



# Blue Skies School: Suspension and Permanent Exclusions Policy

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## 1. Policy Statement

Blue Skies School is committed to providing a safe, nurturing, and inclusive learning environment in which all students are supported to succeed. The school recognises that many students may display behaviour as a result of unmet needs, trauma, emotional distress, or disability, and that exclusionary practices can increase vulnerability.

Suspension and permanent exclusion are therefore used only as a last resort, where other strategies have been exhausted or where serious incidents require immediate action to safeguard students or staff.

As an independent special school, Blue Skies School is not legally bound by the statutory exclusion procedures that apply to maintained schools. However, the school follows the principles set out in the Department for Education's *Suspension and Permanent Exclusion Guidance (2023)* as best practice. The school ensures that all decisions relating to suspension or permanent exclusion are:

- Lawful
- Reasonable and proportionate
- Procedurally fair
- Informed by safeguarding duties
- Compliant with the Equality Act 2010 and SEND obligations
- Subject to appropriate proprietor oversight

This policy is implemented in accordance with the **Independent School Standards Regulations 2014**, particularly Part 3 (Welfare, Health and Safety) and Part 8 (Quality of Leadership and Management).

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## 2. Principles

All decisions relating to suspension or permanent exclusion are guided by the following principles:

- Exclusion is a last resort, not a behaviour management tool
  - Behaviour is considered within the context of a student's needs, vulnerabilities, and circumstances
  - Students are treated with dignity and respect at all times
  - Safeguarding responsibilities continue throughout any period of suspension
  - Decisions are evidence-based, documented, and subject to review
  - Equality and non-discrimination are central to decision-making
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## 3. Definitions

**Suspension:** Temporary removal from school for a fixed period. Also known as fixed-term exclusion. A student may be suspended for up to a maximum of 45 school days in any single academic year.

**Permanent Exclusion:** Removal from the school with no expectation of return. The student's name will be removed from the school register unless the exclusion is overturned on review.

**Internal Inclusion:** Supervised education within the school but removed from usual class or activity. This is time-limited (maximum one day without parent notification) and is not counted as a suspension. It must remain educational and not amount to an informal exclusion.

**Proprietors:** Jo Higgins and Lauren Higgins, the registered proprietors of Blue Skies School.

**Advisory Board:** Lee Lucas and Paddy Behan, who provide independent governance oversight and conduct external reviews of permanent exclusions where required.

**School Day:** Any day on which the school is open to students for education, regardless of whether the individual student was timetabled to attend.

**EHCP:** Education, Health and Care Plan - a legal document describing a child's special educational needs, and the support required to meet them.

**Students aged 18 or over:** For the purposes of this policy, where a student is aged 18 or over, all references to 'parents/carers' should be read as referring to the student directly, subject to any arrangements made under the Mental Capacity Act 2005. See Section 12 for further detail.

**Balance of Probabilities:** The civil standard of proof, meaning it is more likely than not that something occurred.

**Reasonable Adjustments:** Changes or modifications made to remove barriers for disabled students, as required by the Equality Act 2010.

#### 4. Factors Considered in Behavioural Decision-Making

When responding to challenging behaviour, the school will consider and document:

- The nature, seriousness, and impact of the behaviour
- The context in which the behaviour occurred, including distress, provocation, or unmet need
- The student's SEND, EHCP (where applicable), and individual profile
- The student's emotional wellbeing, mental health, and known vulnerabilities
- Previous interventions and their effectiveness
- Safeguarding implications for the student and others

No decision to suspend or exclude will be made without considering these factors.

#### 5. Intervention and Support Strategies

Before suspension or exclusion is considered, the school will normally explore a range of supportive strategies, which may include:

- De-escalation and regulation strategies
- Time out in a safe, supportive environment
- Restorative conversations or mediation
- Pastoral Support Plans or Positive Behaviour Support Plans
- Increased supervision or timetable adjustments
- Internal support or inclusion arrangements (see Section 7)

- Engagement with parents/carers
- Involvement of external professionals where appropriate

The graduated response will normally be implemented over a period of weeks or months, except where immediate action is required for safety.

The use of these strategies, and the reasons they were insufficient in a particular case, must be documented.

## 6. Investigation and Decision-Making Process

### **Before Suspension or Exclusion:**

The Headteacher will conduct a fair and thorough investigation, which will include:

#### **Gathering Evidence:**

- Witness statements from staff and students
- Review of relevant records (behaviour logs, CCTV where available)
- Examination of any physical evidence
- Review of the student's EHCP, support plans, and recent records

#### **Hearing the Student:**

- The student will be given the opportunity to give their account of events
- Support will be provided appropriate to the student's age, communication needs, and understanding
- Where the student has significant communication difficulties, alternative methods (visual supports, advocate, parent presence) will be used
- The student's perspective will be recorded and considered

#### **Applying the Standard of Proof:**

- Decisions will be based on the balance of probabilities (i.e., it is more likely than not that the incident occurred as described)
- The criminal standard of "beyond reasonable doubt" does not apply

#### **Documentation:**

- Before making a decision to suspend or exclude, the Headteacher will record:
  - The evidence considered
  - The student's account and any mitigating factors
  - Consideration of SEND, disability, and reasonable adjustments
  - Why alternative responses were insufficient or inappropriate
  - Safeguarding considerations
  - How the decision meets the tests of being lawful, reasonable, and proportionate

#### **Timing:**

The investigation will be completed as quickly as possible, normally within 1-2 school days. Where immediate risk requires a student to leave the site while an investigation is undertaken, this will be recorded and treated as a suspension in accordance with this policy and communicated clearly to parents.

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## 7. Internal Inclusion Arrangements

Where internal inclusion or removal from class is used, this will:

- Be time-limited (same day parent notification)
- Remain educational in nature
- Be clearly recorded
- Not amount to an informal or unlawful exclusion
- Be subject to safeguarding oversight

Internal inclusion is not a substitute for suspension and must not be used to avoid formal processes. Internal inclusion is separate from planned use of sensory/regulation spaces under a student's support plan. The Headteacher will review any student subject to internal inclusion more than twice in a half term.

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## 8. Suspensions (Fixed-Term Exclusions)

A suspension may be issued where a student's behaviour represents a serious breach of the school's behaviour expectations and where continued attendance would significantly risk the safety, welfare, or education of the student or others.

### Examples of Behaviour That May Warrant Suspension:

- Physical aggression toward students or staff
- Behaviour presenting immediate danger to self or others
- Serious bullying, harassment, or discriminatory behaviour
- Possession of prohibited items
- Significant damage to property
- Persistent disruptive behaviour after graduated interventions have been exhausted

This list is not exhaustive. Each case will be considered individually with regard to context, SEND, and all relevant circumstances.

### Key Requirements:

- Suspensions will be for the shortest possible duration (typically 1-5 days)
- The decision will be taken by the Headteacher only
- Decisions are based on the balance of probabilities
- A student will not be suspended for more than 45 school days in an academic year
- The school maintains a tracking system to monitor cumulative suspension days
- The commissioning Local Authority (and any other LA with an interest in the student's EHCP) will be notified of any suspension without delay.

**Before Issuing a Suspension:**

The school must document (see Section 6):

- Investigation findings and evidence
- De-escalation strategies attempted
- Consideration of SEND and reasonable adjustments
- Why suspension was necessary in the circumstances
- Safeguarding considerations

The Headteacher will also consider whether the suspension itself may create safeguarding risks for the student and whether additional support or protective measures are required.

**Education During Suspension:**

During any suspension:

- Work will normally be provided for the student to complete at home from the first day
- Work will be sent electronically or as a physical pack, as appropriate
- Parents will receive guidance on supporting completion of work
- The school will maintain telephone contact with parents regarding welfare
- Any adjustments required for SEND will be considered in the work set
- Dependent on need, staff will consider whether pastoral contact (rather than academic tasks) is the primary appropriate offer in short suspensions

**Parent Responsibility During Suspension:**

Blue Skies School requests that parents ensure their child is appropriately supervised during suspension. For students of compulsory school age, parents should ensure the student is not present in a public place during school hours for the first 5 school days (or until readmission, if earlier) without reasonable justification.

**Cancellation of Suspension:**

In exceptional circumstances (for example, where significant new evidence emerges, or material information was not available at the time of decision), the Headteacher may cancel a suspension before it has been reviewed by the Proprietors.

If a suspension is cancelled:

- Parents will be notified immediately in writing, with reasons for cancellation
- The student will be readmitted without delay
- Days already missed will still count toward the 45-day annual limit
- A reintegration meeting will still be offered to support the student's return

**Return from Suspension - Reintegration:**

Before or upon return from suspension, the school will hold a reintegration meeting with:

- The student (where appropriate to age and understanding)
- Parents/carers
- The Headteacher or senior leader

- Other key staff as appropriate (e.g., class teacher, TA)

The reintegration meeting will:

- Welcome the student back and reinforce their value to the school community
- Review what happened and why
- Hear the student's reflections (where appropriate)
- Agree strategies to support successful reintegration
- Identify any additional support, adjustments, or plan amendments needed
- Set clear, positive expectations going forward
- Agree review points to monitor progress

The student will not be denied return to school if parents are unable to attend the meeting, though every effort will be made to enable participation.

## 9. Permanent Exclusion

Permanent exclusion is an exceptional and serious measure that will only be considered where:

**Either:**

(a) All reasonable strategies, adjustments, and support have been exhausted over time, AND allowing the student to remain in school would seriously harm the education, safety, or welfare of the student or others in the school community and where no reasonable alternative arrangements are available.

Or:

(b) A single incident of exceptional seriousness has occurred (such as serious violence, use of a weapon, sexual assault, or behaviour creating grave and immediate danger) that makes continued attendance untenable, AND no reasonable adjustments or alternative arrangements would adequately mitigate the ongoing risk.

### Examples That May Warrant Permanent Exclusion:

- Serious actual or threatened violence against a student or member of staff
- Sexual abuse or assault
- Supplying or possession of illegal drugs on school premises
- Carrying or use of an offensive weapon
- Persistent and extreme behaviour that has not responded to sustained intervention and poses ongoing serious harm

Each case will be considered on its individual facts, context, and circumstances.

### Decision-Making Process:

The decision to permanently exclude will be made by the Headteacher following the investigation process set out in Section 6, and after consultation with the Proprietors where practicable (except in emergency situations requiring immediate action).

### Additional Considerations Before Permanent Exclusion:

**For students with EHCPs:**

An emergency annual review will be requested from the local authority before permanent exclusion is imposed, except where:

- Delay would create serious and immediate safety risks, in which case the review will be convened as soon as practicable and no later than 10 school days following the exclusion, or
- The local authority confirms a review cannot be convened within a reasonable timescale

The outcome of any such review will be considered before a final decision is made.

**For students with SEND (with or without EHCPs):**

The Headteacher must evidence that:

- All reasonable adjustments have been made or properly considered
- The behaviour is not solely or substantially caused by unmet special educational needs or disability
- Where behaviour may be linked to disability, the school will consider whether it represents a manifestation of the student's needs and whether additional reasonable adjustments or support could prevent recurrence before permanent exclusion is issued
- Alternative provision, additional support, or further reasonable adjustments have been explored and would be insufficient to mitigate the risk
- The decision does not amount to disability discrimination under the Equality Act 2010

**For looked-after children, previously looked-after children or students with social workers:**

The social worker and (for LAC/PLAC) the Virtual School Head will be informed and consulted before permanent exclusion, except where immediate action is required for safety (see Section 11).

**Mandatory Proprietor Review:**

All permanent exclusions are subject to mandatory review by the Proprietors (see Section 14).

**Education During Permanent Exclusion:**

While permanent exclusion is under review, work will be provided as per Section 8. The school will signpost parents to sources of support and advice regarding alternative educational provision.

**10. Special Educational Needs and Disabilities (SEND)**

Blue Skies School complies fully with the Equality Act 2010.

The school recognises that:

- Behaviour may be a manifestation of disability or unmet need
- Students must not be suspended or excluded because of disability

Prior to any suspension or exclusion, the school must:

- Consider and record reasonable adjustments

- Consider whether the student's needs are being adequately met
- Assess whether further support or amendments to provision are required

For students with EHCPs, an urgent review may be convened where appropriate.

### **Behaviour Related to Disability (Manifestation of Need)**

Where a student's behaviour may be linked to their disability (including autism or other recognised SEND), the school will consider whether the behaviour is a manifestation of unmet need before any suspension or permanent exclusion is issued. The Headteacher must ensure that reasonable adjustments, behaviour support strategies, and (where applicable) EHCP provisions have been implemented and reviewed. A student will not be suspended or permanently excluded for behaviour that is primarily attributable to their disability or unmet special educational needs where appropriate support and reasonable adjustments were not in place, as this may constitute discrimination arising from disability under the Equality Act 2010.

## **11. Looked After Children and Children with Social Workers**

Blue Skies School recognises that children with social care involvement, including looked-after children (LAC), are particularly vulnerable and that exclusion can increase risk and disrupt crucial support networks.

### **Additional Safeguards:**

Where a student is looked after by the local authority or has an allocated social worker, additional consultation and safeguards apply:

#### **Before Suspension:**

The Headteacher will inform:

- The student's social worker
- The Virtual School Head (if the student is looked after)
- Foster carers or residential care staff (as applicable)

This notification will occur as soon as the decision is made, and before the suspension begins wherever possible.

#### **Before Permanent Exclusion:**

The Headteacher will consult with:

- The student's social worker
- The Virtual School Head (for LAC)
- Any other professionals involved in the student's care plan

The purpose of this consultation is to:

- Share the school's concerns and evidence
- Understand any relevant context from the child's care circumstances
- Explore whether additional support or alternative provision could prevent exclusion
- Ensure any permanent exclusion decision is made with full knowledge of the child's vulnerabilities and care needs

The views of these professionals will be documented and considered before a final decision is made, except where immediate action is required for safety.

#### **During Suspension or Exclusion:**

The school will:

- Maintain regular contact with the social worker and carers
- Ensure safeguarding information continues to be shared
- Provide updates on education arrangements and welfare

#### **For Looked After Children:**

The Personal Education Plan (PEP) will be updated to reflect the suspension or exclusion, and any reintegration planning will involve the Virtual School Head and social worker.

## **12. Communication with Parents/Carers and Students**

For students aged 18 or over, all rights set out in this policy — including the right to receive notification, make representations, and attend review meetings — vest in the student directly. The school will communicate with the student as the primary recipient. Where a student aged 18 or over has indicated they wish a parent, carer or other representative to be involved, or where there are reasonable grounds to consider a student's capacity to engage with the process, the school will make appropriate arrangements in line with the Mental Capacity Act 2005.

Parents/carers or students will be:

- Informed immediately by telephone, ideally on the same day
- Provided with written confirmation within 24 hours

Written communication will include:

- The reason for suspension/exclusion
- Duration and arrangements for return (if applicable)
- How SEND and safeguarding were considered
- Education arrangements during suspension
- Information on representations and review rights
- Details of how to make representations (see Section 14)
- Sources of independent advice and support

Where the student has an EHCP, the local authority will also be informed.

*Pro forma letters for each of these communications are provided at Appendix A.*

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### 13. Safeguarding During Suspension or Exclusion

The school recognises that suspension may increase vulnerability.

Where a student is known to be vulnerable, the school will:

- Consider safeguarding risks created by the suspension
- Liaise with safeguarding professionals where required
- Put appropriate protective measures in place
- Maintain oversight of student welfare

Safeguarding duties are not paused or reduced during suspension.

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### 14. Right to Representations and Proprietor Review

#### Right to Make Representations:

Parents/carers have the right to make representations (in writing or in person) regarding:

- Any suspension exceeding 5 school days in a single term
- Any suspension or series of suspensions that would cause the student to miss a public examination or national curriculum test
- Any permanent exclusion

Representations may also be made for shorter suspensions, though the Proprietors are not obliged to convene a review meeting in those cases.

#### How to Make Representations:

Representations should be sent in writing to the Proprietors (Jo Higgins and Lauren Higgins) at [jo@blueskiesschool.co.uk](mailto:jo@blueskiesschool.co.uk) and [lauren@blueskiesschool.co.uk](mailto:lauren@blueskiesschool.co.uk), respectively, within 10 school days of receiving the exclusion notification.

Parents may include any information, evidence, or context they wish the Proprietors to consider.

Where the student is aged 18 or over, representations may be made by the student directly. The student may also authorise a parent, carer or other representative to make representations on their behalf.

#### Proprietor Review Process:

##### When a Review Will Be Held:

The Proprietors will convene a review meeting where:

- Representations have been made regarding a qualifying suspension, or
- A permanent exclusion has been issued (mandatory review)

#### Timeline:

The review will be convened within 15 school days of:

- Receipt of representations (for suspensions), or
- The decision to permanently exclude (whether or not representations are made)

### **Review Panel Composition:**

The review will be conducted by:

- Both Proprietors (Jo Higgins and Lauren Higgins), and
- An independent member of the Advisory Board who has not been previously involved in the matter

Where a Proprietor has been directly involved in the incident or decision, they will not participate in the review, and both Advisory Board members may be convened to ensure sufficient independent oversight.

### **Notice and Documentation:**

Parents/carers will be given at least 5 school days' written notice of the review meeting, including:

- Date, time, and location (or remote access details)
- Documents to be considered
- Right to attend, be accompanied, and make oral representations
- Right to submit additional written evidence

All relevant documentation (investigation records, evidence, student records, exclusion decision letter) will be provided to parents and panel members in advance.

### **Attendance at the Review:**

Parents/carers:

- Are invited to attend and strongly encouraged to participate
- May be accompanied by a friend, relative, or representative (at their own expense)
- May make oral and written representations
- May ask questions of the Headteacher

The student may attend if appropriate to their age, understanding, and wishes.

The Headteacher will attend to present the decision and answer questions.

### **Remote Access:**

Parents may request that the review meeting be held via video link or other remote means if they prefer or if attendance in person would be difficult. Face-to-face meetings remain the default, but reasonable requests will be accommodated.

### **Matters Considered by the Review Panel:**

The panel will consider:

- Whether the decision was lawful (particularly regarding SEND and equality duties)

- Whether proper procedures were followed
- Whether the decision was reasonable and proportionate in all the circumstances
- Whether all relevant factors were considered (SEND, safeguarding, context)
- Whether alternatives to exclusion were properly explored
- Whether the evidence supports the decision on the balance of probabilities
- Any new evidence that is material to the decision

### **Powers of the Review Panel:**

Following the review, the panel may:

- **Uphold the suspension or permanent exclusion** (with or without recommendations for future practice)
- **Direct reinstatement** immediately or from a specified date
- **Overtake the exclusion** and remove it from the student's record
- **Recommend additional support or adjustments** to enable successful reintegration

**For Permanent Exclusions specifically,** the panel may:

- Uphold the exclusion
- Direct immediate reinstatement
- Direct reinstatement from a specified date with conditions (such as additional support being in place)

The panel's decision is binding on the school.

### **Decision and Notification:**

The panel will:

- Reach a decision on the day of the hearing wherever possible, or within 2 school days
- Provide a detailed written decision with reasons to parents and the Headteacher within 5 school days of the review
- Set out any recommendations or conditions attached to reinstatement

### **If Reinstatement is Directed:**

The student will be readmitted on the date specified. The exclusion will be removed from the student's record if the panel determines it should not have been issued. Days already missed will not count toward the 45-day limit if the exclusion is overturned.

### **External Independent Review (Permanent Exclusions Only):**

If parents remain dissatisfied with the outcome of a permanent exclusion review, they may request an external independent review.

This will be conducted by the Advisory Board (provided neither member participated in the Proprietor review). The Advisory Board members are Lee Lucas, who brings expertise in educational leadership and safeguarding, and Paddy Behan, who brings expertise in SEND and behaviour.

The external review will follow the same process as the Proprietor review, and the Advisory Board will have the same powers to uphold, overturn, or direct reinstatement.

The Advisory Board's decision is final, subject to any legal challenge through the courts or complaint to Ofsted.

### **Record of Review:**

All review meetings will be clerked, with detailed minutes taken. These will form part of the student's records and the school's exclusion monitoring data.

### **Relationship to Complaints Procedure:**

This review process is separate from the school's general complaints procedure. However, if parents believe the review itself was not conducted fairly, they may raise this through the complaints policy.

## **15. Record-Keeping and Monitoring**

The school will maintain detailed records of:

- Behaviour incidents
- Interventions and adjustments
- Suspension/exclusion decisions
- Investigation evidence and documentation
- Safeguarding considerations
- Review outcomes

Patterns will be monitored by senior leaders and Proprietors, with oversight from the Advisory Board, to ensure consistency, fairness, and compliance.

The Proprietors and Advisory Board will review exclusion data annually to identify:

- Frequency and duration of exclusions
- Whether particular groups are disproportionately affected
- Whether SEND and equality duties are being met
- Whether exclusions are genuinely a last resort
- Training or policy development needs
- Whether there is any disproportionality affecting students with SEND, looked-after children, previously looked-after children or other vulnerable groups.

This data will also be made available to Ofsted during inspection.

## **16. Review of Policy**

This policy will be reviewed:

- At least biennially (every two years)
- Following any permanent exclusion
- If inspection findings recommend changes
- Following changes in law, guidance, or Independent School Standards
- If monitoring identifies concerns about fairness, patterns, or disproportionality

Reviews will involve the Proprietors, Headteacher and Designated Safeguarding Lead.

Any amendments will be approved by the Proprietors and communicated to all staff and parents.

**Policy Connections:**

This policy should be read in conjunction with:

- Behaviour Policy
- SEND Policy
- Safeguarding and Child Protection Policy
- Anti-Bullying Policy
- Equality and Diversity Policy
- Complaints Policy

## Appendix A: Pro Forma Letters — Suspension and Permanent Exclusion Notifications

### Suspension and Permanent Exclusion — Parent/Carer Notifications

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This document contains four pro forma letters for use by the Headteacher when communicating with parents, carers or students (aged 18 or over) regarding suspension or permanent exclusion.

#### Contents

Letter 1 — Suspension (Fixed-Term Exclusion) — Initial Notification

Letter 2 — Suspension — Reintegration Meeting Invitation

Letter 3 — Permanent Exclusion — Initial Notification

Letter 4 — Proprietor Review Meeting — Invitation to Parents/Carers

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#### How to Use These Letters

All fields marked in bold blue [brackets] should be completed before sending. Drafting notes in amber are for internal guidance only and should be deleted before the letter is sent.

Where a student is aged 18 or over, references to parents/carers should be replaced with the student's name throughout, in accordance with Section 12 of the Suspension and Permanent Exclusions Policy.

A copy of every letter sent should be placed on the student's file and shared with the Proprietors. The commissioning Local Authority must also be notified without delay of any suspension or permanent exclusion.

#### LETTER 1

#### Suspension (Fixed-Term Exclusion) — Initial Notification

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***Drafting note:** This letter should be sent within 24 hours of the suspension decision. Where possible, speak to parents by telephone first and confirm in writing the same day. Delete all amber drafting notes before sending.*

**[Parent/Carer full name]**

**[Address line 1]**

**[Address line 2]**

[Town/City, Postcode]

Date: [Date of letter]

Re: Suspension of [Student full name] — [Start date] to [End date (inclusive)]

Dear [Parent/Carer name — or student name if aged 18+]

### Decision

I am writing to inform you that [Student first name] has been suspended from Blue Skies School from [start date] until [end date, inclusive]. This is a suspension of [number] school day(s).

[Student first name] may return to school on [first day back — date].

### Reason for Suspension

***Drafting note:** Describe the incident(s) factually and clearly. Refer to the specific behaviour, not the student's character. Note any relevant context already considered.*

[Description of incident(s) — factual, specific, and proportionate. Include date(s) and brief context.]

This decision was made following a thorough investigation in which [Student first name]'s account was heard and considered. The decision to suspend has been taken on the balance of probabilities.

### SEND and Equality Considerations

In making this decision, I have considered [Student first name]'s Education, Health and Care Plan and individual needs. I am satisfied that:

- Reasonable adjustments and support strategies were in place and have been considered;
- The behaviour is not solely or substantially attributable to unmet special educational needs or disability;
- This decision is proportionate, lawful, and not discriminatory under the Equality Act 2010.

***Drafting note:** Add any specific detail relevant to this student's needs, e.g. 'We have considered that [name] is autistic and that the incident occurred during an unstructured period. As a result, we have adjusted [specific element] for their return.'*

### Education During Suspension

Work has been arranged for [Student first name] to complete at home during the suspension period. [Describe how work will be provided — e.g., electronically, sent home with parent, collected from school.] Please encourage [Student first name] to engage with this where possible.

We will be in touch by telephone to check on welfare during the suspension period. Please do not hesitate to contact us if you have any concerns.

### Responsibilities During Suspension

During the suspension period, please ensure that **[Student first name]** is appropriately supervised. For the first five school days of any suspension, we ask that students of compulsory school age are not present in a public place during school hours without reasonable justification.

### Reintegration

We would like to invite you to a reintegration meeting on **[proposed date and time]** to welcome **[Student first name]** back and to discuss any additional support. Please confirm whether this time works for you, or contact us to arrange an alternative. If you are unable to attend, **[Student first name]** will still be welcomed back to school on the due date.

### Your Right to Make Representations

This suspension is for **[number]** school day(s). **[Select and delete as appropriate — see drafting note below.]**

***Drafting note:** If the suspension is 5 school days or fewer AND does not cause the student to miss a public exam or NC test, include the first paragraph only. If the suspension exceeds 5 school days in a term, or if the student will miss an exam/test, include BOTH paragraphs and arrange a Proprietor review.*

You are entitled to make representations to the Proprietors regarding this suspension. Representations should be submitted in writing to Jo Higgins at [jo@blueskiesschool.co.uk](mailto:jo@blueskiesschool.co.uk) and to Lauren Higgins at [lauren@blueskiesschool.co.uk](mailto:lauren@blueskiesschool.co.uk) within 10 school days of receiving this letter. You may include any information, evidence, or context you wish the Proprietors to consider.

*[Include only if suspension exceeds 5 days or student will miss an exam:]* As this suspension exceeds five school days in a term / will cause **[Student first name]** to miss a public examination, the Proprietors will convene a formal review meeting. You will receive a separate invitation with details.

Yours sincerely,

### Carrie Myhill

Headteacher, Blue Skies School  
[headteacher@blueskiesschool.co.uk](mailto:headteacher@blueskiesschool.co.uk)

*Copies to: Proprietors (Jo Higgins, Lauren Higgins) | **[Local Authority — Medway/other]** | **[Social Worker/VSH if applicable]***

## LETTER 2

### Suspension — Reintegration Meeting Invitation

***Drafting note:** This letter may be sent separately from Letter 1 if the reintegration meeting details are not yet confirmed at the time of the initial notification, or it may be incorporated into Letter 1. Delete all amber notes before sending.*

[Parent/Carer full name]

[Address line 1]

[Address line 2]

[Town/City, Postcode]

Date: [Date of letter]

Re: Reintegration Meeting — [Student full name]

Dear [Parent/Carer name — or student name if aged 18+]

I am writing to invite you to a reintegration meeting ahead of — or on — the first day of return following the recent suspension.

Date	[Date of reintegration meeting]
Time	[Time]
Location	[Blue Skies School / room / remote link]
Attending	Carrie Myhill (Headteacher); [Other key staff, e.g. class teacher/TA]

### Purpose of the Meeting

The reintegration meeting is an important opportunity for us to welcome the student back warmly, to hear their reflections on what happened, and to agree any additional support or adjustments that would help their return go well. It is not a further disciplinary meeting.

At the meeting, we will:

- Welcome the student back and reinforce their value to the school community
- Review what happened and why, and hear reflections from the student where appropriate
- Agree strategies to support a successful return
- Identify any additional support, adjustments, or plan amendments that may be helpful
- Set clear, positive expectations going forward
- Agree review points to monitor progress

Please let us know whether you are able to attend by contacting [contact name — Natalie or Carrie] on **01634 357770** or at [admin@blueskiesschool.co.uk](mailto:admin@blueskiesschool.co.uk). If this date or time is not convenient, please do get in touch and we will do our best to accommodate an alternative.

**[Student first name]** will be welcomed back to school on **[return date]** whether or not you are able to attend the meeting.

Yours sincerely,

**Carrie Myhill**

Headteacher, Blue Skies School

headteacher@blueskiesschool.co.uk

*Copies to: Proprietors (Jo Higgins, Lauren Higgins) | **[Local Authority — Medway/other]** | **[Social Worker/VSH if applicable]***

### LETTER 3

#### Permanent Exclusion — Initial Notification

***Drafting note:** This letter should be sent within 24 hours of the permanent exclusion decision. Notify the Proprietors and Local Authority without delay before this letter is sent. Delete all amber notes before sending.*

**[Parent/Carer full name]**

**[Address line 1]**

**[Address line 2]**

**[Town/City, Postcode]**

**Date:** **[Date of letter]**

**Re: Permanent Exclusion of [Student full name]**

Dear **[Parent/Carer name — or student name if aged 18+]**

#### Decision

I am writing to inform you of the very serious decision to permanently exclude **[Student first name]** from Blue Skies School with effect from **[date]**. This means that **[Student first name]** will not return to Blue Skies School. **[Student first name]**'s name will be removed from the school roll unless the exclusion is overturned on review.

I recognise that this is a deeply significant decision and I want to be transparent about the reasons and the process that led to it.

#### Reason for Permanent Exclusion

**Drafting note:** Provide a clear, factual account of the incident(s) and/or pattern of behaviour that has led to this decision. Reference the sustained intervention over time (if applicable) or the nature of the single serious incident. Be specific but avoid inflammatory language.

**[Full description of reason — including relevant history, incident details, and why all other options have been exhausted or are not appropriate.]**

This decision follows a thorough investigation in which **[Student first name]**'s account was sought and considered. The decision has been reached on the balance of probabilities.

### **SEND and Equality Considerations**

In making this decision, I have given careful consideration to **[Student first name]**'s Education, Health and Care Plan, their autism, and their individual profile of needs. I am satisfied that:

- All reasonable adjustments have been made or carefully considered over a sustained period;
- The behaviour that has led to this decision is not solely or substantially attributable to unmet SEND or disability;
- Where the behaviour may be linked to disability, we have considered whether it represents a manifestation of unmet need and have concluded that the support provided has been appropriate and that further reasonable adjustments would not adequately mitigate the ongoing risk;
- This decision does not constitute discrimination under the Equality Act 2010.

**Drafting note:** Add specific evidence here: what adjustments were in place, what reviews were carried out, what additional support was offered and when.

### **Education Arrangements**

While the exclusion is under review, work will be provided for **[Student first name]** to complete at home. **[Describe arrangements — as per suspension.]**

The commissioning Local Authority (**[Medway/other]**) has been informed of this decision and will be responsible for ensuring that alternative educational provision is arranged for **[Student first name]** as promptly as possible. We would encourage you to contact them directly: **[LA contact name and details]**.

### **Your Right to Make Representations — Mandatory Proprietor Review**

All permanent exclusions at Blue Skies School are subject to a mandatory review by the Proprietors. This is not dependent on you making representations — it will take place in all cases.

You have the right to make representations to the Proprietors. Representations should be submitted in writing to Jo Higgins at [jo@blueskiesschool.co.uk](mailto:jo@blueskiesschool.co.uk) and Lauren Higgins at [lauren@blueskiesschool.co.uk](mailto:lauren@blueskiesschool.co.uk) within 10 school days of receiving this letter. You may include any information, evidence, or context you wish the Proprietors to consider.

You will receive a separate letter within the next few days inviting you to the Proprietor review meeting, which will be convened within 15 school days of the date of this letter.

At the review meeting, the Proprietors will consider whether the decision was lawful, reasonable and proportionate, and whether all relevant factors were taken into account. The review panel has the power to uphold the exclusion, direct immediate reinstatement, or direct reinstatement from a specified date with conditions.

## External Independent Review

If you remain dissatisfied following the Proprietor review, you may request an external independent review, which will be conducted by the Advisory Board members, Lee Lucas and Paddy Behan, provided neither participated in the Proprietor review.

The Advisory Board's decision is final, subject to any legal challenge through the courts or complaint to Ofsted.

## Support and Advice

I appreciate that this is an extremely difficult time. The following sources of independent advice and support may be helpful:

- IPSEA (Independent Provider of Special Education Advice): [www.ipsea.org.uk](http://www.ipsea.org.uk) | 01799 582030
- SOS SEN: [www.sossen.org.uk](http://www.sossen.org.uk)
- The National Autistic Society helpline: 0808 800 4104
- Your Local Authority SEND Information, Advice and Support Service (SENDIASS):  
Medway: [www.sendiass.org/medway-sendiass](http://www.sendiass.org/medway-sendiass) | 01634 566303  
Kent: <http://www.iask.org.uk> | 03000 41 3000

**Drafting note:** You may wish to add local or student-specific resources here. Ensure SENDIASS contact details are correct for the relevant LA.

Yours sincerely,

### Carrie Myhill

Headteacher, Blue Skies School  
[headteacher@blueskiesschool.co.uk](mailto:headteacher@blueskiesschool.co.uk)

Copies to: Proprietors (Jo Higgins, Lauren Higgins) | [\[Local Authority — Medway/other\]](#) | [\[Social Worker/VSH if applicable\]](#)

## LETTER 4

### Proprietor Review Meeting — Invitation to Parents/Carers

**Drafting note:** This letter is sent by the Proprietors (not the Headteacher) and should be signed by Jo and/or Lauren Higgins. It is used for: (a) qualifying suspensions where representations have been made, and (b) all permanent exclusions (mandatory). Delete all amber notes before sending.

**[Parent/Carer full name]**

**[Address line 1]**

[Address line 2]  
[Town/City, Postcode]

Date: [Date of letter]

Re: Proprietor Review — [Student full name] — [Suspension / Permanent Exclusion]

Dear [Parent/Carer name — or student name if aged 18+]

We are writing to invite you to the Proprietor review meeting regarding the [suspension / permanent exclusion] of [Student full name].

### Meeting Details

<b>Date</b>	[Insert date]
<b>Time</b>	[Insert time]
<b>Location</b>	[Insert location]
<b>Panel</b>	Jo Higgins and Lauren Higgins (Proprietors); [Advisory Board member name] (independent member)

### Purpose of the Review

The review panel will consider whether the Headteacher's decision was lawful, reasonable, and proportionate in all the circumstances. Specifically, the panel will consider:

- Whether the decision was lawful, including in relation to SEND and equality duties;
- Whether proper procedures were followed;
- Whether the decision was reasonable and proportionate, having regard to all relevant factors;
- Whether alternatives to exclusion were properly considered;
- Whether the evidence supports the decision on the balance of probabilities;
- Any new evidence that is material to the decision.

### Powers of the Review Panel

The panel has the power to:

- Uphold the suspension or permanent exclusion (with or without recommendations);
- Direct reinstatement immediately or from a specified date;
- Overturn the exclusion and remove it from the student's record;
- Recommend additional support or adjustments to enable successful reintegration.

The panel's decision is binding on the school.

### Documents

You will receive the following documents in advance of the meeting:

- The Headteacher's investigation record and evidence;
- The exclusion decision letter;
- Relevant records relating to the student's support and SEND provision.

**Drafting note:** Ensure all documents are sent at least 5 school days before the meeting. Redact third-party personal data as appropriate.

### Your Right to Attend and Be Accompanied

You are warmly encouraged to attend this meeting and to participate fully. You may:

- Attend in person or via video link (please let us know your preference);
- Bring a friend, relative, or representative to support you (at your own expense);
- Make oral representations to the panel;
- Submit any additional written evidence you wish the panel to consider.

**[Student first name]** may also attend if appropriate to their age, understanding, and wishes. Please let us know if you would like us to make arrangements to include **[Student first name]** in the meeting.

### Please Confirm Your Attendance

Please confirm whether you will be attending by **[RSVP date — at least 2 school days before]** by contacting Natalie on 01634 357770 or at [admin@blueskiesschool.co.uk](mailto:admin@blueskiesschool.co.uk). If you have any questions about the process or would like to discuss arrangements, please do not hesitate to get in touch.

Yours sincerely,

**Jo Higgins and Lauren Higgins**

Proprietors, Blue Skies School

[jo@blueskiesschool.co.uk](mailto:jo@blueskiesschool.co.uk) | [lauren@blueskiesschool.co.uk](mailto:lauren@blueskiesschool.co.uk)

Copies to: Carrie Myhill (Headteacher) | **[Local Authority]** | **[Social Worker/VSH if applicable]**