

Greenford High School

Policy Document



Suspension and Permanent Exclusion Procedures & Policy

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GREENFORD HIGH SCHOOL

SUSPENSION AND PERMANENT EXCLUSION PROCEDURES AND POLICY

Notes for parents, teachers and pupils

1. Only the Headteacher can suspend or permanently exclude a pupil. If the Head is absent the power rests with the Deputy Heads, or the next most senior teacher, who should make it clear that they are acting in the Head's absence.

2. Suspension and permanent exclusion should be used only:

2.1 In response to a serious breach or persistent breaches of the school's Behaviour Policy, following the school's sanctions guidelines;

2.2 If allowing the pupil to remain in the school would seriously harm the education or welfare of the pupil or others in the school;

2.3 Before suspending or permanently excluding a pupil in some cases, for example persistent disruptive behaviour, a range of alternative strategies may be tried. These may include meeting the parents/carers, detentions, managed moves, internal exclusions, referral to the appropriate agency etc. This will not be the case with one off serious incidents;

2.4 A student may receive a suspension for on-going poor behaviour and a repeated refusal to abide by the rules of the school: not using a report card properly, missing detentions, refusing to act on the instructions of staff, defiance, aggression and abuse of staff etc. In cases of continued poor behaviour which involves relatively minor incidents, parents and carers/students will receive a clear warning about the possibility of suspensions unless behaviour improves. Persistent disruption, however, may result in permanent exclusion;

2.5 A permanent exclusion **can** be given for a first offence, for example, one that involves violence;

2.6 **The Behaviour Levels**, attached in **Appendix 1**, make it very clear what behaviours are unacceptable at Greenford High School, and what sanctions may be imposed for different unacceptable behaviours;

2.7 During a suspension, the school has an obligation to provide work for the student;

2.8 Parents/carers have the right to request an interpreter from the school/LA if required, and, if the request is made, the school have a duty to provide an interpreter;

2.9 Parents/carers also have the right to state their views to the Governors of the school if they do not agree with the Headteacher's decision to suspend or permanently exclude their child. This can be done by writing to the Governors via the Clerk to the Governing Body at the school's address. More information on this process is sent to parents/carers at the time of exclusion and can be found [here](#) and on **Appendix 2**.

2.10 The decision to suspend or permanently exclude a pupil is not taken lightly. Students are only suspended or permanently excluded if there is a major behaviour problem or persistent breaches of our Behaviour Policy. The school has to consider the education of all its pupils. Please refer to the Behaviour Policy for further details on incidents that may occur and their severity;

2.11 The school asks that parents/carers will cooperate to make sure that if a suspension takes place, their child understands why this has had to be necessary.

3. Types of Suspension/ Exclusion

3.1 Fixed Term Suspension

The Headteacher has the authority to suspend a pupil for a fixed period of time. Parents/carers will be sent a letter explaining why the child has been suspended, how long it is for, the rights of the parent and when the child is to come back to school.

The regulations allow Headteachers to suspend a pupil for one or more fixed periods not exceeding **45 school days in any one school year**. The length of a suspension will depend on a number of factors, including:

- the message the Headteacher wants to give to students;
- wherever reasonable, given the cause for suspension, the Headteacher will try to minimise the length of suspension;
- the previous record of the student being suspended;
- the recent context of the student's behaviour within the school;
- the previous sanctions used;
- the nature of the incidents for which a suspension has been given.

A suspension may be for a specified number of days, or in exceptional circumstances for a number of days 'pending investigation'.

Depending on the outcome of the investigation, the suspension may stay at the original number of days, be extended for a further specified

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period, or the head teacher may issue a permanent exclusion to start at the end of the period of suspension.

Suspensions over 5 days are a response to incidents of poor behaviour which are exceptionally serious in nature. Again, please refer to the **Behaviour Policy** and **Behaviour Levels** for further details on incidents that may occur and their severity. From the sixth day of suspension, the student will continue his/her education at one of our partner schools, for example Northolt High School, under supervised conditions. This is a reciprocal arrangement between local schools.

For the first 5 days of a suspension (or until the start date of any alternative provision where this is earlier), parents/carers are legally required to ensure that their child is not present in a public place during school hours without reasonable justification. Parents/carers may be given a fixed penalty notice if they fail to do so.

The school may also suspend students from the premises for their lunchtimes, for a period of up to a week. However, as a rule the school prefers to give internal exclusions for these periods due to concerns over practical issues, such as the students being unsupervised in the local community.

3.2 Permanent Exclusion

The Headteacher may decide that an exclusion is to be permanent. The Governors Review Meeting must then review the Headteacher's decision within 15 school days of parents receiving the letter of notification. Reasons for permanent exclusion **may** include:

- Serious actual or threatened violence against another pupil or a member of staff;
- Sexual abuse, assault, or misconduct;
- Possession of an illegal drug;
- Carrying an offensive weapon - this includes blades of all nature and size;
- Persistent and defiant misbehaviour including bullying (which would include racist or homophobic bullying).

The **Behaviour Levels** list some of those incidents and behaviours that may lead to a Permanent Exclusion.

The school can consider whether or not to inform the police where such criminal activity has taken place. They can also consider whether or not to inform other agencies, such as Youth Offending Service, Social Services etc.

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3.3 Internal Exclusion

Please refer to the **Behaviour Policy** for details on Internal Exclusions.

3.4 Drug – related suspensions or permanent exclusions The decision to suspend or permanently exclude a student for a drug related offence will depend on the precise circumstances of the case and the evidence available. In some cases a suspension may be considered as more appropriate than permanent exclusion. A distinction might be made between supplying drugs and possession of an illegal substance. The influence a student may have on others is also a factor when considering suspensions.

3.5 Behaviour outside school

Pupils' behaviour outside school on school trips, sports fixtures, or work experience placements is subject to the school's behaviour policy. Poor behaviour in such circumstances will be dealt with as if it had taken place in school and the appropriate sanctions given. For behaviour outside school, but not on school business, the Headteacher may take sanctions against a pupil (including suspension and permanent exclusion) if there is a clear link between that behaviour and maintaining good behaviour and discipline among the pupil body as a whole, or if the Headteacher feels that the wellbeing or safeguarding of the student body may be compromised by a student's behaviour outside of school.

4. Factors taken into consideration in a decision concerning suspension and permanent exclusion

Suspension and/or permanent exclusion should not be imposed in the heat of the moment, unless there is an immediate threat to the safety of others in the school or the pupil concerned. Before deciding whether to suspend a pupil, either permanently or for a fixed period, the Headteacher will:

4.1 Ensure that an appropriate investigation has been carried out;

4.2 Consider all the evidence available to support the allegations, taking account of the school's behaviour and equal opportunities policies, and, where applicable, the Equality Act 2010 as amended;

4.3 Allow the pupil to give his or her version of events and their view. The school should inform the pupil about how their views have been

factored into any decision made. Where relevant, the pupil should be given support to express their view.

4.4 Check whether the incident may have been provoked, for example by bullying or by racial or sexual harassment;

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4.5 Consider the pupil's background and any extenuating circumstances;

4.6 Consider whether the proposed sanction is proportionate in itself and in light of the treatment of any others involved in the incident;

4.7 If necessary consult others, but not anyone who may later have a role in reviewing the Headteacher's decision, for example a member of the Governors' Review Meeting;

4.8 Keep a written record of the actions taken (and copies of written records made by other members of staff), including any interviews with the pupil concerned. Witness statements must be dated and should be signed, wherever possible. The documents pertaining to a possible suspension or permanent exclusion will be collated as a **Suspension or Exclusion Pack**;

4.9 Be satisfied that the decision to suspend the pupil was lawful, reasonable and procedurally fair, taking account of the school's legal duties;

4.10 If satisfied that, **on balance of probabilities**, the pupil did what he or she is alleged to have done, the Headteacher may suspend the pupil. The standard of proof to be applied at all times is the balance of probabilities, i.e. if it is more probable than not that the pupil did what he or she is alleged to have done, the Headteacher may suspend the pupil.

4.11 The Headteacher may withdraw the decision to suspend or permanently exclude a student before the decision has been reviewed by the governing board. This practice is sometimes known as withdrawing/rescinding a suspension or permanent exclusion. If this occurs, parents, the governing board and the local authority should be notified, and if relevant, the social worker and Virtual School Head (VSH)

4.12 If the student has a social worker, or if a student is looked after, the Headteacher must now, also without delay after their decision, notify the social worker and/or the VSH.

5. Pupils with special educational needs (SEND)

5.1 Other than in exceptional circumstances, the school will avoid permanently excluding pupils with EHC plans. The school is also committed to taking into account a child's SEN needs when considering any form of suspension.

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5.2 The Equality Act 2010 requires schools to make reasonable adjustments for disabled pupils. This duty can, in principle, apply both to the suspensions and permanent exclusions process and to the disciplinary sanctions

imposed. Under the Children and Families Act 2014, governing boards of relevant settings must use their 'best endeavours' to ensure the appropriate special educational provision is made for pupils with SEN, which will include any support in relation to behaviour management that they need because of their SEN.

5.3 The school will engage proactively with parents in supporting the behaviour of pupils with additional needs.

5.4 Where the school has concerns about the behaviour, or risk of suspension and permanent exclusion, of a pupil with SEN, a disability or an EHC plan it should, in partnership with others (including where relevant, the local authority), consider what additional support or alternative placement may be required. This should involve assessing the suitability of provision for a pupil's SEN or disability.

5.5 Where a pupil has an EHC plan, the school will contact the local authority about any behavioural concerns at an early stage and consider requesting an early annual review prior to making the decision to suspend or permanently exclude. For those with SEN but without an EHC plan, the school will review, with external specialists as appropriate, whether the current support arrangements are appropriate and what changes may be required. This may provide a point for the school to request an EHC assessment or a review of the current package of support.

6. Pupils who have a social worker, including looked-after children, and previously looked-after children

6.1 Greenford High is committed to proactively supporting and cooperating with foster carers and the local authority in doing everything reasonable to avoid excluding a looked after child. As a result, the suspension of children in care only takes place in exceptional circumstances. No child in care will be permanently excluded from a school without discussion with the local authority to

ensure that there is suitable alternative provision available elsewhere.

6.2 For the majority of children who have a social worker, this is due to known safeguarding risks at home or in the community: over half are in need due to abuse or neglect. For children with a social worker, education is an important protective factor, providing a safe space for children to access support, be visible to professionals and

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realise their potential. When children are not in school, they miss the protection and opportunities it can provide, and become more vulnerable to harm. However, the headteacher will balance this important reality with the need to ensure calm and safe environments for all pupils and staff, so should devise strategies that take both of these aspects into account.

6.3 Where a pupil has a social worker, e.g., because they are the subject of a Child in Need Plan or a Child Protection Plan, and they are at risk of suspension or permanent exclusion, the headteacher will inform the social worker, the Designated Safeguarding Lead (DSL) and the pupil's parents to involve them all as early as possible in relevant conversations.

6.4 Where a looked-after child (LAC) is likely to be subject to a suspension or permanent exclusion, the Designated Teacher (DT) should contact the local authority's VSH as soon as possible. The VSH, working with the DT and others, should consider what additional assessment and support need to be put in place to help the school address the factors affecting the child's behaviour and reduce the need for suspension or permanent exclusion. Where relevant, the school will also engage with a child's social worker, foster carers, or children's home workers.

6.5 All looked-after children should have a Personal Education Plan (PEP) which is part of the child's care plan or detention placement plan. This should be reviewed every term and any concerns about the pupil's behaviour should be recorded, as well as how the pupil is being supported to improve their behaviour and reduce the likelihood of suspension and permanent exclusion.

6.6 Where previously looked-after children face the risk of being suspended or permanently excluded, the school should engage with the child's parents and the school's DT. The school may also seek the advice of the VSH on strategies to support the pupil.

7. When suspension and permanent exclusion is not appropriate

Suspension and/or permanent exclusion will not be used for:

- 7.1 minor incidents such as failure to do homework;
- 7.2 poor academic performance;
- 7.3 lateness or truancy;
- 7.4 pregnancy;
- 7.5 breaches of school uniform rules or rules on appearance (including jewellery, make-up and hairstyle), except where these are persistent and in open defiance of such rules.

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8. The Governors' Review Meeting

When a student is permanently excluded or suspended from school for a longer period of time, a **Governors Review Meeting** will be held to review the Headteacher's decision.

This is made up of three Governors who are advised by the Clerk to the Governors. There may be an observer present from the LA (Local Authority). Parents/carers can come to this meeting and bring a friend or adviser if they want to. The Headteacher and/or another senior member of staff will explain why a child is being permanently excluded or suspended. Staff can then be questioned by parents/carers and by the Governors. Parents/carers may speak at the meeting and may also submit a written statement; we would ask that this is sent to the Clerk to the Governors prior to the meeting so that it can be circulated to all parties in advance. If parents/carers think it will be helpful, they can present any medical or psychological reports there are on their child. Parents/carers must expect to be asked questions by the Headteacher and Governors and can ask for a copy of the record of the meeting.

The governing body is responsible for reviewing the Headteacher's decision to exclude a pupil permanently or for a long suspension and deciding whether to direct reinstatement, where that is a practical option. The governing body is also responsible for considering any representations made by the parents of excluded pupils following shorter suspensions. More advice on this can be found in **Appendix 2**.

Five school days in advance of the **Governors' Review Meeting** the school will circulate a Permanent Exclusion Report on the student, including their history and key data, along with any written statements (including witness statements) and a list of those who will be present at the meeting to all parties, including the pupil if it is known that they are to attend the meeting.

The Governing Body must comply with the statutory time limits but are not relieved of their obligation to carry out the relevant duty if they fail to comply. Accordingly their decision will not be invalid simply on the grounds that it was made out of time.

It should be noted that the Governing Body's role is to review suspensions and permanent exclusions imposed by the Headteacher, who alone has the power to permanently exclude or suspend. It follows that the Governing Body cannot increase the severity of an exclusion or suspension, for example by extending the period of a suspension or by imposing a permanent exclusion in substitution for a suspension. They can uphold a suspension, or direct the pupil's reinstatement, either immediately or by a particular date. If the Governing Body cannot

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direct reinstatement because the period of suspension has expired and the pupil has returned to school, they can place a copy of their findings on his or her school record.

9. The Independent Review Panel

Parents and carers have the right to appeal against the school's decision to permanently exclude a student, if that decision is upheld by the **Governors' Review Meeting**. Further details of this process are available from the Local Authority, and details of who to contact will be included in any paperwork sent out regarding the permanent exclusion.

10. Presence of Pupil

The student concerned can attend the **Governors' Review Meeting** and the **Independent Review Panel** to make a statement or answer questions if that particular panel agrees. A student who is over 18 years old can be present and make their own case.

11. Re-Integration of Suspended Students

11.1 Reintegration Meeting

Following a suspension, a Reintegration Meeting will be organised to discuss the reason for the suspension and how to move forward. These meetings may take place before, during or after the period of suspension. The meeting will be between the student, parents/carers, representatives from the pastoral team and sometimes members of Senior Leadership Team and/or the Headteacher. A **Reintegration Meeting record sheet** will be completed to summarise the meeting and note both targets that are set and interventions that will be put in place to support the pupil - a copy of this record can be found on **Appendix 3**.

11.2 Pastoral Support Plan

The Pastoral Support Plan is a school-based intervention to help students returning from lengthy suspensions or from repeat suspensions

to manage better their behaviour. Any student who has been suspended for more than five days in a term (either a single suspension or combined suspensions) will require a Pastoral Support Plan and may be asked to meet with members of the Governing Body. The Head of Year/Deputy/Pastoral Worker/6th Form Pastoral team will oversee the process. It is the responsibility of the respective Pastoral teams to show that a Pastoral Support Plan has been set up and is regularly reviewed. It is possible that a Pastoral Support Plan may also be put in place if a student has accrued a particular number of Behaviour Points – please refer to the Behaviour Policy for more details on this;

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11.3 Who should have a Pastoral Support Plan?

The Pastoral Support Plan is intended for those pupils who are not responding to actions taken by the school to combat disaffection (a negative attitude to learning, the school and society in general) and should automatically be set up for pupils who have had two fixed term suspension or a very long term suspension.

For pupils on the SEND Register the school should ensure that the Individual Education Plan is used to reflect the appropriate strategies to meet their additional needs, rather than set up a separate plan. These strategies and targets should be clear on the Individual Education Plan.

11.4 Setting up the Pastoral Support Plan

The Pastoral Support Plan is a formal process that starts with a meeting called by the Pastoral Team. The following should attend: the student, the parent/carer, the respective Year Team, the attached Pastoral Support Worker, other relevant agencies and possibly a representative of the Behaviour and Inclusion Service. In addition, a member of Senior Leadership Team should be invited to a meeting. This meeting should be to discuss the causes of concern and determine the future priorities (both academically and socially) for the pupil. SEN Plan meetings and Multi Agency Panel meetings could also be used to identify pupils for whom a Pastoral Support Plan is to be set up.

The Pastoral Support Plan should be short, practical and involve the minimum administration. It should set precise and realistic targets in terms of improved behaviour for the pupil to work towards and should be broken down into tasks for the pupils. The rewards for targets being met should be identified, as should the sanctions that would apply if certain behaviour occurs. The Programme should have a time limit (i.e. a term) and should be reviewed at least half way through.

Subject teachers of the student concerned need to be informed of the student's specific behavioural difficulties. It may be appropriate to distribute the Pastoral Support Plan to them.

12. Preventative measures to suspension and permanent exclusion

The school may consider one or more of the following in order to prevent a suspension, further suspension or permanent exclusion:

- Any lunchtime or after-school homework clubs to help with learning difficulties, particularly literacy skills, which may affect behaviour.
- Consider, or re-consider, altering the curriculum for the student; ▪ Consider changing the child's teaching set or class. This could include where in the class the pupil should sit and possibly identify another student as a mentor/buddy to support the pupil;

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- Consider using alternative provision under **Section 29A of the Education Act** for off-site direction in liaison with parents/carers and staff. This is when the Governing Body has the power to direct a student off-site for education to improve behaviour, ensuring that parents are given clear information about why, when and where a placement will be used and is based, and stipulate how it will be reviewed. The reviews of this provision should be frequent enough to provide assurance that the off-site education is achieving its objectives and is beneficial to the student;
- Consider, in conjunction with the parents and receiving school, a **Managed Move** to another school. There is a protocol to be followed if a Managed Move is to be considered, and put in place, devised by the borough, that can be found in **Appendix 4**. A Managed Move should only occur when it is in the student's best interest; ▪ Decide what level and regularity of mentoring should be offered and with whom;
- Decide whether the pupil should be offered specialist support (such as counselling) e.g. for drugs or alcohol dependency or for bereavement;
- Meet with the Governors' Intervention Panel to look at how behaviours need to change in order to move forwards and become aligned to the school's core principles of Ready-Respectful-Safe; ▪ Pupils who have received a suspension will be placed on the **Stages of Intervention** (please see **Appendix 6**) which details support they will receive following a suspension.

Appendix 1

Behaviour Levels

All School rules apply both before and after school when a student is in school uniform, on school trips and on the way to and from school. The policy also applies to behaviour that takes place beyond these periods, but which may potentially lead to disruption within school, or compromise the reputation of the school.

	Behaviour Type	Sanction / Intervention	Staff Responsible
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Level 1	<ul style="list-style-type: none"> • Litter • Defiance • Rudeness • Dishonesty • Use of mobile phone. • Disruption to learning. • Shouting out. • Poor classwork. • Incorrect uniform (including hair dying & lines/patterns). • Lateness to school or lesson. • Poor language or swearing. • Chewing gum. • Disrespect to others. • Lack of effort. • Equipment. • Homework concerns. • Not following instructions (defiance) • Throwing water. • Spitting. • Inappropriate behaviour in exams. • Missing study club & revision sessions. • Missing homework club. • Poor behaviour in the canteen. • Movement through the Behaviour for Learning pathway – Yellow/Red Card. 	<p>Restorative conversation or Detention (Pastoral / Faculty / SLT)</p> <p>Year Leader/DYL</p>	<ul style="list-style-type: none"> • All staff
Level 2	<ul style="list-style-type: none"> • Damage to school property 	<p>Internal or External Exclusion</p>	<ul style="list-style-type: none"> • Year Team / HoD • Attached SLT

	<ul style="list-style-type: none"> • Persistent failure to follow school rules. • Fighting or assault. • Any form of discrimination. • Bullying or cyberbullying. • Plagiarism. • Aggressive or dangerous behaviour. • Truancy. • Smoking / Vaping • Bringing the school's name into disrepute. • Theft. • Repeated missed detentions. 	Year Leader in discussion with Attached SLT	
Level 3	<ul style="list-style-type: none"> • Persistent disrespect of school rules. • Unprovoked violence / assault. • Rude and threatening behaviour towards staff. • Possession of a weapon or an object that could be used as a weapon. • Sexual misconduct or assault. • Malicious allegations towards staff. • Possession and/or distribution of drugs and alcohol. • Persistent bullying/cyberbullying. 	Year Leader & Attached SLT to discuss with AHT - Behaviour External Exclusion or Permanent Exclusion Governors Panel	<ul style="list-style-type: none"> • Assistant Headteacher-Behaviour • Headteacher • School Governors

Appendix 2

Information for parents and carers of pupils who have been suspended or excluded from school

Ealing schools and the Local Authority (LA) work in partnership to raise standards and achievement and address the issues of behaviour and discipline within the school community. We recognise that under certain circumstances, a headteacher may feel that they have no option but to suspend/exclude a pupil.

What does suspension/permanent exclusion mean?

Your child has been suspended/permanently excluded from their school because of unacceptable behaviour. The decision to

suspend/exclude can only be taken by the headteacher (the decision rests with the Deputy head teacher in the headteacher's absence).

Permanent exclusion – The headteacher has decided that your child should not return to the school.

Suspension – For a set number of days, from 1 to 45 school days in an academic year. The number of days will be stated in the letter that the headteacher has sent to you. The suspension is temporary and your child will return to school at the end of it. Please note that the number of days stated by the Head Teacher relates only to school days and not weekends, holidays or teacher training days.

Lunchtime suspension – Is used to suspend your child for the duration of the lunchtime period only. For this suspension, one lunchtime is equivalent to one half school day.

Suspensions for indefinite periods are illegal.

What are my responsibilities?

During the first 1 to 5 days of an suspension/permanent exclusion [except a lunchtime suspension as specified above], you must ensure that your child is not in a public place during school hours, if you fail to do so you will have committed an offence under Section 103(3) of the Education and Inspection Act 2006 and will be liable to a fixed penalty. There is no appeal process but you have a defence if you can prove you had reasonable justification for your failure to comply.

If the exclusion is permanent or the suspension is for 6 or more days you must ensure that your child attends the alternative full-time provision which will be put in place from the 6th day [again except for lunchtime

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suspensions], failure to do so could lead to action being taken against you for the non-attendance.

What can I do?

It is important for you to liaise closely with the school. The school will be setting and marking work for your child for the first 1 - 5 days of a suspension/permanent exclusion. If you do not agree with the Head Teacher's decision to exclude you have the right to state your views to the governors of the school, this can be done by writing to the governors via the clerk to the governing body at the school's address. You also have the right to see your child's school record but due to confidentiality restrictions you must put your request in writing.

For suspensions of up to 5 days in one school term: You have the right to submit representations to the Governors. The Governors must consider

and respond to your representations. You may also request that the governors meet to discuss the suspension but they do not have to.

For suspensions between 6 & 15 days in one school term: You have the right to submit representations to the Governors. You also have the right to request that the Governors meet to discuss the suspension. If you make this request the Governors must meet within 50 school days of the date they were notified of the suspension. The meeting is unlikely to take place before the suspension ends and the Governors are therefore unlikely to be able to direct reinstatement. However, the meeting can still provide the opportunity for all parties to make their views known. You have the right to present your views both in writing before the meeting and by speaking at the meeting. The Governors may then add their written views to your child's school file.

For all suspensions over 15 days in one school term (and for permanent exclusions) or where your child will lose the opportunity to take a public examination: The Governors must meet to consider the Head Teacher's decision to suspend/exclude and that meeting must take place between the 6th and 15th school day after the date they were notified of the suspension/exclusion. The Governors will meet at a time convenient to you, school staff, the LA representative and themselves. If, due to the suspension/exclusion, your child will miss the opportunity to take a public examination, the time limits do not apply and the Governors will try to meet before the exam.

A friend or relative may accompany you to the meeting to support you. It is advisable that your child attends although it is recognised that this could be stressful for them. After listening to the views of all parties the Governors will reach a decision.

What decisions can the Governors make?

The Governors may decide that your child should be re-instated, in which case they will return to school as soon as possible. (For short

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suspensions the Governors might not meet until after your child has returned to school). If the Governors decline to reinstate your child after the Head Teacher's decision regarding suspension, your child will return to school once they have served the number of days or lunchtimes originally stated by the Head Teacher.

If the Governors decline to reinstate your child after the Head Teacher has issued a permanent exclusion, you have the right to request that an Independent Review Panel review the decision. Details of how to do this will be given in the Governors' decision letter sent to you after the meeting. The decision of the Independent Review Panel is final. If your child remains permanently excluded at the end of process, the LA (or the home LA if not Ealing) will be responsible for making suitable educational.

Who can I get advice from?

The Local Authority (LA)

Contact us for advice on the process and procedures around exclusion. A representative will endeavour to attend all governor meetings for permanent exclusions and suspensions of more than 15 days. Their role is to advise the Governors and to ensure that the school has followed DfE guidance. Our representative will attend any independent review panels. Principal officer or support officer – Suspensions/Exclusions, 2nd Floor, Perceval House, 14/16 Uxbridge Road, Ealing W5 2HL Tel: 020 8825 5070

Coram Children's Legal Centre

Organisation that provides free legal advice and information to parents. Advice line open 8am- 8pm Monday to Friday, except Bank Holidays and 24 December - 1 January. Tel: 0300 330 5485 Website: www.childrenslegalcentre.com

Impartial support, advice and information on disability and special educational needs (ISAID)

Family Action I SAID provides advice to children and young people with SEND aged up to 25 and their parents/carers. Their caseworker may support you with the exclusion process if you feel the exclusion involves your child's special educational needs or disability.

Family Action I SAID, Lido Centre, 63 Mattock Lane, West Ealing W13 9LA
Email: isaidealing@family-action.org.uk Website: www.familyaction.org.uk/isaid Tel: 0208 280 2251

Department for Education (DfE)

Suspension/exclusion procedures are outlined in the DfE Guidance booklet and can be viewed via the 'pupil support' section of the DfE website: <https://www.gov.uk/government/publications/school-exclusion> Tel: 0870 000 2288

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Appendix 3

Reintegration Meeting Record

Reintegration Meeting Record



Copies of this completed form need to go to GRI and

NAY Date:

Name of student:

Reason for suspension and how long:

Present:

Targets set moving forward:

1)

2)

3)

Intervention to be put in place:

1)

2)

Reporting to (based on number of Behaviour Points):

18

To be completed after 2nd suspension

Number of suspensions this academic year:

Number of suspensions in total:

Second suspension

Managed Move discussed - HAV:
Governors Intervention Panel:
Pastoral Support Plan organised:

SEN informed:

Third suspension

Managed Move offered - GRI:

Parental response:

GRI to send appropriate letter:

Behaviour and Inclusion Service referral made:
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SEN referral:

Fourth suspension - GRI/PYE

Managed Move Panel date:

If refused, Behaviour Plan in place:

Governors Intervention Panel:

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Alternative Provision:

Possible Permanent Exclusion discussed if behaviour does not change - letter sent home:

Signed

Parent:

Student:

Head of Year:

Senior Teacher:

Review Meeting 1 - after 2 weeks on report

Targets:

1)

2)

3)

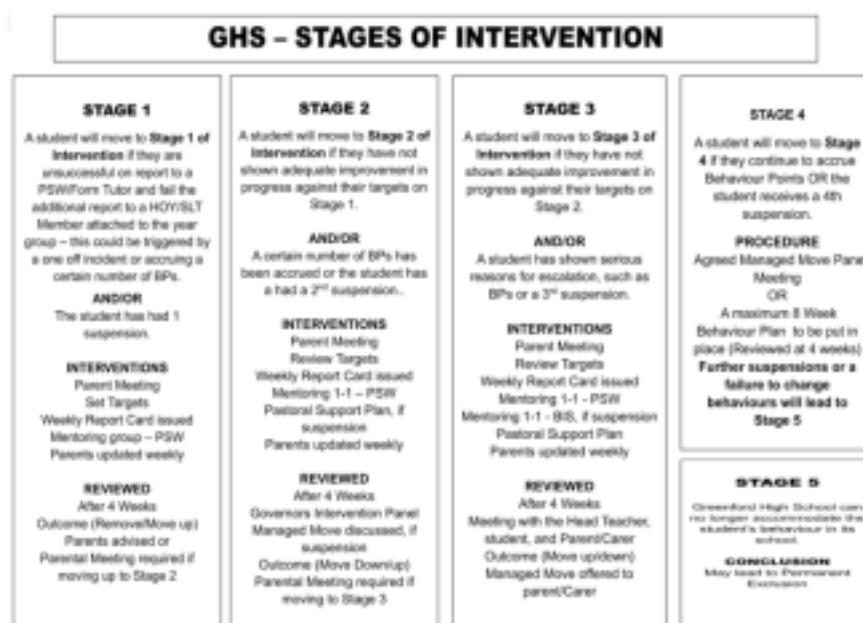
Review Meeting 2 - if above not successful

Targets:

1)

2)

3)



Appendix 4

School to School Managed Move Protocol,

September 2022

Managed Moves

A Managed Move is when a student is moved from one school to another for a fresh start. It is done with the knowledge and consent of all the parties involved, and may be suggested and used for a number of reasons.

Managed moves should be offered as part of a planned intervention. The original school should be able to evidence that appropriate initial intervention has been carried out, including, where relevant, multi-agency support, or any statutory assessments were done or explored prior to a managed move.

Aims of the Managed Move Panel:

- To acknowledge that a fresh start may be in the best interests of the student and the school community;
- To ensure transparency, consistency and fairness in the allocation of managed moves across the Local Authority (LA);
- To establish a clear rationale for an improvement in the behaviour of the student at the receiving school;
- To fulfil the duty of care, as outlined in **Exclusion from maintained schools, academies and pupil referral units in England**, September 2017;
- To reduce the number of Permanent Exclusions in the borough;
- To share and showcase best practice in the support of our most vulnerable students.

The role of the Managed Move Panel:

- A managed move should only be carried out with the full knowledge and co operation of all parties, including the parents and the Local Authority (LA), and in circumstances where it is in the best interests of the student concerned and the school community as a whole;
- A managed move will be arranged, facilitated and tracked through the Managed Move Panel;
- The nature of the information shared at Managed Move Panel is confidential and can be highly sensitive, and as such, must only be shared between the panel and with relevant pastoral leaders, once an allocation is made. This should be done in the time scales stipulated later in this protocol;
- The managed move should be preceded by information sharing between the original school and the new school, including data on prior and current attainment, academic potential, a risk assessment and advice on effective risk management strategies. It is also important for the new school to ensure that the pupil is provided with an effective integration strategy.
- The Managed Move Panel meets once a month, or more frequently if necessary, to discuss those students proposed for a managed move. The school representatives will then discuss each case, and allocate a school, if appropriate;
- Schools will determine within their own structures whether a student is to be offered a Managed Move and brought to panel - the panel may then decide that a student is not appropriate to be placed, depending on either the student's needs or the specifics of the case. Each case is looked at individually and assessed on its own merits;
- The school representatives tend to be senior leaders in Inclusion, but not exclusively. The representative needs to have sufficient authority to act on the behalf of the school at the panel, and should have knowledge of pastoral systems, and, preferably, the students involved;
- The panel will be chaired by a representative from the high schools who are part of the scheme – the length of tenure will be decided by the panel;
- It is acknowledged that the panel does not represent all secondary schools in the borough. There may, therefore, be managed moves that may take place outside of the panel. This is discouraged as it is not in keeping with the ethos of the panel;
- It is also acknowledged that although Ealing Alternative Provision (EAP) is not part of the Managed Move Panel, and, therefore, cannot be named as an allocated school, the meetings will either be held at EAP, after Fair Access Panel (FAP), to ensure some alignment between the mechanisms that deal with the borough's potentially most vulnerable students, or EAP will be kept informed of panel decisions, if not present at the meeting. EAP will always be invited if meetings are held online;
- Individual schools will incorporate the role of the Managed Move Panel in their relevant policies, and ensure that their own methods of identification of appropriate

students are clearly signposted for their school community;

- As part of this protocol, the Managed Move Panel will keep a record of all managed moves between high schools in the area. The panel will also track the journey

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of those students discussed and allocated in order to give an accurate picture of how managed moves may impact on behaviour.

Exceptions to a managed move:

- This protocol does not apply to pupils with an EHC Plan, as separate processes govern a change of placement for such students;
- It is acknowledged that there will still be permanent exclusions and that schools will be approached outside of this process to accept students via the SEN team and the Fair Access Protocol;
- As the corporate parent, the LA will see the rights of Looked After Children involved in managed moves as a priority. Where a school is considering a managed move for Looked After Children, the LAC Virtual School must be consulted.

Role of the Headteacher:

- Although managed moves placements are allocated through the panel, the protocol does not seek to put headteachers under any pressure to accept a student;
- If a headteacher considers that a managed move is not in the interests of a student or the school community, a managed move does not need to take place;
- Also, if a headteacher considers that the managed move should not take place for any other reason, this is at the discretion of the head;
- It should be remembered, however, that it is considered good practice to consider a managed move as a response to breaches of the school's behaviour policy.

The role of the Local Authority:

- Where a headteacher decides a managed move is not in the best interests of a student, and the student is later permanently excluded (for another incident), the LA representative may ask at the Governors' Review Meeting whether the headteacher had given any consideration to a managed move as an early intervention strategy;
- A representative from the LA may attend the Managed Move Panel as appropriate;
- The LA is responsible for ensuring that the Managed Move Protocol is in line with any national guidance and/or legal requirements;
- The LA has a role to ensure that the interests and welfare of the students are protected at all times;
- Although it is acknowledged that not all schools in the borough, and on the panel, are LA schools, the LA, however, oversees the panel, as a centralising mechanism.

Schools remain responsible for sending information required to the panel and the LA will collate that information.

Process of the Manage Move Panel

1) Identifying students for referral:

- A student may be considered for a managed move and discussed at panel:

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- ☐ If the student has a history of challenging behaviour and other support strategies have not been successful (**Appendix A** should be sent);
- ☐ If there has been a 'one off' incident which means the student would benefit from a fresh start but which would not lead to permanent exclusion in the absence of a school to school move (**Appendix A** should be sent);
- ☐ If the relationship between the student and the school / school community has broken down to an irrevocable degree (**Appendix B** should be sent).

2) The decision:

- Once a decision is reached that a student would benefit from a managed move to another school, and parental consent has been obtained, the case should be referred to the Managed Move Panel using the referral form [see **Appendix C**];
- Relevant details of the student's history should be revealed and no attempt made to minimise the nature and extent of the challenge the student may represent, as stipulated in **Suspensions and Permanent from maintained schools, academies and pupil referral units in England, including pupil movement - September 2022**;
- If the Managed Move Panel chooses not to place a student, following discussion of the case, **Appendix D** should be sent;
- Please note that information shared on students at panel will be sent securely to the Chair and LA representative, and then between schools, using an appropriate server, where an allocation has taken place. All paper copies of information used in the meetings will be destroyed.

3) Actions after Panel:

- Once the Managed Move Panel allocates a school, a meeting should be arranged with the student, his/her parent(s), relevant staff from each school and a representative from the Behaviour & Inclusion Service (if applicable);
- Ideally, the meeting should take place within 7 working days of the date of allocation, and the start date as soon after that as possible;
- The purpose of this meeting should be to:
 - Underline the receiving school's expectations in terms of behaviour;
 - Detail the support to be put in place for the student;
 - Make clear what the integration strategy is, in order to make the move as

effective as it can be;

- Agree practical arrangements such as start date, tutor group, timetable, travel arrangements and uniform;

- Agree dates of the fortnightly reviews, or at least every 3 weeks; •

Detail the outcome should the managed move not be successful.

- The agreement found on **Appendix E** should be devised by the **receiving school** and signed by all parties at this meeting;

- If a parent refuses to accept the proposal of a managed move, or declines on the basis of the school that has been allocated, **Appendix F** should be sent.

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4) Trial period of the Managed Move:

- All managed moves will start on a trial basis;

- Ideally, the trial period will be a complete half-term (6 weeks) and will be reviewed on a fortnightly or three-weekly basis. It is important that these meetings take place, at agreed times between the 2 schools, so that a record of conduct is kept, and a dialogue kept open;

- The date of the final review will be the date on which the decision is made as to whether the move becomes permanent. That review must be within 12 weeks of the agreed start date, the start date ideally being 7 working days from the date on which the Managed Move Panel allocated the **receiving school**;

- In extenuating circumstances, the trial period may extend beyond the 12 weeks, but this must be done through discussion at a review meeting, and with the consent of all the parties involved, as opposed to not following the stages of the protocol;

- Where the managed move is not in relation to an incident that meets the criteria for permanent exclusion, the student is entitled to continue to attend the **home school** whilst arrangements are being made;

- Where the managed move is in relation to an incident that could otherwise have led to permanent exclusion, the home school will need to formalise any time out of school with a fixed-term exclusion 'pending investigation' or make arrangements for the student to remain in school in isolation if appropriate. This is to ensure that the situation does still meet part two of the two-fold test (please see **Appendix G**) in the event that a decision is made to permanently exclude the student instead of proceeding with a managed move;

- Students remain on-roll at the **home school** during the trial period. The **home school** should record the student as 'C' [current single registration]; the **receiving school** records the student as 'S' [subsidiary].

- If a student does not attend the **receiving school**, the **home school** needs to be contacted on that day, as well as normal procedures at the **receiving school** being followed;

- On the date agreed for permanent admission to the **receiving school**, the student will be removed from the register of the **home school** and admitted to the register of the **receiving school** where he/she will enjoy the same rights of tenure to a school place as any other student. Any remaining school records should be transferred to the **receiving school** within 2 weeks of the off-roll date;

- If the trial period at the receiving school is unsuccessful the student will return to the home school.

5) Termination of a Managed Move

- It is acknowledged that some Managed Moves may need to be terminated at some stage once the process has started;
- If this is the case, both schools and parents/carers need to be very clear about the reason for the termination;

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- A child who has not had a successful Managed Move cannot then join the **receiving school** through another means, either through Fair Access Panel or In-Year Casual Admissions, under the same conditions stipulated by the **Ealing Fair Access Protocol 2021** in point 3.1;
- A letter should be sent by the receiving school to the student's family informing them of the termination and the reasons why - **Appendix H** is an example of a letter that may be sent in these circumstances;
- Each student referred to panel can only undergo one Managed Move that actually commences, regardless of time scale. In very rare circumstances, a second Managed Move may be considered for safeguarding reasons, but this will be at the discretion of the Managed Move Panel.

Ongoing support:

- During the trial period at the receiving school, an appropriate member of staff from both the home and the receiving school will be jointly responsible for monitoring levels of support and for making the necessary referrals to support services. If possible, an integration plan could be drawn up to support the student's move;
- This will be supported by the Behaviour & Inclusion Service Behaviour Consultant, if appropriate;
- As stated earlier, the success and development of placements will also be discussed and monitored by the Managed Move Panel, when it meets;
- Students are identified for and referred to the Managed Move Panel in good faith, and on the understanding that a managed move is in the best interests of that student but not at the detriment to the receiving school's own community.

Funding:

- An established process already exists for the transfer of funds once a student is permanently excluded and later reintegrated to another mainstream school (AWPU/Money following excluded students);
- When a student is subject to a successful managed move, funding will be transferred from the home school to the receiving school in the same way;
- If a managed move becomes unsustainable during the trial period, the student will return to the home school and there will be no transfer of funds between schools.

Logistics of managed moves:

- The home school will keep the student's files, until a student successfully completes a managed move, at which point they will be transferred in the same way as schools would ordinarily transfer student records;
- If there is confidential information on a student that needs to be transferred in order to protect either the student or the receiving school, this will be discussed through liaison between the most appropriate members of staff at both the home and receiving school. This information could pertain to safeguarding, Child Protection, medical issues, work with external agencies, or any other information the home school feels is relevant;

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- Although parental preference will be considered, it is in no way determinant of what school the Managed Move Panel may allocate. A second school may be identified at the Managed Move Panel, and this may be offered to families, but only if the reason for declining the first named school is deemed appropriate by panel. The timescale for this process would be decided by the panel, and parents would need to put their reasons for declining the place in writing;
- The Managed Move Panel will take note of the guidance and expertise of the home school when it comes to best placing a student deemed suitable for a Managed Move;
- Currently 10 out of Ealing's 17 secondary schools are represented at the Managed Move Panel. It is recognised that the more schools on panel, the greater the opportunity to help some of our more vulnerable students.

Appendix A

Dear **[Parent's Name]**

As you are aware, the school has tried several strategies to support improvement in **[pupil's name's]** behaviour. In my view, we have reached the stage where **[pupil's name]** would most benefit from a fresh start at another school. **OR As you are aware, due to a one-off incident, we have reached a stage where [pupil's name] would most benefit from a fresh start at another school.**

In the circumstances, I will be making a referral to the Managed Move Panel; **[pupil's name]** will be discussed at the next panel and a school will be allocated, if appropriate, as part of a 'School to School' Managed Move.

Once you have had the opportunity to consider the offer of a referral to the Managed Move Panel, please complete the form below and return it to us to confirm whether you wish to accept the referral. If the school does not hear from you by **[date]** (*allow 5 school days from the date of this letter*) I will

assume you do not wish to consider a managed move. This will mean that we cannot put your child forward for consideration for a fresh start at a new school, which may in turn mean that other interventions need to be used.

If you would like further advice on the managed move process, please contact the Principal Officer or the Support Officer – Behaviour Service and Exclusions on 020 8825 5070.

Yours sincerely,

Head teacher

cc : Governing body (*relevant members*)
Principal Officer – Behaviour Service & Exclusions

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Social Services (*if a looked after child*)
Home LA (*if not Ealing*)

.....
.....

Please complete and return to the school by **[date, allow 5 school days from the date of this letter]**.

Name of parent/guardian giving consent:

.....

Name of pupil:

.....

Address:

.....

Daytime telephone number:

.....

I confirm that I agree to the referral to the Managed Move Panel **[name of pupil]**

Signed: Date:
...../...../.....

Appendix B

Letter from headteacher notifying parent where a ‘School to School’ managed move is being considered because the relationship between the pupil/parents and the school / school community has broken down to an irrevocable degree.

Dear [Parent's Name]

As you are aware *[enter brief details of circumstances leading to the managed move being offered. It is important to be clear the offer is being made because of circumstances other than the pupil's behaviour. Given that the parent is under no obligation to accept the offer, it is also important to avoid including wording that may be construed as pressure to accept]*. Would you agree that the solution could lie in an opportunity for a fresh start in another school?

If so, I propose that **[pupil's name]** be referred to the Managed Move Panel and discussed at the next meeting, in order for a school to be allocated, if appropriate, as part of a 'School to School' Managed Move.

Once you have had the opportunity to consider the offer a referral to the Managed Move Panel, please complete the form below and return it to us to

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confirm whether you wish to accept. If the school does not hear from you by **[date]** *(allow 5 school days from the date of this letter)* I will assume you do not wish to consider a managed move. This will mean that we cannot put your child forward for consideration for a fresh start at a new school, which may in turn mean that other interventions need to be used.

If you would like further advice on the managed move process, please contact the Principal Officer or the Support Officer – Behaviour Service and Exclusions on 020 8825 5070.

Yours sincerely,

Head teacher

cc : Governing body *(relevant members)*

Principal Officer – Behaviour Service & Exclusions

LAC Team *(if a looked after child)*

.....

.....

Please complete and return to the school by **[date, allow 5 school days from the date of this letter]**.

Name of parent/guardian giving consent:

.....

Name of pupil:

.....

Address:

.....

Daytime telephone number:

.....

I confirm that I agree to the referral to the Managed Move Panel for **[name of pupil]**

Signed: Date:

...../...../.....

Appendix C - Managed Move Referral Form

Managed Move Referral Form (Sept 2020)

Please complete this form and return it to lgrimley@greenford.ealing.sch.uk at least 7 days in advance of the panel meeting at which you would like the student discussed. *please attach records

Date form submitted					
Current School					
Key contact at current school name and contact details including email					
Name of student					
DOB		Year		Gender	
Parent/Carer(s) Name(s)					

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Address			
Parent/carers email(s)			
Parent/carers telephone number(s)			
CONSENT RECEIVED from family and consent to share information at panel			
Reason(s) for proposed managed move (give details)		Breakdown in relationships Behaviour record – persistent or one off Other	
Date of entry to current school			
Previous school(s) attended if applicable			
Attendance %		SEN Y/N and code	
Authorised Absence %		PP/ PP+/ LAC/ Post LAC/CP/CIN (list all that apply)	
Lates to a school %		Ethnicity	

Medical information (including mental health) if applicable. Is a medical care plan in place?			
CP concerns if applicable			
DSL to DSL handover necessary?			
Behaviour Points* (compared to average for year group)		Achievement Points* (compared to average for year group)	
FTEs – number, days*, reason/s			
Academic details* attach a copy of most recent academic report			
Other agencies involved (such as social services, CAMHS), give contact details including name, phone number and email			
Issues with child's behaviour/ engagement			
Strengths and positive about the child including things they like doing such as sport			
School based interventions: (such as learning mentor, contract, BIS, alternative provision, time out card include those refused by child or parents and the degree of success of strategies)			
Any other relevant information or requests from school			
Any relevant requests by parents/carers or child			
GCSE	Board		
English Lang and Lit			
Maths			
Science			
Options			

Appendix D – Letter for non-allocation at panel

DATE

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Dear

On **(date)(name)** was discussed at the Managed Move Panel. This is a panel that meets once a month to discuss those students across the Local Authority who the school feels would benefit from a fresh start in a new provision.

The reasons for students being considered for a managed move are varied, and can differ from school to school. The Managed Move Panel considers the merits of each case, and where a child may best be placed. The Managed Move Panel also considers whether a student is suitable for a managed move, which again is based on the merits and circumstances of each case. Unfortunately in **(name's)** case, the panel did not feel it was appropriate to name an alternative school because **(give reason)**.

We realise this may be disappointing. If, therefore, you have any questions about the process, or how best to move forward, it would be advisable to contact the pastoral lead for **(name)**.

Yours sincerely

School's MM Panel Rep/Inclusion Lead

Appendix E - School to School Managed Move Agreement

This agreement is between:

[name of parent / carer]

[name of young person]

[name of home school]

[name of receiving school]

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Having recognised that a fresh start in a new school would be in the best interests of **[pupil's name]**, the head teacher of **[name of home school]** has offered to support a School-to-School Managed Move to **[name of receiving school]**.

The head teacher of **[name of receiving school]** has agreed to temporarily admit **[pupil's name]**, with the decision of permanent admission being dependent upon successful completion of a 6 week trial period.

The purpose of this meeting is to agree:

- The expectations each school has of the pupil in terms of behaviour / attendance, with reference to the receiving school's behaviour policy etc.
- The details of support that will be offered to the pupil.
- Practical arrangements, such as uniform.
- The trial period review meeting dates (*fortnightly during the 6 week trial period*). • The anticipated trial period end date.

Please insert details of the receiving school's expectations in terms of behaviour and attendance:

Please insert dates:

Trial period start date:	
Date of first review meeting:	

Date of second review meeting:	
Date of final review meeting:	

All parties are reminded that if the placement breaks down during the trial period, for whatever reason, **[pupil's name]** will return to **[name of home school]**.

During the trial period **[name of home school]** should mark the pupil as 'educated off-site and **[name of receiving school]** should register the pupil as present or absent in the usual way.

If the managed move is successful, on the agreed date of permanent admission the pupil will be removed from the register of **[name of home school]** and placed on the register of **[name**

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of receiving school] where he/she will enjoy the same rights of tenure to a school place as any other pupil, and be subject to the school's behaviour policy in full.

In the event that the pupil does not fully meet expectations during the original trial period, the trial period may be extended but a further agreement should be reached with additional review meeting dates, and the new document signed by all parties.

The entire trial period is not expected to exceed twelve weeks. If **[pupil's name]** behaviour remains unacceptable at the end of the extended trial period, **[pupil's name]** will return to **[name of home school]**.

We the undersigned agree to the arrangements set out above and commit to attending the review meetings as scheduled.

	Name	Signature	Date
Pupil:			
Parent(s)/carer(s):			
Home school's representative:			
Receiving school's representative:			
Local Authority's representative :			

Appendix F – parental refusal of Managed Move

DATE

Dear

I am writing to confirm that you have turned down the Managed Move allocated at Panel held on **(date)**.

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Managed moves are offered for a variety of reasons in the hope that a fresh start at a new school will enable our young people to move forward in their academic careers.

As you know, **(Name)** was referred to and discussed at a recent Managed Move Panel and was offered **(school)**. I understand that you have since decided not to accept this offer, for the following reasons, as stipulated in your letter/email dated: **(give reason)**

As you have decided not to accept the managed move, **(name)** will remain on roll with us, abiding by the same expectations as always, and following the procedures that are already in place in terms of achievement, behaviour and conduct.

If you have any queries, please do not hesitate to contact

me. Yours

School's MM Panel Rep/Inclusion Lead

Appendix G – the two-fold test

The DfE guidance sets out what is known as the two-fold test which is that the head teacher's decision to permanently exclude a pupil must be for either a serious breach OR persistent breaches of the behaviour policy AND that allowing the pupil to remain in school would seriously harm their education or welfare or that of others in the school.

Appendix H – letter for the termination of a Managed Move

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Date

To whom it may concern

_____ came to _____ School via a placement agreed on the Managed Move Panel in _____ 2019. The placement started on _____, but unfortunately the managed move was terminated on _____.

_____ was in some ways doing well at _____ School and a couple of review meetings had taken place where clear strengths were identified, along with targets for improvement. There were, however, a few high level incidents which meant that the Headteacher of _____ School at the time of _____'s placement, in line with the Ealing Managed Move Protocol, decided that the managed move needed to be terminated.

These incidents were:

-
-
-

Yours faithfully

MM Panel representative from receiving school

Appendix I – COVID-19 implications for Managed Moves

It has been agreed by the schools on the Managed Move Panel, in discussion with both EAP and the LA, that during periods of school closure, it is not appropriate to manage move students from school to school under this protocol. Once schools reopen, the panel will start its regular meeting cycle, and managed moves will again be discussed.

At the time of any school closure, due to COVID-19, the following was agreed:

- 1) If a MM is already underway, it is paused – the trial period as it was when schools re-open;
- 2) If that child then falls into the category of a 'key student', and is therefore entitled to come to school, for whatever reason, they should continue at the receiving school;
- 3) Any MMs that have not yet started, should not start now – if students fall into 'key student' category, should go to their home school;
- 4) Any initial meetings to discuss MMs may or may not take place, at the discretion of the schools involved.

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Appendix 5 – Suspensions (Exclusions)

Letters Suspension (Fixed-term exclusion) of 5 days or fewer

Model letter 1

From the head teacher notifying parent of a suspension (fixed-term exclusion) of 5 school days or fewer in one term, and where a public examination is not missed.

Please delete the information in 'italics' before sending the

letter. Dear **PARENT**

Re: Student name-form

I am writing to inform you of my decision to suspend **STUDENT NAME** for a fixed period of **NO. OF** days. This means that **STUDENT NAME** will not be allowed in school for this period. The suspension starts on **DATE** to **DATE** inclusive.

I realise that this suspension may well be upsetting for you and your family, but the decision to suspend **STUDENT NAME** has not been taken lightly. **STUDENT NAME** has been suspended for this fixed period for **INSERT REASON**.

IMPORTANT INFORMATION

You have a duty to ensure that your child is not present in a public place in school hours during this suspension without reasonable justification. I must advise you that you may receive a penalty notice from the local authority if your child is present in a public place during school hours from DATE to DATE inclusive and you are unable to show reasonable justification.

We will set work for STUDENT NAME to be completed on the school days specified in the previous paragraph. Work will be sent via email or through the post by the year team. Please ensure that work set by the school is completed and returned to us promptly for marking.

You have the right to make representations about this decision to the Governing Body. If you wish to make representations, please contact the Clerk of the Governors, care of Mrs D Druce (Head's PA), at the school or via email at ddruce@greenford.ealing.sch.uk as soon as possible. Whilst the Governing Body has no power to direct reinstatement, they must consider any representations you make and may place a copy of their findings on your child's school record.

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You should be aware that if you think the suspension relates to a disability your child has, and you think that disability discrimination has occurred, you have the right to appeal, and or make a claim, to the First Tier Tribunal (<http://www/justice.gov.uk/guidance/courts-and-tribunals/tribunals/send/index.htm>).

You and **STUDENT NAME** are requested to attend a reintegration interview with **STAFF NAMES** on **DATE and TIME**. If this is not convenient, please contact the Head of Year the next day to arrange a suitable alternative date and time. The purpose of the reintegration interview is to discuss how best your child's return to school can be managed.

You have the right to see and have a copy of **STUDENT NAME's** school record. Due to confidentiality restrictions, you will need to notify me in writing if you wish to be supplied with a copy and there may be a charge for photocopying.

A copy of Ealing LA's information leaflet is enclosed and further advice on the suspensions process can be sought from the Principle officer or the Support Officer – Behaviour Service and Suspensions on 020 8825 5070.

The statutory guidance on suspensions can be found here:
<https://www.gov.uk/government/publications/school-suspension>

You may also find it useful to contact the Children's Legal Centre; which aims to provide free legal advice and information to parents on state education matters. They can be contacted on **020 8802 0008** or on <http://www.childrenslegalcentre.com>. The advice line is open from 8am to 8pm on Monday to Friday except Bank Holidays and 24th December to the 1st January.

STUDENT NAME's suspension expires on **DATE** and we expect **STUDENT NAME** to be back in school on **DATE**.

Yours sincerely,

Headteacher

Copy to: Chair of Governors and Area Education Officer

Model letter 1B

From the head teacher notifying parent of a suspension from school of 5 school days or fewer in one term where the latest suspension results in an accumulation of more than 5 but fewer than 15 days in that term. Parents have increased rights to request a meeting of the school's discipline committee to whom they may make representations.

Please delete the information in 'italics' before sending the

letter. Dear **[Parent's Name]**

I am writing to inform you of my decision to suspend **[Pupil's name]** for a period of **[specify number of days]**. This means that he/she will not be allowed in school for this period. The suspension begins on **[date]** and ends on **[date]**.

I realise that this suspension may well be upsetting for you and your family, but the decision to suspend **[Pupil's name]** has not been taken lightly. **[Pupil's name]** has been suspended for this period because **[reason for suspension]**.

[The following 2 paragraphs apply only to pupils of compulsory school age]

You have a duty to ensure that your child is not present in a public place in school hours during this suspension, without reasonable justification. I must advise you that you may receive a penalty notice from the local authority if your child is present in a public place during school hours from **[insert suspension start date]** to **[insert suspension end date]** and you are unable to show reasonable justification.

We will set work for **[Pupil's name]** to be completed on the school days specified in the previous paragraph when you must ensure that he/she is not present in a public place without reasonable justification. **[Detail the arrangements for setting work]**. Please ensure that work set by the school is completed and returned to us promptly for marking.

You have the right to request a meeting of the school's discipline committee to whom you may make representations and my decision to suspend can be reviewed. As the period of this suspension is more than 5 school days in a term, the discipline committee must meet if you request it to do so. If you do request a meeting, the latest date by which the discipline committee must meet is **[specify date] (no later than the 50th school day after the date on which the discipline committee were notified of this suspension)**. If you do wish to make representations to the discipline committee and wish to be accompanied by a friend or representative, please contact **[name of contact]** on/at **[contact details — address, phone number, email]**, as soon as possible. Please advise if you have a disability or

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special needs which would affect your ability to attend or take part in a meeting at the school. Also, please inform **[name of contact]** if it would be helpful for you to have an interpreter present at the meeting.

You should also be aware that if you think the suspension relates to a disability your child has, and you think disability discrimination has occurred, you have the right to appeal, and/or make a claim, to the First Tier Tribunal (<http://www.justice.gov.uk/guidance/courts-and-tribunals/tribunals/send/index.htm>).

[The following paragraph may be used if the head teacher chooses to hold

a reintegration interview]

You and **[Pupil's name]** are requested to attend a reintegration interview with me **[alternatively, specify the name of another staff member]** at **[place]** on **[date]** at **[time]**. If that is not convenient, please contact the school **[within the next xxx days]** to arrange a suitable alternative date and time. The purpose of the reintegration interview is to discuss how best your child's return to school can be managed.

You have the right to see and have a copy of **[Pupil's name]**'s school record. Due to confidentiality restrictions, you will need to notify me in writing if you wish to be supplied with a copy and there may be a charge for photocopying.

A copy of Ealing Local Authority's information leaflet is enclosed and further advice on the exclusions process can be sought from the Principal Officer, Debby Legg or the Support Officer, Ben Lundy - Behaviour Service and Exclusions on 0208 825 5070.

The statutory guidance on exclusions can be found here:
<https://www.gov.uk/government/publications/school-exclusion>
[n](#)

You may also find it useful to contact the Children's Legal Centre; which aims to provide free legal advice and information to parents on state education matters. They can be contacted on 0300 330 5485 or on:
www.childrenslegalcentre.com

[Pupil's name]'s suspension expires on **[date]** and we expect **[Pupil's name]** to be back in school on **[date]** at **[time]**.

Yours sincerely

[Name]
Head teacher

CC: Principal Officer, Exclusions

Model letter 2

From the head teacher notifying parent(s) of a pupil's suspension of more than 5 school days (up to and including 15 school days) in a term, i.e.

- **an accumulation of suspensions whereby the latest incident would bring the total to between 6 and 15 school days in one term**

or

- a single suspension of more than 5 school days (up to and including 15 school days) in a term

Please delete the information in 'italics' before sending the

letter. Dear **[Parent's name]**

I am writing to inform you of my decision to suspend **[Pupil's name]** for a period of **[specify number of days]**. This means that **[Pupil's name]** will not be allowed in school for this period. The suspension start date is **[date]** and the end date is **[date]**. Your child should return to school on **[date]**.

I realise that this suspension may well be upsetting for you and your family, but my decision to suspend **[Pupil's name]** has not been taken lightly. **[Pupil's name]** has been suspended for this fixed period because **[specify reasons for suspension]**.

[The following 3 paragraphs apply only to pupils of compulsory school age]

You have a duty to ensure that your child is not present in a public place in school hours during the first 5 school days of this suspension, unless there is reasonable justification for this. I must advise you that you may receive a penalty notice from the local authority if your child is present in a public place during school hours from **[insert date of 1st school day of suspension]** to **[insert date of 5th school day of suspension]** and you are unable to show reasonable justification.

We will set work for **[Pupil's name]** to be completed during the school days specified in the previous paragraph, when you must ensure that he/she is not present in a public place without reasonable justification. **[Detail the arrangements for setting work]**. Please ensure that work set by the school is completed and returned to us promptly for marking.

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The school will provide suitable full-time education for **[Pupil's name]** from the 6th school day of the suspension **[specify date]** until the expiry of his/her suspension. On **[specify date]** **[Pupil's name]** should attend at **[give name and address of the alternative provider if not the home school (for those whose on-site provision is shared with another school)]** at **[specify the start time] (This may not be identical to the start time of the home school)** and report to **[staff member's name]**. ***(If applicable, say something about transport arrangements from home to the alternative provider).***

You have the right to request a meeting of the school's discipline committee to whom you may make representations and my decision to suspend can be reviewed. As the period of this suspension is more than 5 school days in a term, the discipline committee must meet if you request it

to do so. If you do request a meeting, the latest date by which the discipline committee must meet is **[specify date] (no later than the 50th school day after the date on which the discipline committee were notified of this suspension)**. If you do wish to make representations to the discipline committee and wish to be accompanied by a friend or representative, please contact **[name of contact]** on/at **[contact details — address, phone number, email]**, as soon as possible. Please advise if you have a disability or special needs which would affect your ability to attend or take part in a meeting at the school. Also, please inform **[name of contact]** if it would be helpful for you to have an interpreter present at the meeting.

You should also be aware that if you think the suspension relates to a disability your child has, and you think disability discrimination has occurred, you have the right to appeal, and/or make a claim, to the First Tier Tribunal (<http://www.justice.gov.uk/guidance/courts-and-tribunals/tribunals/send/index.htm>). Making a claim would not affect your right to make representations to the discipline committee.

[The following paragraph may be used if the head teacher chooses to hold a reintegration interview]

You and **[Pupil's name]** are requested to attend a reintegration interview with me **[alternatively, specify the name of another staff member]** at **[place]** on **[date]** at **[time]**. If that is not convenient, please contact the school **[within the next xxx days]** to arrange a suitable alternative date and time. The purpose of the reintegration interview is to discuss how best your child's return to school can be managed.

You have the right to see and have a copy of **[Pupil's name]**'s school record. Due to confidentiality restrictions, you will need to notify me in writing if you wish to be supplied with a copy and there may be a charge for photocopying.

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A copy of Ealing Local Authority's information leaflet is enclosed and further advice on the suspensions process can be sought from the Principal Officer, Debby Legg or the Support Officer, Ben Lundy – Behaviour Service and Suspensions on 0208 825 5070.

The statutory guidance on suspensions can be found here:
<https://www.gov.uk/government/publications/school-suspensions>

You may also find it useful to contact the Children's Legal Centre; which aims to provide free legal advice and information to parents on state education matters. They can be contacted on 0300 330 5485 or on:
www.childrenslegalcentre.com

[Pupil's name]'s suspension expires on **[date]** and we expect **[Pupil's name]** to be back in school on **[date]** at **[time]**.

Yours sincerely

[Name]
Head teacher

CC: Principal Officer, Suspensions

Model letter 3

From the head teacher notifying parent of a suspension of more than 15 school days in total in one term, i.e.

- **an accumulation of suspensions whereby the latest incident would bring the total to more than 15 school days in one term or**
- **a single suspension of more than 15 school days. Please**

delete the information in 'italics' before sending the letter. Dear

[Parent's Name]

I am writing to inform you of my decision to suspend **[Pupil's name]** for a period of **[specify number of days]**. This means that **[Pupil's name]** will not be allowed in school for this period. The suspension begins on **[date]** and ends on **[date]**.

I realise that this suspension may well be upsetting for you and your family, but the decision to suspend **[Pupil's name]** has not been taken lightly. **[Pupil's name]** has been suspended for this period because **[reason for suspension]**.

[The following 3 paragraphs apply only to pupils of compulsory school age]

You have a duty to ensure that your child is not present in a public place in school hours during the first 5 school days of this suspension, unless there is reasonable justification for this. I must advise you that you may receive a penalty notice from the local authority if your child is present in a public place during school hours from **[insert date of 1st school day of suspension]** to **[insert date of 5th school day of suspension]** and you are unable to show reasonable justification.

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We will set work for **[Pupil's name]** to be completed during the school days specified in the previous paragraph, when you must ensure that he/she is not present in a public place without reasonable justification. **[Detail the arrangements for setting work]**. Please ensure that work set by the school is completed and returned to us promptly for marking.

From the 6th school day of the pupil's suspension **[specify date]** until the expiry of his/her suspension, the school will provide suitable full-time education. On **[specify date]** **[Pupil's name]** should attend at **[give name and address of the alternative provider if not the home school (for those whose on-site provision is shared with another school)]** at **[specify the start time]**. ***(This may not be identical to the start time of the home school)*** and report to **[staff member's name]**. ***(If applicable, say something about transport arrangements from home to the alternative provider)***.

As the length of the suspension brings the total to more than 15 school days in total in one term, the governing body must meet to consider the suspension. At the review meeting you may make representations to the governing body if you wish. The latest date on which the governing body can meet is **[insert date] (no later than 15 school days from the date the governing body is notified)**. If you wish to make representations to the governing body and wish to be accompanied by a friend or representative

please contact **[name of contact]** on/at **[contact details — address, phone number, email]**, as soon as possible. You will, whether you choose to make representations or not, be notified by the Clerk to the governing body of the time, date and location of the meeting. Please advise if you have a disability or special needs which would affect your ability to attend or take part in a meeting at the school. Also, please inform **[contact]** if it would be helpful for you to have an interpreter present at the meeting.

You should also be aware that if you think the suspension relates to a disability your child has, and you think disability discrimination has occurred, you have the right to appeal, and/or make a claim, to the First Tier Tribunal (<http://www.justice.gov.uk/guidance/courts-and-tribunals/tribunals/send/index.htm>). Making a claim will not affect your right to make representations to the governing body.

[The following paragraph may be used if the head teacher chooses to hold a reintegration interview]

You and **[Pupil's name]** are requested to attend a reintegration interview with me **[alternatively, specify the name of another staff member]** at **[place]** on **[date]** at **[time]**. If that is not convenient, please contact the school **[within the next xxx days]** to arrange a suitable alternative date and time. The purpose of the reintegration interview is to discuss how best your child's return to school can be managed.

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You have the right to see and have a copy of **[Pupil's name]**'s school record. Due to confidentiality restrictions, you will need to notify me in writing if you wish to be supplied with a copy and there may be a charge for photocopying.

A copy of Ealing Local Authority's information leaflet is enclosed and further advice on the suspensions process can be sought from the Principal Officer, Debby Legg or the Support Officer, Ben Lundy – Behaviour Service and Suspensions on 0208 825 5070.

The statutory guidance on suspensions can be found here:
<https://www.gov.uk/government/publications/school-suspension>

You may also find it useful to contact the Children's Legal Centre; which aims to provide free legal advice and information to parents on state education matters. They can be contacted on 0300 330 5485 or on:
www.childrenslegalcentre.com

[Pupil's name]'s suspension expires on **[date]** and we expect **[Pupil's name]** to be back in school on **[date]** at **[time]**.

Yours sincerely

[Name]

Head teacher

CC: Principal Officer, Suspensions

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Permanent exclusion

Model letter 4

From the head teacher of a primary, secondary or special school notifying the parent(s) of that pupil's permanent exclusion.

Dear parent name

Re: insert student name and form

I regret to inform you of my decision to permanently exclude **[Pupil's name]** with effect from **[date]**. This means that **[Pupil's name]** will not be allowed in this school unless he/she is reinstated by the governing body/the discipline committee.

I realise that this exclusion may well be upsetting for you and your family, but the decision to permanently exclude **[Pupil's name]** has not been taken lightly. **[Insert one of the options below depending on whether the exclusion is for a 'one-off' incident or 'persistent disruptive behaviour']**

[Pupil's name] has been excluded because of persistent breaches of the school's behaviour policy culminating in incident X **[DETAIL REASON]** on X DATE **[insert reason(s) for the exclusion and include relevant previous history]**.

[For pupils of compulsory school age]

You have a duty to ensure that your child is not present in a public place in school hours during the first 5 school days of this exclusion, i.e. on **[specify the precise dates]** unless there is reasonable justification. You could be prosecuted or receive a penalty notice if your child is present in a public place during school hours on those dates. It will be for you to show reasonable justification.

[For pupils of compulsory school age]

Alternative arrangements will be made for **[Pupil's name]**'s education to continue. For the first five school days of the exclusion we will set work for **[Pupil's name]** and would ask you to ensure this work is completed and returned promptly to school for marking **[this may be different if supervised education is being provided earlier than the sixth day, i.e. Looked After Child]**. From the sixth school day of the exclusion onwards — i.e. from **[specify the date]** Ealing local authority will provide suitable full-time education and will be in contact with you shortly to make arrangements for that.

As this is a permanent exclusion the governing body must meet to consider it. At the review meeting you may make representations to the governing body if you wish and ask them to reinstate your child in school. The governing body has the power to reinstate your child immediately or from a specified date, or, alternatively, it has the power to uphold the exclusion in which case you have the right to request that the decision be reviewed by an Independent Review Panel.

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The latest date by which the governing body must meet is **[specify the date] (the 15th school day after the date on which the governing body was notified of the exclusion)**. If you wish to make representations to the governing body and wish to be accompanied by a friend or representative please contact **[name of contact]** on/at **[contact details — address, phone number, email]**, as soon as possible. You will, whether you choose to make representations or not, be notified by the Clerk to the governing body of the time, date and location of the meeting. Please let us know if you have a disability or special needs which would affect your ability to attend the meeting. Also, please inform **[contact]** if it would be helpful for you to have an interpreter present at the meeting.

If you think this exclusion relates to a disability your child has, and you think discrimination has occurred, you may raise the issue with the governing body.

You have the right to see and have a copy of **[Pupil's name]**'s school record. Due to confidentiality restrictions, you will need to notify me in writing if you wish to be supplied with a copy and there may be a charge for photocopying.

A copy of Ealing Local Authority's information leaflet is enclosed and further advice on the exclusions process can be sought from the Principal Officer, Debby

Legg or the Support Officer, Ben Lundy – Behaviour Service and Exclusions on 0208 825 5070.

The statutory guidance on exclusions can be found here:

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

You may also find it useful to contact the Children's Legal Centre; which aims to provide free legal advice and information to parents on state education matters. They can be contacted on 0300 330 5485 or on: www.childrenslegalcentre.com

Yours sincerely,

Headteacher

Copy to: Chair of Governors and Area Education Officer

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Permanent exclusion of an out borough resident

Model letter 5

From the head teacher of a primary, secondary or special school notifying the parent(s) of a pupil's permanent exclusion, where the pupil is not an Ealing resident.

Dear **[Parent's Name]**

I regret to inform you of my decision to permanently exclude **[Pupil's name]** with effect from **[date]**. This means that **[Pupil's name]** will not be allowed in this school unless he/she is reinstated by the governing body/the discipline committee.

I realise that this exclusion may well be upsetting for you and your family, but the decision to permanently exclude **[Pupil's name]** has not been taken lightly. **[Insert one of the options below depending on whether the exclusion is for a 'one-off' incident or 'persistent disruptive behaviour']**

[Wording for 'one-off serious incident']

[Pupil's name] has been excluded because of a serious breach of the school's behaviour policy when s/he did X **[DETAIL REASON]** on **[DATE]**.

[Wording for 'persistent disruptive behaviour']

[Pupil's name] has been excluded because of persistent breaches of the school's behaviour policy culminating in incident X **[DETAIL REASON]** on X DATE **[insert reason(s) for the exclusion and include relevant previous history]**.

[For pupils of compulsory school age]

You have a duty to ensure that your child is not present in a public place in school hours during the first 5 school days of this exclusion, i.e. on **[specify the precise dates]** unless there is reasonable justification. You could be prosecuted or receive a penalty notice if your child is present in a public place during school hours on those dates. It will be for you to show reasonable justification.

[For pupils of compulsory school age]

Alternative arrangements will be made for **[Pupil's name]**'s education to continue. For the first five school days of the exclusion we will set work for **[Pupil's name]** and would ask you to ensure this work is completed and returned promptly to school for marking **[this may be different if supervised education is being provided earlier than the sixth day, i.e. Looked After Child]**. As you are resident in **[insert name of pupil's home Local Authority]** I have also today informed **[name of officer]** at

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[name of pupil's home Local Authority] of your child's exclusion and they will be in touch with you about arrangements for his/her education from the sixth school day of exclusion onwards — i.e. from **[specify the date]**. You can contact them at **[give contact details for named officer in pupil's home Local Authority]**. If your child fails to attend the provision from the 6th day and the absences are not authorised, you may also be liable to a fixed penalty.

As this is a permanent exclusion the governing body must meet to consider it. At the review meeting you may make representations to the governing body if you wish and ask them to reinstate your child in school. The governing body has the power to reinstate your child immediately or from a specified date, or, alternatively, it has the power to uphold the exclusion in which case you have the right to request that the decision be reviewed by an Independent Review Panel. The latest date by which the governing body must meet is **[specify the date] (the 15th school day after the date on which the governing body was notified of the exclusion)**. If you wish to make representations to the governing body and wish to be accompanied by a friend or representative please contact **[name of contact]** on/at **[contact details — address, phone number, email]**, as soon as possible. You will, whether you choose to make representations or not, be notified by the Clerk to the governing body of the time, date and location of the meeting. Please let us know if you have a disability or special needs which would affect your ability to attend the meeting. Also, please inform **[contact]** if it would be helpful for you to have an interpreter present at the meeting.

If you think this exclusion relates to a disability your child has, and you think

discrimination has occurred, you may raise the issue with the governing body.

You have the right to see and have a copy of **[Pupil's name]**'s school record. Due to confidentiality restrictions, you will need to notify me in writing if you wish to be supplied with a copy and there may be a charge for photocopying.

A copy of Ealing Local Authority's information leaflet is enclosed and further advice on the exclusions process can be sought from the Principal Officer, Debby Legg or the Support Officer, Ben Lundy – Behaviour Service and Exclusions on 0208 825 5070.

The statutory guidance on exclusions can be found here:

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

You may also find it useful to contact the Children's Legal Centre; which aims to provide free legal advice and information to parents on state education matters. They can be contacted on 0300 330 5485 or on: www.childrenslegalcentre.com

Yours sincerely

[Name]

Head teacher

CC: Principal Officer, Suspensions & Exclusions

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Suspension Pending exclusion

Model letter 6

From the head teacher notifying parent of a suspension pending investigation.

Please delete the information in 'italics' before sending the letter. Dear parent

name

Re: insert student name and form

I am writing to inform you of my decision to suspend **[Pupil's name]** for a period of **[specify period]** in the first instance, pending further investigation. This means that he/she will not be allowed in school for this period. The suspension begins on **[date]**.

[Please choose one of the following paragraphs as appropriate]

[If the pending suspension (and any subsequent permanent exclusion) is for a 'one off' serious breach of the behaviour policy]

I realise that this suspension may well be upsetting for you and your family, but the

decision to suspend **[Pupil's name]** has not been taken lightly. **[Pupil's name]** has been suspended for this period because **[reason for suspension]**.

or

[If the pending suspension (and any subsequent permanent exclusion) is for an incident which is the 'final straw' in a history of persistent breaches of the behaviour policy]

I realise that this suspension may well be upsetting for you and your family, but the decision to suspend **[Pupil's name]** has not been taken lightly. **[Pupil's name]** has been suspended for this fixed period because **[reason for suspension]** and in consideration of **his/her** whole school record.

[The following 2 paragraphs apply only to pupils of compulsory school age]

You have a duty to ensure that your child is not present in a public place in school hours during this suspension, without reasonable justification. I must advise you that you may receive a penalty notice from the local authority if your child is present in a public place during school hours from **[insert suspension start date]** to **[insert suspension end date]** and you are unable to show reasonable justification.

We will set work for **[Pupil's name]** to be completed on the school days specified in the previous paragraph when you must ensure that he/she is not present in a public place without reasonable justification. **[Detail the arrangements for setting work]**. Please ensure that work set by the school is completed and returned to us promptly for marking.

[Name of staff member] will contact you before the end of the day on [last day of suspension] to notify you of the outcome of the investigation.

Or

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I will advise you of my final decision, which may be to permanently exclude **[Pupil's name]**, at a meeting on **[specify date, time and location]**.

When you know the outcome of the investigation, you will have the right to make representations about the decision to the governing body. If you wish to make representations, please contact **[Name of Contact]** on/at **[contact details — address, phone number, email]**, as soon as possible. Whilst the governing body has no power to direct reinstatement, they must consider any representations you make and place a copy of their findings on your child's school record.

You should also be aware that if you think the suspension relates to a disability your child has, and you think disability discrimination has occurred, you have the right to appeal, and/or make a claim, to the First Tier Tribunal (<http://www.justice.gov.uk/guidance/courts-and-tribunals/tribunals/send/index.htm>).

You have the right to see and have a copy of **[Pupil's name]**'s school record. Due to confidentiality restrictions, you will need to notify me in writing if you wish to be supplied with a copy and there may be a charge for photocopying.

A copy of Ealing Local Authority's information leaflet is enclosed and further

advice on the suspensions process can be sought from the Principal Officer, Debby Legg or the Support Officer, Ben Lundy – Suspensions & Exclusions on 0208 825 5070.

The statutory guidance on suspensions can be found here:

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

You may also find it useful to contact the Children's Legal Centre; which aims to provide free legal advice and information to parents on state education matters. They can be contacted on 0300 330 5485 or on: www.childrenslegalcentre.com

Yours sincerely,

Headteacher

Copy to: Chair of Governors and Area Education Officer

GHS – STAGES OF INTERVENTION

<p style="text-align: center;">STAGE 1</p> <p>A student will move to Stage 1 of Intervention if they are unsuccessful on report to a PSW/Form Tutor and fail the additional report to a HOY/SLT Member attached to the year group – this could be triggered by a one off incident or accruing a certain number of BPs.</p> <p style="text-align: center;">AND/OR</p> <p>The student has had 1 suspension.</p> <p style="text-align: center;">INTERVENTIONS</p> <p>Parent Meeting Set Targets Weekly Report Card issued Mentoring group – PSW Parents updated weekly</p> <p style="text-align: center;">REVIEWED</p> <p>After 4 Weeks Outcome (Remove/Move up) Parents advised or Parental Meeting required if moving up to Stage 2</p>	<p style="text-align: center;">STAGE 2</p> <p>A student will move to Stage 2 of Intervention if they have not shown adequate improvement in progress against their targets on Stage 1.</p> <p style="text-align: center;">AND/OR</p> <p>A certain number of BPs has been accrued or the student has a had a 2nd suspension.</p> <p style="text-align: center;">INTERVENTIONS</p> <p>Parent Meeting Review Targets Weekly Report Card issued Mentoring 1-1 – PSW Pastoral Support Plan, if suspension Parents updated weekly</p> <p style="text-align: center;">REVIEWED</p> <p>After 4 Weeks Governors Intervention Panel Managed Move discussed, if suspension Outcome (Move Down/up) Parental Meeting required if moving to Stage 3</p>	<p style="text-align: center;">STAGE 3</p> <p>A student will move to Stage 3 of Intervention if they have not shown adequate improvement in progress against their targets on Stage 2.</p> <p style="text-align: center;">AND/OR</p> <p>A student has shown serious reasons for escalation, such as BPs or a 3rd suspension.</p> <p style="text-align: center;">INTERVENTIONS</p> <p>Parent Meeting Review Targets Weekly Report Card issued Mentoring 1-1 – PSW Mentoring 1-1 – BIS, if suspension Pastoral Support Plan Parents updated weekly</p> <p style="text-align: center;">REVIEWED</p> <p>After 4 Weeks Meeting with the Head Teacher, student, and Parent/Carer Outcome (Move up/down) Managed Move offered to parent/Carer</p>	<p style="text-align: center;">STAGE 4</p> <p>A student will move to Stage 4 if they continue to accrue Behaviour Points OR the student receives a 4th suspension.</p> <p style="text-align: center;">PROCEDURE</p> <p>Agreed Managed Move Panel Meeting OR A maximum 8 Week Behaviour Plan: to be put in place (Reviewed at 4 weeks) Further suspensions or a failure to change behaviours will lead to Stage 5</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p style="text-align: center;">STAGE 5</p> <p>Greenford High School can no longer accommodate the student's behaviour in its school.</p> <p style="text-align: center;">CONCLUSION</p> <p>May lead to Permanent Exclusion</p> </div>
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