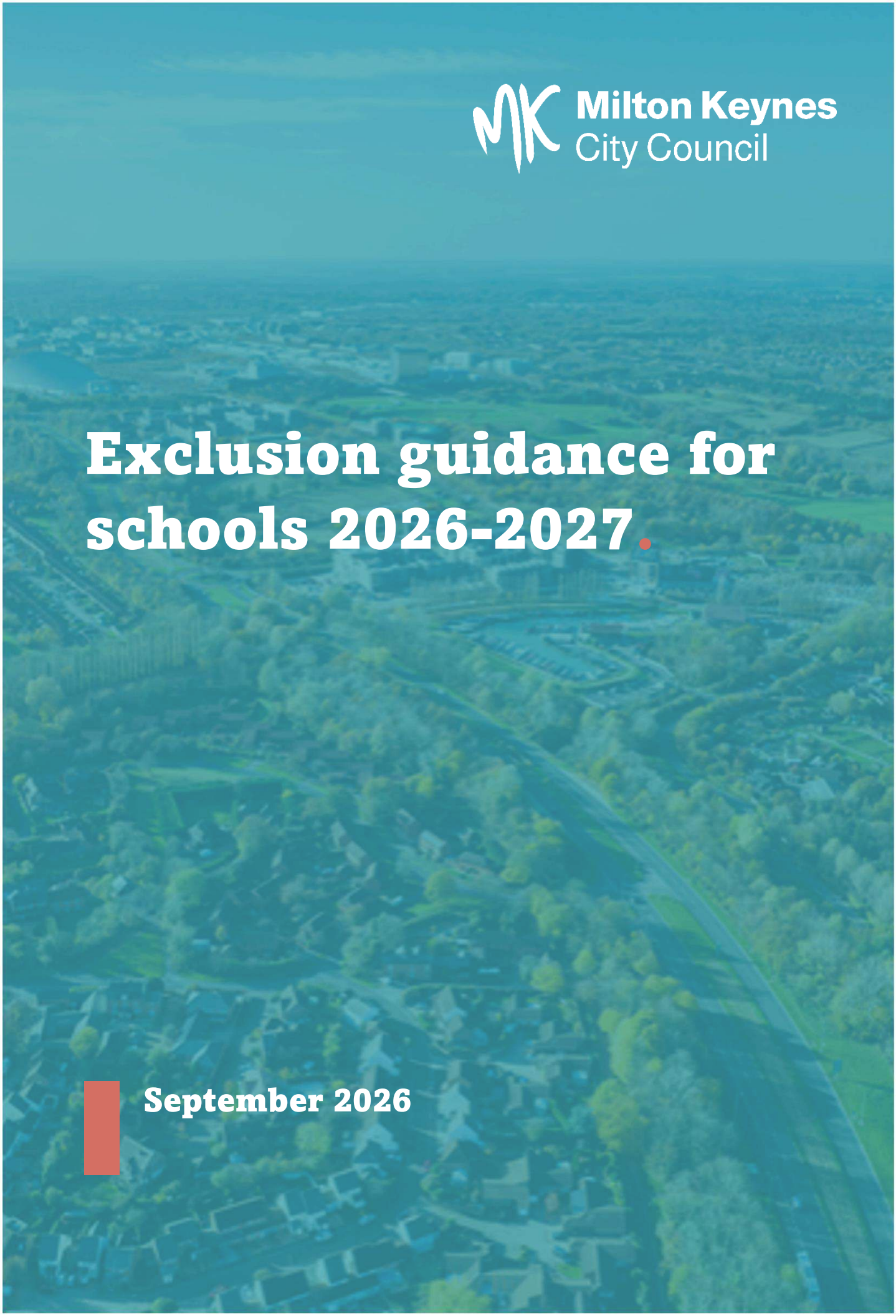

Milton Keynes City Council

Exclusion guidance for schools 2026-2027.

September 2026

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Section 1. Context

Milton Keynes approach to inclusion
Through the work of the Milton Keynes Inclusion Partnership, schools work collaboratively to promote inclusion, intervene early and prevent permanent exclusion wherever possible. As a result, permanent exclusions in Milton Keynes are rare. Permanent exclusion should be used only as a last resort, where the statutory test is met and appropriate support, intervention and alternatives have been considered.

Headteachers considering permanent exclusion are strongly encouraged to seek advice from the Milton Keynes Inclusion Partnership at the earliest opportunity and, wherever practicable, before a final decision is taken. Contact: exclusions@milton-keynes.gov.uk. This support does not fetter the headteacher's statutory decision-making responsibility and does not prevent urgent action where necessary to protect pupils or staff.

This local guidance should be read alongside: **DfE Guidance on School Suspensions and Permanent Exclusions (effective from 26 July 2026)** *(*referred to in this document as 'statutory guidance'). It supports those with legal responsibilities for suspensions (formerly 'fixed term exclusions'*)* and permanent exclusions.
Further guidance:

1. Keeping children safe in education (DfE)
2. Working Together to Safeguard Children (DfE)
3. Behaviour in schools guide (DfE)
4. Use of reasonable force in schools (DfE)
5. Searching, screening and confiscation in schools (DfE)
6. Alternative Provision (DfE)

Notifying the Local Authority
Contact the Access to Education, Employment and Training Team (Exclusions): exclusions@milton-keynes.gov.uk

Update statutory suspension and exclusion data without delay using: MK online portal
For permanent exclusions, send paperwork to: exclusions@milton-keynes.gov.uk

The 2026 guidance increases expectations regarding children with social workers. Before making exclusion decisions and when planning review meetings, schools should involve:

- The child's social worker;
- The Virtual School Head, email: Katy.Enser@milton-keynes.gov.uk
- Safeguarding professionals involved with the child

Records of consultation should be retained.

Remote Access Meetings
Where appropriate and lawful, a governing board review meeting (sometimes referred to as a pupil disciplinary committee meeting) and an Independent Review Panel can be held

remotely if requested by parents, and where all participants can engage effectively, fairly and safely.

Governors' Services as part of their traded services can offer guidance on the role and responsibilities of the governing board meeting. This also includes a clerking service for the process. To enquire about the service, please contact: governorservicesmanager@milton-keynes.gov.uk

Templates are attached to this guidance. You may use your own letters; however, you must ensure they cover all points required by the statutory guidance.

Section 2. Frequently asked questions

Q1	What type of schools does this guidance apply to?
A	This guidance applies to all maintained schools, (including special schools, pupil referral units, academy schools which includes free schools, special schools, and alternative provision academies).
Q2	Who is authorised to suspend or permanently exclude a pupil from school?
A	The headteacher of a maintained school, the teacher in charge at a PRU, and the principal of an academy. Where practicable, the headteacher should take the pupil's views into account before deciding. A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year) or permanently excluded.
Q3	Can the headteacher cancel a suspension or permanent exclusion?
A	Yes. The headteacher can cancel a suspension or permanent exclusion before the governing board has met to consider reinstatement. Without delay, the school must notify parents, the governing board and the local authority in writing.
Q4	What is an informal or unofficial suspension?
A	Any arrangement that sends a pupil home (e.g., 'to cool off') without following the formal exclusion process is unlawful even if parents agree.
Q5	How soon must the headteacher contact parents?

A	Without delay, the school must notify parents of the decision, the period and reason(s), and provide the required information in writing.
Q6	How soon must the headteacher notify the local authority?
A	Notify the local authority without delay in line with the DfE guidance. If the pupil has a social worker, Child in Need Plan, Child Protection Plan, or is looked-after, schools should, wherever practicable, notify and consult relevant professionals when considering suspension or permanent exclusion. The Virtual School Head (Email: Katy.Enser@milton-keynes.gov.uk) as applicable.
Q7	Who arranges education during a suspension or following a permanent exclusion?
A	Suspension: Headteachers should ensure suitable work is set and marked (this can include online platforms such as Google Classroom or Oak National Academy). Suspension (from Day 6): The governing board must arrange suitable full-time education (or local authority, in respect of a PRU). Permanent exclusion (from Day 6): The local authority must arrange suitable full-time education.
Q8	Can a suspension be extended or converted into a permanent exclusion?
A	No, the law does not allow this. In exceptional cases where further evidence comes to light, a further suspension may start immediately after the first ends, or a permanent exclusion may begin immediately after the end of the suspension.
Q9	What interventions should be considered before deciding to suspend or permanently exclude?
A	Schools should demonstrate that a graduated response has been considered. This may include: • Behaviour support; • SEND review; • Attendance interventions; • Early Help involvement; • Family support; • Advice from alternative provision; • MKIP consultation and review processes;

	• Off-Site Direction arrangements where appropriate Schools should be able to demonstrate a graduated response and consider appropriate support and intervention before a permanent exclusion is used.
Q9a	How should safeguarding concerns be considered?
A	Before deciding to suspend or permanently exclude, schools should specifically consider whether behaviour may be a response to abuse, neglect, trauma, unmet SEND needs, or mental health difficulties and whether exclusion could increase the child's vulnerability. Schools should consult the Designated Safeguarding Lead (DSL) where safeguarding concerns may be relevant to the behaviour, exclusion decision or subsequent planning.
Q10	Are there behaviours for which exclusion is not appropriate?
A	Exclusion must be on disciplinary grounds. Behaviour outside school may be considered if within the published behaviour policy. It is unlawful to exclude for a non-disciplinary reason, for example disability or additional needs that the school feels unable to meet.
Q11	Can parents challenge a suspension or permanent exclusion?
A	Suspensions totalling 5.5-15 days in a term: Parents may request a governing board meeting; if requested, the board must meet within 50 school days of receiving notice. Suspensions over 15 days in a term: The governing board must meet to consider reinstatement within 15 school days of receiving notice. Suspensions totalling 5 days or fewer in a term: The governing board must consider any written representations but is not required to meet. Permanent exclusion: The governing board must meet within 15 school days to consider reinstatement. If they uphold the exclusion, parents may request an Independent Review Panel (IRP) within 15 school days of receiving the decision. (Para 97 - 100 of the statutory guidance)
Q12	How do I organise an Independent Review Panel (IRP)?
A	For maintained schools please email the Access to Education, Employment and Training team (Exclusions) exclusions@milton-keynes.gov.uk For academies the Academy Trust must arrange the Independent Review Panel.
Q13	What is the difference between an Off-site Direction and a Managed Move?

A	An Off-site Direction is a temporary, time-limited placement at another setting while the pupil remains on roll at their home school. It is intended to improve behaviour and support reintegration. A Managed Move is a voluntary, permanent change of mainstream school placement. It must be in the child's best interests, have the agreement of parents or carers, take account of the child's views where practicable, and follow the relevant admission arrangements.

Section 3. Headteacher's Checklist

Use this checklist to ensure decisions are lawful, proportionate, and consistent with statutory guidance and local procedures:

Evidence & Initial considerations:	**Yes**	**No**
Has the incident been recorded with date/time, location, staff involved, and pupil(s)? On the balance of probabilities, is it more likely than not that the pupil engaged in the behaviour alleged? For more serious allegations, ensure stronger, corroborated evidence. Has a thorough investigation been completed (statements, CCTV, witness accounts)? Have the views of the pupil been sought and recorded wherever practicable? Have other pupils in similar circumstances been treated similarly, and if not, why? Are there mitigating circumstances such as bereavement, mental health, bullying, provocation? Has the behaviour policy been applied (reference relevant sections / expectations)?		
Legal tests:	**Yes**	**No**
For permanent exclusion, has there been a serious breach or persistent breaches of the school's behaviour policy? Would allowing the pupil to remain in school seriously harm the education or welfare of the pupil or others? Is the decision proportionate to the seriousness of the conduct and supported by evidence on the balance of probabilities? What early interventions, support and alternatives have been attempted or considered, and why are they insufficient in the circumstances?		
Proportionality, fairness and non-discrimination:	**Yes**	**No**
Factors to Consider • Decision not taken in the heat of the moment		

• Evidence assessed against school policies; unlawful discrimination ruled out • Reasonable adjustments and the graduated approach considered • DSL consulted where appropriate • Any safeguarding concerns identified • Behaviour linked to SEND, trauma, mental health or safeguarding • The impact of exclusion on the pupil has been considered		
Early intervention & support already considered / used	**Yes**	**No**
Targeted in-school interventions (pastoral plan, behaviour support plan, mentoring). Specialist behaviour support / SEND teams / Educational Psychologist involvement Behaviour Plan / IEP implemented and reviewed Early Help / Family Help considered Educational Psychology advice sought where appropriate		
Alternatives to suspension / exclusion – to be considered before deciding	**Yes**	**No**
Off-Site Direction In line with the principles of the Milton Keynes Inclusion Partnership (MKIP) (MKCC/Milton Keynes Inclusion Partnership), schools should work collaboratively to promote inclusion, prevent permanent exclusion wherever possible, and secure the best outcomes for children and young people. **Off-site Direction** is a time-limited intervention where a pupil attends another setting while remaining on roll at their home school: • Be in the child's best interests; • Have clear objectives, review arrangements and a reintegration plan; • Include appropriate safeguarding and SEND considerations; • Be regularly reviewed.		
Notifications & next steps (without delay)	**Yes**	**No**
Parents / carers informed and provided in writing Governing board informed in line with statutory thresholds Local authority notified and LA portal updated to ensure 6th day offer is provided Social worker and Virtual School Head (Katy.Enser@milton-keynes.gov.uk) as applicable. Work set and marked for school days 1-5 (suspensions), including online platforms where appropriate.		

Special considerations: use this checklist alongside the headteacher decision checklist.

Education, Health and Care Plan (EHCP) / SEND	**Yes**	**No**
Does the pupil have an EHCP? **Action**: Contact the SEN caseworker and consider an emergency Annual Review / Interim Review Is the pupil on SEN Support (school's SEN register)? **Action**: Confirm recent involvement of Specialist SEND teams / Educational Psychologist; document the graduated approach (assess-plan-do-review) Have reasonable adjustments and support options been fully explored and recorded? **Action**: Complete the reasonable adjustments log (see Section below)		
Children with Social Workers	**Yes**	**No**
Has consultation with the social worker been undertaken before the decision was made, and documented? To include: • Child in Need Plan, • Child Protection Plan, • Looked after and previously looked after children For looked after children, has the Virtual School been contacted directly at the earliest opportunity, in addition to the social worker, to inform decision-making and avoid delay? Has the impact on the child's welfare and safeguarding been considered?		
Engagement with parents / carers	**Yes**	**No**
Have you proactively engaged parents / carers about concerns, support, and potential consequences? **Action**: Record contact attempts and outcomes. Has Family Help involvement been considered or initiated? **Action**: Record referral / outcome.		
Equality, discrimination and proportionality	**Yes**	**No**
Have issues of SEN, disability, race and care experience been fully considered? **Action**: Complete the Equality Impact prompt (see Section below) and record conclusions. Is the proposed suspension length the shortest possible time? **Action**: Check cumulative days Has the pupil been suspended previously? **Action**: Review pattern, effectiveness of prior support, and proportionality.		
Disability definition (Equality Act 2010)	**Yes**	**No**
Not all pupils with an EHCP will have a disability but there is a significant overlap.		

A disability is a physical or mental impairment with a substantial and long-term (12 months or more) adverse effect on normal day-to-day activities. Examples may include physical disabilities; speech and language needs; memory and concentration; perception of risk and danger – where these effects are substantial and long-term. **Action**: Record the impairment, functional impact and evidence (medical / educational)		
Less favourable treatment (is it discriminatory?)	**Yes**	**No**
Could this be less favourable treatment compared to a pupil without a disability? What is the treatment and why has it been applied? Is the reason directly related to the disability? Can the treatment be justified (material and substantial basis)? **Action:** Record analysis and conclusion.		
Reasonable adjustments	**Yes**	**No**
Have reasonable adjustments been made, or can they reasonably be made? Would the pupil be at a substantial disadvantage without adjustments? Could the need have been anticipated (policies, practices, procedures reviewed)? Physical features: can they be altered or workarounds provided? Auxiliary aids/services under the SEND framework (e.g., specialist equipment, support) Relevant factors balanced: • Maintaining standards • Available funds / resources • Cost / practicality of steps • What is already provided under SEN arrangements • Health & safety requirements • Interests of other pupils Could the school reasonably have known about the disability? **Action**: Complete the Reasonable Adjustments Log and attach evidence. Are actions/omissions materially and substantially justified in light of disability and adjustments? **Action:** Record the justification and decision. If 'No', reconsider alternatives (support/AP/managed move) and defer exclusion.		

Templates

1. Suspension for 5 days of less

Dear Parent/Carer,

I am writing to inform you that child's name has been suspended from school from start date to end date. During this time, they must not attend school. This brings the total number of suspension days this term to [insert number] We expect child's name to return to school on the date at time.

This decision has not been taken lightly. We considered all available evidence, Child's name views (where practicable), and any mitigating circumstances. Before deciding on suspension, we tried the following interventions: [list interventions attempted**]**.

Child's name has been suspended for this period because reason for suspension

[If applicable]: We are aware of child's name's Special Educational Needs. The following reasonable adjustments and support have been put in place and reviewed: [list adjustments made.]

[For pupils of compulsory school age]
For the first five school days of this suspension (or until it ends if earlier), you must ensure that Child's name is not in a public place during school hours, unless there is reasonable justification.

We will provide work for child's name via [platform e.g., Google Classroom / Oak Nationals Academy / Paper pack]. Please make sure the work is completed and returned promptly for marking. If you need support accessing the work, contact [name, phone, email]

For suspensions of five school days or fewer in the current term, you have the right to share your views with the governing board in writing. While the governing board is not required to meet for this type of suspension, they will carefully consider any written comments you provide. Please send your written representations to [name, phone, email]

If you believe this decision relates to a disability and that discrimination has occurred, you have the right to make a claim to the First Tier Tribunal (Special Educational Needs and Disability).

You and child's name are invited to a reintegration interview with [specify the name of staff member at place on date at time.] The purpose of this meeting is to discuss how best to support child's name successful return to school.

You have the right to see a copy of child's name school record. Please email if you wish to receive a copy, a reasonable charge may apply for photocopying.

If your child has an Education and Health Care Plan (EHCP), you may contact the SEN team on 01908 253414 or email ehcp@milton-keynes.gov.uk

Impartial advice and support:

- Department for Education Guidance: School exclusions: guide for parents
- MK SENDIAS: 01908 254518 (Mon-Fri term time, 10am-3pm,) or contact@mksendias.org.uk
- Coram: 0300 330 5485 (Mon-Fri, 8am-6pm) or visit childlawadvice.org.uk
- ACE Education: 03000 115 142 (Mon-Wed, 10am-1pm, term time)
- (IPSEA) Independent Provider of Special Education Advice)

Yours sincerely

[Name], Headteacher
cc. Chair of Governors

2. Suspension for more than 5 days (up to and including 15 days in one term)

Dear Parent/Carer,

I am writing to inform you that child's name has been suspended from school from start date to end date. During this time, they must not attend school. This brings the total number of suspension days this term to [insert number] We expect child's name to return to school on the date at time.

This decision has not been taken lightly. We considered all available evidence, Child's name views (where practicable), and any mitigating circumstances. Before deciding on suspension, we tried the following interventions: [list interventions attempted]

Child's name has been suspended for this period because reason for suspension

[If applicable]: We are aware of child's name's Special Educational Needs. The following reasonable adjustments and support have been put in place and reviewed: [list adjustments made.]

[For pupils of compulsory school age]
For the first five school days of this suspension (or until it ends if earlier), you must ensure that Child's name is not in a public place during school hours, unless there is reasonable justification.

We will provide work for child's name via [platform e.g., Google Classroom / Oak Nationals Academy / Paper pack]. Please make sure the work is completed and returned promptly for marking. If you need support accessing the work, contact [Name / phone / email]

From the sixth school day [insert date] until the end of the suspension, we will arrange suitable full-time education. [If arrangements are known, include details here. If not, state: 'We will confirm these arrangements in a separate letter shortly].

Because this suspension exceeds five school days in a term, you have the right to request a review meeting with the governing board. If requested, the governing board must meet no later than the

50th school day after being notified of this suspension. To request a meeting, please contact: [name, phone, email], as soon as possible. Please let us know if:

- You have a disability or special needs that affect your ability to attend or take part in a meeting at the school.
- You would prefer the meeting to be held remotely.
- You need an interpreter present.

If you believe this decision relates to a disability and that discrimination has occurred, you have the right to make a claim to the First Tier Tribunal (Special Educational Needs and Disability).

You and child's name are invited to a reintegration interview with [confirm name] at place on date at time. The purpose of this meeting is to discuss how best to support child's name successful return to school.

You have the right to see a copy of child's name school record. Please email if you wish to receive a copy, a reasonable charge may apply for photocopying.

If your child has an Education and Health Care Plan (EHCP), you may contact the SEN team on 01908 253414 or email ehcp@milton-keynes.gov.uk

Impartial advice and support:

- Department for Education Guidance: School exclusions: guide for parents
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- Coram: 0300 330 5485 (Mon-Fri, 8am-6pm) or visit childlawadvice.org.uk
- ACE Education: 03000 115 142 (Mon-Wed, 10am-1pm, term time)
- (IPSEA) Independent Provider of Special Education Advice)

Yours sincerely

[Name]
Headteacher
cc. Chair of Governors

3. Suspension of more than 15 days in one term

Dear Parent/Carer,

I am writing to inform you that child's name has been suspended from school from start date to end date. During this time, they must not attend school. This brings the total number of suspension days this term to [insert date] We expect child's name to return to school on the date at time.

This decision has not been taken lightly. We considered all available evidence, Child's name views (where practicable), and any mitigating circumstances. Before deciding on suspension, we tried the following interventions: [list interventions attempted].

Child's name has been suspended for this period because reason for suspension

[If applicable]: We are aware of child's name's Special Educational Needs. The following reasonable adjustments and support have been put in place and reviewed: [list adjustments made.]

[For pupils of compulsory school age]
For the first five school days of this suspension (or until it ends if earlier), you must ensure that Child's name is not in a public place during school hours, unless there is reasonable justification.

We will provide work for child's name via [platform e.g., Google Classroom / Oak Nationals Academy / Paper pack}. Please make sure the work is completed and returned promptly for marking. If you need support accessing the work, contact [name, phone, email]

From the sixth school day (date) until the end of the suspension, we will arrange suitable full-time education. (If arrangements are known, include details here. If not, state: 'We will confirm these arrangements in a separate letter shortly].

Because this suspension brings the total to more than 15 school days in this term, the Governing Board must meet to review the suspension. At this meeting, you will have the opportunity to share your views if you wish. The latest date for this meeting is [insert date], which is no later than 15 school days after the Governing Board is notified. If you would like to make representations or attend the meeting, please contact the Clerk to the committee as soon as possible: [name, phone, email]. Please let us know if:

- You would like to be accompanied by a friend or representative.
- You need an interpreter.
- You have a disability or special needs that may affect your ability to attend.
- You would prefer the meeting to be held remotely.

Whether or not you choose to make representations, the Clerk will notify you of the time, date, and location of the meeting.

If you believe this decision relates to a disability and that discrimination has occurred, you have the right to make a claim to the First Tier Tribunal (Special Educational Needs and Disability).

You and child's name are invited to a reintegration interview with [confirm name] at place on date at time. The purpose of this meeting is to discuss how best to support child's name successful return to school.

You have the right to see a copy of child's name's school record. Please email if you wish to receive a copy, a reasonable charge may apply for photocopying.

If your child has an Education and Health Care Plan (EHCP), you may contact the SEN team on 01908 253414 or email ehcp@milton-keynes.gov.uk

Impartial advice and support:

- Department for Education Guidance: School exclusions: guide for parents
- MK SENDIAS: 01908 254518 (Mon-Fri term time, 10am-3pm,) or contact@mksendias.org.uk
- Coram: 0300 330 5485 (Mon-Fri, 8am-6pm) or visit childlawadvice.org.uk
- ACE Education: 03000 115 142 (Mon-Wed, 10am-1pm, term time)
- (IPSEA) Independent Provider of Special Education Advice)

Yours sincerely

[Name], Headteacher
cc. Chair of Governors
Access to Education, Employment and Training, MKCC at: exclusions@milton-keynes.gov.uk

4. Five-day suspension where further investigation is ongoing (exceptional circumstances)

Dear Parent/Carer,

I am writing to inform you that child's name has been suspended from school for five school days, from [start date] to [end date] inclusive. This is a disciplinary sanction for the conduct described below, based on the evidence currently available and applying the balance of probabilities. During this period, child's name must not attend school. The suspension is not being imposed simply to allow time for an investigation.
Reason for suspension:

- [Insert reason(s)]

The investigation into the full circumstances is continuing. In exceptional cases, if further evidence comes to light, the headteacher may make a fresh decision at the end of this suspension. That fresh decision could be that no further disciplinary action is required, that a further suspension should begin immediately after this suspension ends, or that a permanent exclusion should begin immediately after this suspension ends. Any further suspension or permanent exclusion would be a new decision, would not extend or convert this suspension, and would be notified separately with reasons and the relevant rights of representation or review. Unless you receive a further written decision, child's name is expected to return to school on [return date and time].

[If applicable]: We are aware of child's name's Special Educational Needs. The following reasonable adjustments and support have been put in place and reviewed: [list adjustments made.]

[For pupils of compulsory school age]

For the first five school days of this suspension (or until it ends if earlier), you must ensure that Child's name is not in a public place during school hours, unless there is reasonable justification.

We will provide work for child's name via {platform e.g., Google Classroom / Oak Nationals Academy / Paper pack}. Please make sure the work is completed and returned promptly for marking. If you need support accessing the work, contact [name, phone, email]

From the sixth school day [insert date] until the end of the suspension, we will arrange suitable full-time education. [If arrangements are known, include details here. If not, state: 'We will confirm these arrangements in a separate letter shortly].

[Select from the following two paragraphs depending on your decision in the first instance: More than 5 suspension days, or more than 15 suspension days in a term.]

[More than 5 days]
Because this suspension exceeds five school days in a term, you have the right to request a meeting with the Governing Board. If requested, the governing board must meet no later than the 50th school day after being notified of this suspension. To request a meeting, please contact: [name, phone, email]*, as soon as possible.*
Please let us know if:

- *You have a disability or special needs that affect your ability to attend or take part in a meeting at the school.*
- *You would prefer the meeting to be held remotely.*
- *You need an interpreter present.*

Whether or not you choose to make representations, the Clerk will notify you of the time, date, and location of the meeting.

[More than 15 days in one term]
Because this suspension brings the total to more than 15 school days in this term, the Governing Board must meet to review the suspension. At this meeting, you will have the opportunity to share your views if you wish. The latest date for this meeting is [insert date], which is no later than 15 school days after the Governing Board is notified. If you would like to make representations or attend the meeting, please contact the Clerk to the committee as soon as possible, [name, phone, email].
Please let us know if:

- *You would like to be accompanied by a friend or representative.*
- *You need an interpreter.*
- *You have a disability or special needs that may affect your ability to attend.*
- *You would prefer the meeting to be held remotely.*

Whether or not you choose to make representations, the Clerk will notify you of the time, date, and location of the meeting.

If you believe this decision relates to a disability and that discrimination has occurred, you have the right to make a claim to the First Tier Tribunal (Special Educational Needs and Disability).

You and child's name are invited to a reintegration interview with [confirm name] at place on date at time. The purpose of this meeting is to discuss how best to support child's name successful return to school.

You have the right to see a copy of child's name's school record. Please email if you wish to receive a copy, a reasonable charge may apply for photocopying.

If your child has an Education and Health Care Plan (EHCP), you may contact the SEN team on 01908 253414 or email ehcp@milton-keynes.gov.uk

Impartial advice and support:

- Department for Education Guidance: School exclusions: guide for parents
- MK SENDIAS: 01908 254518 (Mon-Fri term time, 10am-3pm,) or contact@mksendias.org.uk
- Coram: 0300 330 5485 (Mon-Fri, 8am-6pm) or visit childlawadvice.org.uk
- ACE Education: 03000 115 142 (Mon-Wed, 10am-1pm, term time)
- (IPSEA) Independent Provider of Special Education Advice)

Yours sincerely

[Name], Headteacher
cc. Chair of Governors
Executive Principal at Bridge Academy, all-through alternative provision
Access to Education, Employment and Training, MKCC: exclusions@milton-keynes.gov.uk

5. Permanent exclusion

Dear parent/carer,

I am writing to inform you that child's name has been permanently excluded from [School] with effect from [date]. This means that child's name will not return to school unless the Governing Board directs reinstatement. If the Governing Board upholds the exclusion, an Independent Review Panel may uphold the decision, recommend that the Governing Board reconsiders it, or quash the decision and direct the Governing Board to reconsider it; the Independent Review Panel cannot itself reinstate the pupil.

This decision was not taken lightly; consideration was given to:

- The evidence available;
- The pupil's views (where practicable);
- Safeguarding considerations;
- Any special educational needs or disabilities;
- Reasonable adjustments made;
- Alternative interventions considered prior to exclusion.

Child's name has been excluded because:

- [Insert reason(s) for the exclusion, to include any previously taken steps to avoid this outcome]

[For pupils of compulsory school age] For the first five school days of this exclusion [insert dates], you must ensure that Child's name is not in a public place during school hours, unless there is reasonable justification.

Education arrangements

- For the first five school days, we will provide work for child's name, please ensure this is completed and returned promptly.
- From the sixth school day [insert date], local authority [Insert name] will arrange suitable full-time education. [If these arrangements are not yet confirmed, we will write to you again shortly].

The Governing Board must meet to review this exclusion.

- You have the right to attend this meeting and share your views.
- The latest date for this meeting is [insert date] (within 15 school days of notification).
- To confirm attendance or submit your views, please contact: [insert name, phone, email]

Please let us know if:

- You need an interpreter.
- You have a disability or special needs affecting attendance.
- You would prefer the meeting to be held remotely.
- You wish to bring a friend of representative.

Your rights

- If the governing board upholds the exclusion, you can request an Independent Review Panel.
- If you believe the exclusion relates to a disability and discrimination has occurred, you can make a claim to the First Tier Tribunal (Special Educational Needs and Disability) or to a county court for other forms of discrimination.

You also have the right to request a copy of child's name's school record. Please write to me if you wish to do so (a photocopying charge may apply).

If your child has an Education and Health Care Plan (EHCP), you may contact the SEN team on 01908 253414 or email ehcp@milton-keynes.gov.uk

Impartial advice and support:

- Department for Education Guidance: School exclusions: guide for parents
- MK SENDIAS: 01908 254518 (Mon-Fri term time, 10am-3pm,) or contact@mksendias.org.uk
- Coram: 0300 330 5485 (Mon-Fri, 8am-6pm) or visit childlawadvice.org.uk
- ACE Education: 03000 115 142 (Mon-Wed, 10am-1pm, term time)

- (IPSEA) Independent Provider of Special Education Advice)

Yours sincerely

[Name], Headteacher
cc. Chair of Governors
Access to Education, Employment and Training, MKCC exclusions@milton-keynes.gov.uk

6. Invitation to governing board meeting

Dear Parent/Carer,

I refer to the letter from the headteacher dated [Insert date] regarding child's name's [*suspension/ permanent exclusion, as appropriate]*.

The Governing Board must review this case because:
[Select appropriate reason]

- Suspension exceeds 5 school days or 10 lunchtimes.
- Suspension exceeds 15 school days in one term.
- Permanent exclusion.

Meeting details:

- Date: [Insert date]
- Time: [Insert time]
- Place: [Insert location]

At this meeting, you can share your views and, if you wish, bring a friend or representative. Child's name is welcome to attend.

If you plan to submit a written report, please send it to me by [Insert deadline] so it can be shared with all parties before the meeting. Send your report to: Clerk to the Governing Board
[School name and address or Local Authority Governor Services]

Parents may request remote attendance where appropriate. The Governing Board will consider requests in line with statutory guidance on remote-access meetings.
Please let us know if:

- You need an interpreter.
- You have a disability or special needs affecting attendance.
- You would prefer the meeting to be held remotely.

You will receive confirmation of the time, date, and location from the Clerk.

Yours sincerely,

[Name], Clerk to the Governing Board

7. Outcome of governing board meeting - suspension not upheld

Dear Parent/Carer,

I refer to the Governing Board meeting review which took place on [insert date], when the question of child's name's suspension from this school was considered.

The Governing Board considered the case presented by the headteacher very thoroughly. They [also considered the representations made by yourself and the representative of the Local Authority and] determined that, in the circumstances, the headteacher's decision to suspend child's name was inappropriate.

The Governing Board has therefore asked the headteacher to attach the following note to the letter recording child's name's suspension on their file:

Note to be attached:
The Governing Board, which met on [insert date] to consider the suspension of child's name, decided not to support this for the following reasons: [State reasons] and instructed the headteacher to attach this note to the record of suspension on their file.

[Thank you for taking time to meet with the governors]. We are pleased that child's name is now back in school and hope that they continue with their school career in a positive and purposeful way.

Yours sincerely

[Name], Clerk to the Governing Board
cc. Access to Education, Employment and Training, MKCC at: exclusions@milton-keynes.gov.uk

8. Outcome of governing board meeting - suspension upheld

Dear Parent/Carer,

I refer to the Governing Board review meeting which took place on [insert date] when the question of child's name suspension from this school was considered.

The governing board considered the case presented by the headteacher very thoroughly. They [also considered the representations made by yourself and the representative of the Local Authority and]

determined that, in the circumstances, the headteacher's decision to suspend child's name was appropriate. The governors came to this decision for the following reasons: [state reasons].

[Thank you for taking time to meet with the governors]. We are pleased that child's name is now back in school and hope that they continue with their school career in a positive and purposeful way.
Yours sincerely

[Name], Clerk to the Governing Board

9. Outcome of governing board meeting – permanent exclusion upheld

Dear Parent/Carer,

I refer to the Governing Board review meeting on date, when the question of child's name's permanent exclusion was considered. The Governing Board has the power to reinstate a pupil, but I regret to inform you that the panel decided to uphold the headteacher's decision to permanently exclude [child's name].
The governors reached this decision for the following reasons.
[State the reasons clearly and in detail, explaining how they were arrived at]

You can request an independent review panel (IRP) to review this decision.
If your child attends an academy contact the school directly, and the Academy Trust will arrange the panel no later than [latest date – the 15 school days after receipt of letter].
For maintained schools, you must contact the Children Missing Education team at Milton Keynes City Council, email: exclusions@milton-keynes.gov.uk, phone: 01908 253338 or address: Milton Keynes Council, Civic, 1 Saxon Gate East, Milton Keynes, MK9 3EJ
[You have this right to request even if you did not attend the review meeting.]

What happens at the review:

- The Independent Review Panel reviews the Governing Board's decision and considers whether the exclusion decision was lawful, reasonable and procedurally fair. The panel may:
    - Uphold the decision
    - Recommend reconsideration;
    - Quash the decision and direct the Governing Board to reconsider it.
- The panel will meet within 15 school days of your request being lodged.

You may:

- Make oral and written statements
- Request a Special Educational Needs (SEN) expert (free of charge)
- Bring a friend or appoint someone to represent you (at your own expense)

You should also be aware that if you believe the exclusion relates to a disability your child has and that disability discrimination has occurred, you may make a claim to the First-tier Tribunal (Special

Educational Needs and Disability). The Tribunal does not consider whether the exclusion itself was justified, but whether unlawful disability discrimination has occurred. First Tier Tribunal

If your child has an Education and Health Care Plan (EHCP), you may contact the SEN team on 01908 253414 or email ehcp@milton-keynes.gov.uk

Impartial advice and support:

- Department for Education Guidance: School exclusions: guide for parents
- MK SENDIAS: 01908 254518 (Mon-Fri term time, 10am-3pm,) or contact@mksendias.org.uk
- Coram: 0300 330 5485 (Mon-Fri, 8am-6pm) or visit childlawadvice.org.uk
- ACE Education: 03000 115 142 (Mon-Wed, 10am-1pm, term time)
- (IPSEA) Independent Provider of Special Education Advice

Yours sincerely

[Name], Clerk to the Governing Board
cc. Chair of Governors
Executive Principal at Bridge Academy, all-through alternative provision
Access to Education, Employment and Training, MKCC at: exclusions@milton-keynes.gov.uk

10. Outcome of governing board meeting – permanent exclusion not upheld

Dear Parent/Carer,

I refer to the Governing Board review meeting which took place on [insert date] when the question of child's name's permanent exclusion from this school was considered.

The Governing Board considered the case presented by the Headteacher very thoroughly and has overturned the headteacher's decision to exclude child's name from school.

[Thank you for taking time to meet with the governors] child's name will therefore be expected back on school on [insert return date].

Yours sincerely,

Clerk to the Governing Board
cc. Chair of Governors
Executive Principal at Bridge Academy, all-through alternative provision
Access to Education, Employment and Training, MKCC at: exclusions@milton-keynes.gov.uk

11. Lunchtime suspension

Dear Parent/Carer,

I am writing to inform you of my decision to suspend child's name at lunchtime for [number of days.]
Child's name has been suspended because [state reason]
[This brings the total number of days suspended to]

The decision to suspend child's name has not been taken lightly. We have taken the following steps to try to avoid this suspension [state actions taken].

[If applicable]: We are aware of child's name's Special Educational Needs. The following reasonable adjustments and support have been put in place and reviewed: [list adjustments made.]

You and child's name should attend a reintegration interview with [name] on [date] at [time]. If this is not convenient, please contact the school to arrange an alternative.
The purpose of the meeting is to discuss how best child's name's return to school at lunchtime can be managed.

Your rights:

- Lunchtime suspensions count as half a day
- If the suspension exceeds 10 lunchtimes, you have the right to request a meeting with the Governing Board to review the decision
- The latest date the Governing Board can meet is [within 50 school days from notification]
- If you believe the suspension relates to a disability and discrimination has occurred, you can make a claim to the First Tier Tribunal (Special Educational Needs and Disability)

You also have the right to see a copy of child's name school record (please write to me if you wish to request this; there may be a photocopying charge).

If your child has an Education and Health Care Plan (EHCP), you may contact the SEN team on 01908 253414 or email ehcp@milton-keynes.gov.uk

Impartial advice and support:

- Department for Education Guidance: School exclusions: guide for parents
- MK SENDIAS: 01908 254518 (Mon-Fri term time, 10am-3pm,) or contact@mksendias.org.uk
- Coram: 0300 330 5485 (Mon-Fri, 8am-6pm) or visit childlawadvice.org.uk
- ACE Education: 03000 115 142 (Mon-Wed, 10am-1pm, term time)
- (IPSEA) Independent Provider of Special Education Advice

Yours sincerely

[Name], Headteacher
cc. Chair of Governors

12. Cancelled permanent exclusion and off-site direction

Dear Parent/Carer,

After reviewing all available information, I have decided to cancel the permanent exclusion issued to child's name on [date]. This cancellation is a separate decision. I have also decided to suspend child's name for [insert number of days] from [start date] to [end date] inclusive. The suspension is a separate disciplinary decision for the conduct set out below.

The suspension is due to [state reason, e.g., physical abuse against a member of staff]
[This brings the total number of days suspended to [insert total]

Information considered:

- Number of behaviour incidents
- Interventions used to support your child
- Progress and attainment
- Willingness to engage

A time-limited off-site direction explained:

Following the suspension, I will direct your child to attend [name of alternative provision] as a temporary, time-limited off-site direction. This forms part of Milton Keynes' established inclusion pathway and provides a high-quality, dual-registered intervention placement while your child remains on roll at their home school. The approach is intended to maintain the relationship between the school, your child and your family; provide additional specialist support; preserve the school's ongoing educational and safeguarding responsibilities; and promote timely reintegration. It is not a permanent transfer or an exclusion.

- Provide specialist educational, pastoral and behavioural support for your child.
- Help identify and address underlying needs affecting behaviour, engagement and attendance.
- Maintain continuity of education and coordinated safeguarding oversight.
- Support a planned and timely reintegration to the home school.

The school remains responsible for your child's education, safeguarding and welfare throughout the off-site direction. We will work jointly with the alternative provision to monitor attendance, progress and support. We will regularly review the arrangement, which will remain in place only for as long as it continues to be appropriate and in your child's best interests. Please refer to School suspension and permanent exclusions for further advice.

This letter provides the initial information available so that support can begin promptly. We will arrange an initial planning meeting with the alternative provision, you and your child as soon as practicable. Following that meeting, we will provide further written details setting out the placement objectives, attendance and timetable arrangements, curriculum and pastoral support, safeguarding responsibilities, named contacts, review dates, anticipated duration and reintegration plan. We will keep these arrangements under regular review and adjust them in your child's best interests.

What this means for you and your child:

- Your child will remain on roll at [School name] and will be dual registered at [AP name]
- Your child will attend [name of alternative provision] from [start date.]
- The provision will include tailored support and a plan for reintegration
- We will monitor progress and keep you informed through regular reviews.

We have discussed this pathway with Stephenson MK Trust, which will provide specialist support through the alternative provision. We will work with the alternative provision to contact you promptly and arrange the initial planning meeting and transitional arrangements.

We can confirm that appropriate safeguarding and other checks have been completed to ensure the suitability and safety of the placement. The school will retain oversight throughout the placement. Your point of contact will be: [name, title, email, phone.]

Work during suspension:

We have set work for your child during the suspension period. Please return completed to work for marking. If you need additional work or have any questions, please contact [name, email, phone]

Your responsibilities as a parent:

- Ensure your child attends all sessions at the alternative provision.
- Ensure your child is not in any public place during school hours for the duration of the suspension or until the start of alternative provision. Failure to comply without reasonable justification is an offence.

Your rights and support:

- You may request a review by the Governing Board, unless there has already been a review in the previous ten weeks. Requests should be sent to [name, email, phone.]
- If your child has an Education and Health Care Plan (EHCP), you may contact the SEN team on 01908 253414 or email ehcp@milton-keynes.gov.uk

Impartial advice and support:

- Department for Education Guidance: School exclusions: guide for parents
- MK SENDIAS: 01908 254518 (Mon-Fri term time, 10am-3pm,) or contact@mksendias.org.uk
- Coram: 0300 330 5485 (Mon-Fri, 8am-6pm) or visit childlawadvice.org.uk
- ACE Education: 03000 115 142 (Mon-Wed, 10am-1pm, term time)
- (IPSEA) Independent Provider of Special Education Advice) information, advice and support to help get the right education for children and young people with all kinds of special educational needs (SEN) and disabilities.

We understand this may be a difficult time and want to reassure you that this decision has been made in the best interests of [child's name]. Milton Keynes schools work together through the Inclusion Partnership to ensure all children are supported. Further information is available Milton Keynes Inclusion Partnership (MKIP) | Milton Keynes City Council

Yours sincerely

cc. Chair of Governors
Executive Principal at Bridge Academy, All-through Alternative Provision
Access to Education, Employment and Training, MKCC at: exclusions@milton-keynes.gov.uk