*About this resource:*

This is a Suggested Wording. It is a set of paragraphs you can use to argue to the school’s governors that the headteacher’s decision to exclude is going to have a significant impact on the young person and should not proceed.

To understand when you might want to use this text, read the [Step by Step Guide: Preparing Written Arguments for the School’s Governors](https://justforkidslaw.org/school-exclusions-hub/legal-practitioners-and-professionals/making-case-schools-governor/meeting-preparing-case-governers/step-step-guide-creating-written-submissions)

If you want to understand more about the relevant law, read the [Quick-Guide: the Headteacher’s Power to Exclude](https://justforkidslaw.org/school-exclusions-hub/legal-practitioners-and-professionals/making-case-schools-governor/meeting-preparing-case-governers/step-step-guide-creating-written-submissions/quick-guide-headteachers-power)

To use this resource, go through the text and enter the information where prompted to do so. Prompts appear as grey text. Then copy and paste your finished text into the [Template Document: Submissions to the Governors](https://justforkidslaw.org/school-exclusions-hub/legal-practitioners-and-professionals/making-case-schools-governor/meeting-preparing-case-governers/step-step-guide-creating-written-submissions/quick-guide-headteachers-power)*.*

This text is a guide. You might need to make amendments to fit your circumstances.

To uphold the permanent exclusion, the governors must satisfy themselves that the permanent exclusion will not have a disproportionate impact on young person, that is to say, that the benefits of the permanent exclusion are not outweighed by the harm that it will do to them.

We submit that the impact on young person will be fundamental and profound. It will go on to affect them for many years to come. We have a very good understanding of how serious permanent exclusion can be for young people. General difficulties that all permanently excluded young people are likely to experience include:

* A heightened vulnerability to criminal gangs. The Home Office, The Children’s Commissioner, Ofsted and The Children’s Society have all identified that children out of mainstream education are more susceptible to being criminally exploited, or becoming involved in violent crime as either victim or perpetrator;
* Severely undermined academic prospects. The Parliamentary Education Select Committee found in 2018 that only 2% of young people in alternative provision attain 5 ‘good’ standard GCSEs, with 98% failing to do so.
* A detrimental impact on mental health. Children in pupil referral units begin school refusing at an increased rate, and report social isolation as well as feelings of anxiety, frustration and low mood.

Clearly, these are significant impacts that must be factored in when deciding to permanently exclude young person. The headteacher has failed to show that the permanent exclusion is proportionate, and therefore the governors should reinstate young person.