has not been taken lightly.

[Pupil's Name] has been suspended due to:

[Provide clear and specific reason(s), linked to the school's behaviour policy]

Your Responsibilities During the First 5 Days

During the first five school days of the suspension, you must ensure that your child is not present in a public place during school hours on the following dates:

[Insert dates]

If your child is present in a public place during school hours without reasonable justification, you may be subject to a penalty notice or prosecution.

Work During the First 5 Days

The school will set work for **[Pupil's Name]** to complete during the first five school days of the suspension.

[Insert details of how work will be provided and returned]

You should ensure that this work is completed and returned promptly.

Education from the Sixth School Day

From the **sixth school day of the suspension ([insert date])**, the school will arrange **suitable full-time education**.

[If known, include:]

From this date, **[Pupil's Name]** should attend:

- **Location:** [Name and address of provision]
- **Time:** [Start and finish times]
- **Reporting to:** [Name of staff member]

[If not yet known:]

Details of this provision will be provided to you **without delay**, and no later than 48 hours before it begins.

Your Right to Make Representations

You have the right to make representations about this decision to the governing board.

For this level of suspension:

- If you request a meeting, the governing board **must meet to consider your representations**
- The governing board has the power to **direct reinstatement**

If you wish to request a meeting or make representations, please contact:

[Clerk name / contact details]**Governing Board Meeting and Remote Access**

If a governing board meeting is arranged, you have the **right to attend and to be represented**, and to request that the meeting is held via remote access (for example, by video link).

Remote access may be used where you request it and where the governing board is satisfied that the meeting can be held **fairly and transparently**.

Details of how to request this will be provided by the clerk.

Reintegration

We will arrange a reintegration meeting to support **[Pupil's Name]**'s return to school.

The focus of this meeting will be to:

- Support a successful return and reduce the likelihood of further incidents
- Address any concerns
- Agree appropriate support

Attendance is encouraged, but **[Pupil's Name]** will not be prevented from returning to school if you are unable to attend.

Further Support and Advice

If you require information about the exclusion process, you may contact:

[Inclusion Support Officer name/contact OR central email: schoolexclusions@brent.gov.uk]

The Inclusion Support Team can provide **information about the exclusion process and signpost you to appropriate sources of independent advice**.

The Inclusion Support Team does not provide legal advice or representation.

You may also wish to seek independent advice from:

- [Coram Children's Legal Centre](#)
- [ACE Education](#)

- [IPSEA](#)
- [SENDIASS](#)

Further Rights

If you believe this suspension may relate to discrimination (under the Equality Act 2010), you may make a claim to:

- The First-tier Tribunal (Special Educational Needs and Disability), or
- The County Court (for other forms of discrimination)

Further information is available at:

<https://www.gov.uk/courts-tribunals/first-tier-tribunal-special-educational-needs-and-disability>

Statutory Guidance

You may find it helpful to refer to the Department for Education guidance:

Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England (July 2026)

<https://www.gov.uk/government/publications/school-exclusion>

Yours sincerely,

[Name]

Headteacher

cc. schoolexclusions@brent.gov.uk

Model Letter 3: Suspension of More Than 15 School Days in a Term

From headteacher (or teacher in charge of a PRU) notifying parent(s) of a suspension where the total number of days in the term exceeds 15.

Dear [Parent/Carer's Name],

I am writing to inform you of my decision to **suspend [Pupil's Name]** for a fixed period of **[specify number] school day(s)**.

The suspension begins on **[date]** and ends on **[date]**. **[Pupil's Name]** will be expected to return to school on **[date] at [time]**, subject to the outcome of the governing board's review.

Reason for Suspension

This decision has not been taken lightly.

[Pupil's Name] has been suspended due to:

[Provide clear and specific reason(s), linked to the school's behaviour policy]

Your Responsibilities During the First 5 Days

During the first five school days of the suspension, you must ensure that your child is not present in a public place during school hours on the following dates:

[Insert dates]

If your child is present in a public place during school hours without reasonable justification, you may be subject to a penalty notice or prosecution.

Work During the First 5 Days

The school will set work for **[Pupil's Name]** to complete during the first five school days of the suspension.

[Insert details of how work will be provided and returned]

You should ensure that this work is completed and returned promptly.

Education from the Sixth School Day

From the **sixth school day of the suspension ([insert date])**, the school will arrange **suitable full-time education**.

[If known, include:]

From this date, **[Pupil's Name]** should attend:

- **Location:** [Name and address of provision]
- **Time:** [Start and finish times]
- **Reporting to:** [Name of staff member]

[If not yet known:]

Details of this provision will be provided to you **without delay**, and no later than 48 hours before it begins.

Governing Board Review

As the total number of suspension days exceeds 15 in this term, the governing board **is required to meet** to consider whether **[Pupil's Name]** should be reinstated.

You have the right to:

- Attend the meeting
- Make representations (either in writing or in person)
- Be accompanied by a friend or representative

The governing board has the power to:

- Reinstatement **[Pupil's Name]** immediately or from a specified date; or
- Decline to reinstate

You will be contacted by the clerk with details of the meeting, including the date, time, and location.

Remote Access

You have the **right to request that the governing board meeting is held via remote access** (for example, by video link).

Remote access may be used where you request it and where the governing board is satisfied that the meeting can be held **fairly and transparently**.

Details on how to request this will be included in the clerk's invitation.

Reintegration

If **[Pupil's Name]** is reinstated, a reintegration meeting will be arranged to support their return to school.

This will focus on:

- Supporting a successful return
- Addressing any concerns
- Agreeing appropriate support

Further Support and Advice

If you require information about the exclusion process, you may contact:

[Inclusion Support Officer name/contact OR central email: schoolexclusions@brent.gov.uk]

The Inclusion Support Team can provide **information about the exclusion process and signpost you to appropriate sources of independent advice**.

The Inclusion Support Team does not provide legal advice or representation.

You may also wish to seek independent advice from:

- [Coram Children's Legal Centre](#)

- [ACE Education](#)
- [IPSEA](#)
- [SENDIASS](#)

Further Rights

If you believe this suspension may relate to discrimination (under the Equality Act 2010), you may make a claim to:

- The First-tier Tribunal (Special Educational Needs and Disability), or
- The County Court (for other forms of discrimination)

Further information is available at:

<https://www.gov.uk/courts-tribunals/first-tier-tribunal-special-educational-needs-and-disability>

Statutory Guidance

You may find it helpful to refer to the Department for Education guidance:

Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England (July 2026)

<https://www.gov.uk/government/publications/school-exclusion>

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/Carer's Name],

I regret to inform you of my decision to **permanently exclude [Pupil's Name]** from [School Name] with effect from [date].

This means that [Pupil's Name] will not be allowed to return to this school unless the governing board decides to reinstate them.

Reason for Permanent Exclusion

This decision has not been taken lightly.

[Pupil's Name] has been permanently excluded due to:

[Provide clear and specific reasons for the exclusion]

A decision to permanently exclude a pupil must 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**

This decision has been made in accordance with these principles. This decision has been made following consideration of the individual circumstances of the case.

Your Responsibilities During the First 5 Days

During the first five school days following the permanent exclusion, you must ensure that your child is not present in a public place during school hours on the following dates:

[Insert dates]

If your child is present in a public place during school hours without reasonable justification, you may be subject to a penalty notice or prosecution.

Education Provision

For the first five school days following the exclusion, the school will set work for [Pupil's Name].

From the **sixth school day ([insert date])**, the **local authority** is responsible for arranging suitable full-time education.

[If known, include:]

From this date, [Pupil's Name] should attend:

- **Location:** [Name and address of provision]
- **Time:** [Start and finish times]
- **Reporting to:** [Name of staff member]

[If not yet known:]

The local authority will contact you to confirm arrangements. If you do not receive this information, you should contact:

[Insert LA contact details / schoolexclusions inbox]

Governing Board Review

The governing board **must meet** to consider whether **[Pupil's Name]** should be reinstated.

You have the right to:

- Attend the meeting
- Make representations (in writing or in person)
- Be accompanied by a friend or representative

The governing board has the power to:

- Reinstates **[Pupil's Name]** (immediately or from a specified date); or
- Decline to reinstate

You will be contacted by the clerk with details of the meeting.

Remote Access

You have the **right to request that the governing board meeting is held via remote access** (for example, by video link).

Remote access may be used where you request it and where the governing board is satisfied that the meeting can be conducted **fairly and transparently**.

Independent Review Panel (IRP)

If the governing board decides **not to reinstate [Pupil's Name]**, you will have the right to request an **Independent Review Panel (IRP)**.

- You must submit a request **within 15 school days** of receiving the governing board's decision
- The IRP will review whether the decision was **lawful, reasonable, and procedurally fair**

Further information about how to request an IRP will be provided if applicable.

Special Educational Needs (SEN) Expert

If you request an IRP, you also have the right to request the attendance of a **Special Educational Needs (SEN) expert**, even if your child does not have an EHC Plan.

The SEN expert:

- Provides impartial advice to the panel
- Does not represent either party

There is no cost to you for this service.

Further Support and Advice

If you require information about the exclusion process, you may contact:

[Inclusion Support Officer name/contact OR central email: schoolexclusions@brent.gov.uk]

The Inclusion Support Team can provide **information about the exclusion process and signpost you to appropriate sources of independent advice.**

The Inclusion Support Team does not provide legal advice or representation.

You may also wish to seek independent advice from:

- [Coram Children's Legal Centre](#)
- [ACE Education](#)
- [IPSEA](#)
- [SENDIASS](#)

Further Rights

If you believe this exclusion may relate to discrimination (under the Equality Act 2010), you may make a claim to:

- The First-tier Tribunal (Special Educational Needs and Disability), or
- The County Court (for other forms of discrimination)

Further information is available at:

<https://www.gov.uk/courts-tribunals/first-tier-tribunal-special-educational-needs-and-disability>

Statutory Guidance

You may find it helpful to refer to the Department for Education guidance:

Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England (July 2026)

<https://www.gov.uk/government/publications/school-exclusion>

Yours sincerely,

[Name]

Headteacher

cc. schoolexclusions@brent.gov.uk

Model Letter 5: Clerk's Letter – Suspension (GDC Meeting)

For suspensions of more than 15 days, or where a meeting is requested for a suspension of 6–15 days

Dear [Parent/Carer's Name],

Further to the letter from [Headteacher/Principal's Name] dated [date], I am writing to confirm that a meeting of the governing board (or Governors' Discipline Committee) has been arranged to consider the suspension of [Pupil's Name] (DOB: [insert]).

Meeting Details

- **Date:** [insert date]
- **Time:** [insert time]
- **Location:** [insert location or confirm remote/venue details]

Purpose of the Meeting

The purpose of this meeting is to consider the headteacher's decision to suspend [Pupil's Name] and to decide whether the pupil should be reinstated.

The governing board will:

- Consider all the available evidence
- Listen to representations from those present
- Decide whether to reinstate the pupil or uphold the suspension

Who Will Attend

The meeting may include:

- Members of the governing board (or GDC)
- The headteacher
- A representative of the local authority (where appropriate)
- You and your child (if appropriate)
- Any representative or supporter you wish to bring

Your Right to Participate

You have the right to:

- Attend the meeting
- Make representations (in writing or in person)
- Be accompanied by a friend or representative
- Share any written information or evidence

If you wish to submit written information, please send this by **[insert deadline]** so that it can be shared with all parties in advance.

Pupil Participation

Your child is welcome to attend the meeting where appropriate.

They may:

- Speak and give their views
- Present their account in writing
- Be supported in other ways, depending on their age and understanding

If you would like to discuss how best to support your child's participation, please contact me.

Remote Access

You have the **right to request that the meeting is held via remote access** (for example, by video link).

Remote access may be used where:

- You request it; and
- The governing board is satisfied that the meeting can be conducted **fairly and transparently**

If you wish to request remote access, please let me know when confirming your attendance.

Accessibility and Support

If you require any reasonable adjustments to support your participation (for example, an interpreter, accessibility arrangements, or alternative formats), please let me know as soon as possible so that arrangements can be made.

Documentation

You will receive copies of the documents that will be considered by the governing board in advance of the meeting.

These may include:

- The headteacher's report
- Any written representations submitted

Outcome of the Meeting

After the meeting:

- The governing board will make its decision
- You will be notified of the outcome **without delay**, normally in writing

Further Information and Advice

If you require information about the process, you may contact:

[Clerk contact details]

You may also contact:

schoolexclusions@brent.gov.uk

The Inclusion Support Team can provide **information about the exclusion process and signpost to appropriate sources of independent advice.**

The Inclusion Support Team does not provide legal advice or representation.

You may also wish to seek independent advice from:

- [Coram Children's Legal Centre](#)
- [ACE Education](#)
- [IPSEA](#)
- [SENDIASS](#)

Please confirm whether you will be attending the meeting by contacting me using the details above.

If you have any questions about the process, please do not hesitate to get in touch.

Yours sincerely,

[Name]

Clerk to the Governing Board

cc. schoolexclusions@brent.gov.uk

Model Letter 6: Clerk's Letter – Permanent Exclusion (GDC Meeting)

Dear [Parent/Carer's Name],

Further to the letter from [Headteacher/Principal's Name] dated [date], I am writing to confirm that a meeting of the governing board (or Governors' Discipline Committee) has been arranged to consider the permanent exclusion of [Pupil's Name] (DOB: [insert]).

Meeting Details

- **Date:** [insert date]
- **Time:** [insert time]
- **Location:** [insert location or confirm remote/venue details]

Purpose of the Meeting

The purpose of this meeting is to consider the headteacher's decision to permanently exclude [Pupil's Name].

The governing board will:

- Consider all available evidence
- Listen to representations from those present
- Decide whether to:
 - **Reinstate** the pupil (immediately or from a specified date); or
 - **Decline to reinstate** the pupil

Who Will Attend

The meeting may include:

- Members of the governing board (or GDC)
- The headteacher
- A representative of the local authority
- You and your child (where appropriate)
- Any representative or supporter you wish to bring

Your Right to Participate

You have the right to:

- Attend the meeting
- Make representations (in writing or in person)
- Be accompanied by a friend or representative

- Share any written information or evidence

If you wish to submit written information, please send this by **[insert deadline]** so that it can be shared with all parties in advance.

Pupil Participation

Your child is welcome to attend the meeting where appropriate.

They may:

- Speak and give their views
- Present their views in writing
- Be supported to participate in a way appropriate to their age and understanding

If you would like to discuss how best to support your child's participation, please contact me.

Remote Access

You have the **right to request that the meeting is held via remote access** (for example, by video link).

Remote access may be used where:

- You request it; and
- The governing board is satisfied that the meeting can be conducted **fairly and transparently**

If you wish to request remote access, please let me know when confirming your attendance.

Accessibility and Support

If you require any reasonable adjustments to support your participation (for example, an interpreter, accessibility arrangements, or alternative formats), please let me know as soon as possible so that appropriate arrangements can be made.

Documentation

You will receive copies of the documents that will be considered by the governing board in advance of the meeting.

These may include:

- The headteacher's report
- Any written representations submitted

Outcome of the Meeting and Next Steps

After the meeting:

- The governing board will make its decision
- You will be notified of the outcome **without delay**, normally in writing

If the governing board decides **not to reinstate** your child, you will have the right to request an **Independent Review Panel (IRP)**.

Further information about this process will be provided if applicable.

Further Information and Advice

If you require information about the process, you may contact:

[Clerk contact details]

You may also contact:

schoolexclusions@brent.gov.uk

The Inclusion Support Team can provide **information about the exclusion process and signpost to appropriate sources of independent advice.**

The Inclusion Support Team does not provide legal advice or representation.

You may also wish to seek independent advice from:

- [Coram Children's Legal Centre](#)
- [ACE Education](#)
- [IPSEA](#)
- [SENDIASS](#)

Please confirm whether you will be attending the meeting by contacting me using the details above.

If you have any questions about the process, please do not hesitate to get in touch.

Yours sincerely,

[Name]

Clerk to the Governing Board

cc. schoolexclusions@brent.gov.uk

Model Letter 7A: Governing Board Outcome – Reinstatement

Dear [Parent/Carer's Name],

Following the meeting of the governing board (or Governors' Discipline Committee) held on [date], I am writing to confirm the outcome of the review of the [suspension/permanent exclusion] of [Pupil's Name].

Outcome

The governing board has decided to:

➡ Reinstatement [Pupil's Name]

[Pupil's Name] should return to school on [date] at [time] and report to [staff member].

Reasons for the Decision

In reaching this decision, the governing board:

- Considered all the evidence presented
- Took account of representations made by all parties
- Considered the circumstances of the case

The governing board decided to reinstate [Pupil's Name] because:

[Provide clear and specific reasons—e.g. mitigating factors, procedural considerations, evidence considered]

Next Steps

The school will make arrangements to support [Pupil's Name]'s return.

A reintegration meeting will be arranged to:

- Support a successful return and reduce the likelihood of further incidents
- Address any concerns
- Agree appropriate support

Future Expectations

The governing board expects that [Pupil's Name] will:

- Meet the expectations set out in the school's behaviour policy
- Engage positively with support put in place

Remote Access (Future Meetings)

If any future governing board meetings are required in relation to exclusions, you have the **right to request that meetings are held via remote access**, where this can be conducted fairly and transparently.

If you have any questions about this decision, please contact the school.

Yours sincerely,

[Name]

Clerk to the Governing Board

cc. Headteacher; Local Authority (where applicable); Social Worker / Virtual School Head (where applicable)

Model Letter 7B: Governing Board Outcome – Permanent Exclusion Upheld

Dear [Parent/Carer's Name],

Following the meeting of the governing board (or Governors' Discipline Committee) held on [date], I am writing to confirm the outcome of the review of the permanent exclusion of [Pupil's Name] from [School Name].

Outcome

After careful consideration, the governing board has decided to:

➡ **Decline to reinstate [Pupil's Name]**

This means that the permanent exclusion remains in place.

Reasons for the Decision

In reaching this decision, the governing board:

- Considered all the evidence presented
- Took account of representations made by all parties
- Applied the relevant statutory guidance and principles

The governing board concluded that:

- The exclusion was in response to a **serious breach or persistent breaches** of the school's behaviour policy; and
- Allowing [Pupil's Name] to remain in school would **seriously harm the education or welfare of others**

[Provide clear and specific reasons linked to the evidence considered]

Your Right to Request an Independent Review Panel (IRP)

You have the right to request an **Independent Review Panel (IRP)** to review this decision.

- Your request must be made **in writing within 15 school days** of the date of this letter
- Requests should be sent to: **[insert local authority contact details]**

The panel will review whether the governing board's decision was:

- Lawful
- Reasonable
- Procedurally fair

Special Educational Needs (SEN) Expert

If you request an IRP, you may also request the appointment of a **Special Educational Needs (SEN) expert**, even if your child does not have an EHC Plan.

The SEN expert:

- Provides impartial advice to the panel
- Does not represent either party

There is no cost to you for this service.

Education Provision

Following the permanent exclusion, the **local authority is responsible for arranging suitable full-time education** from the sixth school day of the exclusion.

If you have not yet been contacted regarding education provision, please contact:

[Insert LA contact details / schoolexclusions@brent.gov.uk]

Further Support and Advice

If you require information about the exclusion process, you may contact:

schoolexclusions@brent.gov.uk

The Inclusion Support Team can provide **information about the process and signpost you to appropriate sources of independent advice.**

The Inclusion Support Team does not provide legal advice or representation.

You may also wish to seek independent advice from:

- [Coram Children's Legal Centre](#)
- [ACE Education](#)
- [IPSEA](#)
- [SENDIASS](#)

Equality Act 2010

If you believe that discrimination has occurred, you may:

- Make a disability discrimination claim to the First-tier Tribunal (SEND); or
- Make a claim to the County Court (for other forms of discrimination)

These processes are separate from the IRP.

If you have any questions about this letter or the next steps, please do not hesitate to contact the local authority or the school.

Yours sincerely,

[Name]

Clerk to the Governing Board

cc. Headteacher; Local Authority; Social Worker / Virtual School Head (where applicable)

Model Letter 8: Notice of Off-Site Direction

Letter from the headteacher (or authorised representative) notifying parents of an off-site direction

Dear [Parent/Carer's Name],

I am writing to inform you that **[School Name]** has decided to arrange for **[Pupil's Name]** to attend education at an alternative setting for a temporary period.

This arrangement is known as an **off-site direction**.

Purpose of the Placement

The purpose of this placement is to support **[Pupil's Name]** to:

- Improve behaviour and/or engagement
- Access appropriate support
- Enable a successful return to school

Placement Details

[Pupil's Name] will attend:

- **Provider:** [Name of provision]
- **Address:** [Address]
- **Start date:** [Date]
- **End date / review date:** [Date]
- **Attendance times:** [Start and finish times]
- **Reporting to:** [Staff member/contact]

Important Information

- **[Pupil's Name] remains on roll at [School Name]**
- Responsibility for **[Pupil's Name]'s education and welfare remains with the school and governing board**
- This placement is intended to be **temporary** and will be reviewed regularly

Your Involvement

We will work with you to support **[Pupil's Name]** during this placement.

You will be informed of review arrangements and any updates.

If you have any questions or concerns about the placement, please contact:

[School contact name/details]

Review Arrangements

The placement will be reviewed on:

[Insert review date or frequency]

Reviews will consider:

- Progress against agreed objectives
- Whether the placement should continue
- Planning for reintegration to school

Further Information and Support

If you require information about this arrangement, you may contact:

schoolexclusions@brent.gov.uk

The Inclusion Support Team can provide **information about the process and signpost you to appropriate sources of independent advice.**

The Inclusion Support Team does not provide legal advice or representation.

Statutory Context

This arrangement is made in line with statutory guidance on off-site direction.

Yours sincerely,

[Name]

Headteacher

cc. Governing Board; schoolexclusions@brent.gov.uk

Model Letter 9: Off-Site Direction – Outcome of Review

Dear **[Parent/Carer's Name]**,

Following the review of **[Pupil's Name]**'s off-site direction placement on **[date]**, I am writing to confirm the outcome.

Review Outcome

The review considered:

- **[Pupil's Name]**'s progress at the placement
- Feedback from the provider
- Views of you and your child (where available)
- Information from the school

Following this review, the decision is to:

 **[Continue / amend / conclude the placement]**

Details of the Decision

[If continuing:]

The placement will continue until **[new review/end date]**, with the following focus:

- [Insert objectives]

[If amended:]

The placement will change as follows:

- [Insert changes]

[If concluding:]

The placement will end on **[date]**, and **[Pupil's Name]** will return to school on **[date] at time**.

Next Steps

Where the placement is continuing or amended:

- Progress will continue to be monitored
- Further reviews will take place
- Reintegration planning will be considered

Where the placement is ending:

- A reintegration meeting will be arranged
- Support will be put in place as appropriate

Important Information

- **[Pupil's Name] remains on roll at [School Name] unless otherwise formally agreed**
- Responsibility for the pupil continues to rest with the school and governing board

Further Information and Support

If you require further information, please contact:

[School contact]

You may also contact:

schoolexclusions@brent.gov.uk

The Inclusion Support Team can provide **information about the process and signpost you to appropriate sources of independent advice.**

The Inclusion Support Team does not provide legal advice or representation.

Yours sincerely,

[Name]

[Role]

cc. Governing Board; schoolexclusions@brent.gov.uk

10. Checklists and Practical Summary

10.1 Purpose of this Section

This section provides practical checklists to support headteachers, governing boards, and clerks to ensure that exclusion processes are carried out:

- Lawfully
- Consistently
- In line with statutory guidance and the Brent Exclusions Protocol

These checklists are designed to be used as a **quick reference** alongside the detailed guidance in this toolkit. This checklist should be used alongside **Section 2: Decision-Making Framework** to ensure that the threshold for suspension or permanent exclusion has been correctly applied.

10.2 Headteacher Checklist (Before Making a Decision)

Before deciding to suspend or permanently exclude a pupil, headteachers should ensure that:

☒ Decision-Making

- The decision is based on a **clear understanding of the incident(s)**
- The decision is aligned with the school's **behaviour policy**
- The **statutory threshold for permanent exclusion** is met (if applicable)

☒ Consideration of Circumstances

- The **individual circumstances of the pupil** have been considered
- Any **contributing or contextual factors** have been taken into account
- Safeguarding and welfare considerations have been reviewed
- The school's **duties under the Equality Act 2010** have been considered
- Any incident involving the use of restrictive intervention (e.g. restraint or seclusion) has been reviewed and recorded in line with statutory guidance

☒ SEND and Vulnerability

- Any **special educational needs or disabilities (SEND)** have been considered
- The needs of pupils with:
 - A **social worker**
 - **Looked-after or previously looked-after status** have been taken into account

☒ Alternatives

- Appropriate support or intervention has been considered, where relevant to the circumstances of the case
- Alternatives to exclusion have been explored, where appropriate to the circumstances of the case
- The absence of particular interventions does not in itself prevent a lawful decision to suspend or permanently exclude where the statutory threshold is met

10.3 Headteacher Checklist (After Making a Decision)

Following a decision to suspend or permanently exclude, headteachers must ensure:

☒ Notification

- Parents are informed **without delay**
- All required information is included in the written notification
- The governing board and local authority are notified
- Notification has been sent to schoolexclusions@brent.gov.uk without delay
- For permanent exclusions, the EX2 form has been completed and submitted
- The **social worker and Virtual School Head** are notified where applicable

☒ Communication

- Communication is clear, accurate, and complete
- Model letters have been used and adapted appropriately
- Contact details for further information are included

☒ Education Provision

- Work is set for the first five school days
- Arrangements for **Day 6 provision** are made and communicated correctly:
 - School → for suspension
 - Local authority → for permanent exclusion

10.4 Clerk Checklist (Governing Board / GDC)

Clerks should ensure that:

☒ Preparation

- Meetings are arranged within **statutory timescales**
- All relevant parties are invited

- Documentation is circulated in advance

☒ During the Process

- The process is fair and transparent
- All parties have the opportunity to present their views
- Any requests for **remote access** are considered appropriately
- Reasonable adjustments are made where required

☒ Decision and Outcome

- The governing board's decision is clearly recorded
- Clear **reasons for the decision** are documented
- Outcome letters are sent **without delay**
- IRP rights are correctly explained (where applicable)

10.5 Off-Site Direction Checklist

Before arranging off-site direction, schools must ensure:

☒ Legal and Process Requirements

- The placement is clearly identified as an **off-site direction**
- The pupil will **remain on roll at the school**
- Responsibility for the pupil remains with the school
- The placement is clearly identified as temporary and not intended as a permanent move
- The intended outcome of the placement is clearly defined (e.g. reintegration to home school)
- The placement is not being used to trial a potential managed move
- Where the placement is at another school, there is a clear distinction between off-site direction and managed move processes

☒ Planning

- The purpose of the placement is clearly defined
- Objectives are agreed
- Timescales are set

☒ Communication

- Parents are notified in writing in advance
- Placement details are clearly shared

- Review arrangements are communicated

☒ Review

- The placement is regularly reviewed
- Progress is monitored
- Reintegration planning is considered from the outset

10.6 Removal from Roll Checklist

Before removing a pupil from roll, schools must ensure:

☒ Lawfulness

- There is a **lawful basis** for removal from roll
- All statutory processes have been completed
- In cases of exclusion, the **permanent exclusion process is complete**

☒ Safeguards

- The pupil is not being removed to avoid exclusion
- No pressure has been placed on parents to remove the child

☒ Alternative Provision

- The pupil is **not removed from roll simply because they attend alternative provision**
- Off-site direction arrangements do not change roll status

☒ Cancellation and EHE

- Pupils are **reinstated if exclusion is cancelled**
- Elective home education is not used as a substitute for exclusion

10.7 Reintegration Planning

- A reintegration meeting has been arranged
- A clear plan is in place to support return to school
- Any support required has been identified
- Arrangements are in place for review of the reintegration plan

10.8 Common Errors to Avoid

Schools and governing boards should take care to avoid:

✗ Procedural Errors

- Failing to notify all required parties
- Missing key information in letters
- Not meeting statutory timescales

✗ Decision-Making Errors

- Not considering individual circumstances
- Failing to take account of SEND or vulnerability
- Using unclear or weak reasoning

✗ Placement and Process Errors

- Using alternative provision instead of following exclusion processes
- Failing to recognise off-site direction arrangements
- Allowing placements to continue without review
- Using off-site direction as a long-term placement without review or clear exit strategy
- Using off-site direction to facilitate informal or trial transfers between schools
- Confusing alternative provision placement with a separate process rather than off-site direction

✗ Off-Rolling Risks

- Removing pupils without a lawful basis
- Encouraging parents to withdraw children
- Treating EHE as a substitute for exclusion

10.9 Using This Toolkit Effectively

To ensure lawful and consistent practice, schools and governing boards should:

- Use the relevant section of the toolkit at each stage of the process
- Refer to the Brent Exclusions Protocol where required
- Use model letters and checklists together
- Seek clarification where necessary

The Inclusion Support Team can provide **information about the process and signpost to appropriate sources of independent advice**, but does not provide legal advice or representation.

11. Recording and Attendance Coding

11.1 Purpose

This section provides guidance on recording exclusions and ensuring that attendance registers are completed accurately.

Accurate recording is an important part of statutory compliance and supports safeguarding, monitoring, and accountability.

11.2 Attendance Coding During Suspension

During a suspension, schools must ensure that attendance registers are completed accurately.

Schools should use the appropriate attendance codes in line with current Department for Education guidance.

This includes:

- Recording the period of suspension accurately within the school's attendance system
- Ensuring that attendance codes reflect that the pupil is absent as a result of suspension
- Maintaining clear records of the start and end dates of the suspension

11.3 Alternative Provision and Attendance

Where a pupil attends alternative provision:

- Attendance must be recorded in line with Department for Education expectations
- The school remains responsible for ensuring that registers are accurate
- The pupil's status on roll must be clearly reflected in all records

Where provision is arranged under off-site direction, the pupil **remains on roll at the school**, and this must be reflected in attendance records.

11.4 Record Keeping

Schools must ensure that:

- All suspensions and permanent exclusions are recorded accurately in school systems
- Information shared with the local authority is consistent with school records
- Records are retained and are accessible in the event of a review or challenge

Schools should use attendance codes in line with Department for Education guidance. In most cases:

- Code **E** should be used for the period of suspension where the pupil is not attending school
- Code **B** or **D** may be used where the pupil is receiving education off-site or is dual registered, depending on the nature of the placement

Schools must ensure that the chosen code accurately reflects the pupil's circumstances and aligns with current attendance guidance.

11.5 Further Guidance

Schools should refer to the most up-to-date [Department for Education attendance guidance](#) for detailed requirements on coding and recording.

12. Timetable for Exclusions (Quick Reference)

12.1 Purpose

This section provides a quick reference guide to the key timescales within the exclusion process.

It is intended to support headteachers, governing boards, and clerks to ensure that statutory deadlines are met and that processes are completed in a timely and consistent way.

This section should be used alongside the Brent Exclusions Protocol and statutory guidance.

12.2 Summary of Key Timescales

- Notification to parents, governing board, and local authority must be made **without delay** following a decision to suspend or permanently exclude
- During the first five school days:
 - The school must set and mark work for the pupil
- From the sixth school day:
 - For suspensions: the **school** must arrange suitable full-time education
 - For permanent exclusions: the **local authority** must arrange suitable full-time education

12.3 Governing Board Meetings

- Permanent exclusions:
 - The governing board **must meet** to review the decision
- Suspensions over 15 school days in a term:
 - The governing board **must meet**
- Suspensions between 6 and 15 school days in a term:
 - The governing board **must meet if requested by parents**
- Suspensions of 5 days or fewer:
 - The governing board considers representations but does **not meet**

Clerks must ensure that meetings are arranged within statutory timescales.

12.4 Independent Review Panel (IRP)

- Where a governing board decides not to reinstate a pupil following a permanent exclusion:
 - Parents (or the pupil if aged 18 or over) have the right to request an IRP

- Requests must be made within **15 school days** of the parent being notified of the governing board's decision

12.5 Use of this Section

This section is intended as a **quick reference guide** only.

Schools and clerks should:

- Refer to the Brent Exclusions Protocol for full legal requirements
- Use this summary to support planning and compliance
- Ensure that all actions are completed within the required timescales