

Greenford High School

Policy Document



Exclusion Procedures & Policy

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GREENFORD HIGH SCHOOL

EXCLUSION PROCEDURES AND POLICY

Notes for parents, teachers and pupils

1. Only the Headteacher can exclude a pupil. If the Head is absent the power rests with the Senior Deputy Head, or the next most senior teacher, who should make it clear that they are acting in the Head's absence.
2. 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 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 (Consequence Days), referral to the appropriate agency etc. This will not be the case with one off serious incidents;
 - 2.4 A student may receive a fixed-term or permanent exclusion 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 fixed term exclusions 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 involving violence;
 - 2.6 The Behaviour Triangle, attached in Appendix 1, makes it very clear what behaviours are unacceptable at Greenford High School, and what sanctions may be imposed for different unacceptable behaviours;

2.7 During an exclusion, 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 The decision to exclude a pupil is not taken lightly. Students are only 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 and Behaviour Triangle for further details on incidents that may occur and their severity;

2.10 The school asks that parents/carers will co-operate to make sure that if an exclusion takes place, their child understands why this has had to be necessary.

3. Types of Exclusion

3.1 Fixed Term Exclusion

The Headteacher has the authority to exclude a pupil for a fixed period of time. Parents/carers will be sent a letter explaining why the child has been excluded, 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 exclude a pupil for one or more fixed periods not exceeding **45 school days in any one school year**. The length of a fixed-term exclusion will depend on a number of factors, including:

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

A fixed term exclusion 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 fixed-term exclusion may stay at the original number of days, be extended for a further specified period, or the head teacher may issue a permanent exclusion to start at the end of the period of fixed-term exclusion.

Fixed term exclusions of 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 Triangle for further details on incidents that may occur and their severity. From the sixth day of exclusion, 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 an exclusion (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 exclude 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;

- Persistent and defiant misbehaviour including bullying (which would include racist or homophobic bullying).

The Behaviour Triangle lists 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.

3.3 Internal Exclusion (Consequence Day)

Please refer to the Behaviour Policy for details on Consequence Days.

3.4 Drug – related exclusions

The decision to 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 fixed period exclusion 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 exclusions.

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 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 exclusion

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 exclude 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;
- 4.4 Check whether the incident may have been provoked, for example by bullying or by racial or sexual harassment;
- 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;
- 4.9 Be satisfied that the decision to exclude 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 exclude 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 exclude the pupil.
- 4.11 **Pupils with special educational needs (SEND)**

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 exclusion.

4.12 Looked After Children

Greenford High is committed to proactively supporting and co-operating with foster carers and the local authority in doing everything reasonable to avoid excluding a looked after child. As a result, the exclusion of children in care only takes place in exceptional circumstances. No child in care will be excluded from a school without discussion with the local authority to ensure that there is suitable alternative provision available elsewhere.

5. When exclusion is not appropriate

Exclusion will not be used for:

- 5.1 minor incidents such as failure to do homework;
- 5.2 poor academic performance;
- 5.3 lateness or truancy;
- 5.4 pregnancy;
- 5.5 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.

6. The Governors' Review Meeting

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 excluded. 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 fixed-term and deciding whether to direct re-instatement,

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 fixed-term exclusions.

The school will circulate, five days in advance of the governing body meeting, 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 exclusions imposed by the Headteacher, who alone has the power to exclude. It follows that the Governing Body cannot increase the severity of an exclusion, for example by extending the period of a fixed period exclusion or by imposing a permanent exclusion in substitution for a fixed period exclusion. They can uphold an exclusion; or direct the pupil's reinstatement, either immediately or by a particular date. If the Governing Body cannot direct reinstatement because the period of exclusion has expired and the pupil has returned to school, they can place a copy of their findings on his or her school record.

7. 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.

8. 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.

10. Re-Integration of Excluded Students

10.1 Following an exclusion, a reintegration meeting will be organised to discuss the reason for the exclusion and how

to move forward. These meetings may take place before, during or after the period of exclusion. 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.

10.2 **Pastoral Support Plan:**

The Pastoral Support Plan is a school-based intervention to help students returning from lengthy exclusions or from repeat exclusions to manage better their behaviour. Any student who has been excluded for more than five days in a term (either a single exclusion or combined exclusions) 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;

10.3 **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 exclusions or a very long term exclusion.

For pupils on the SEN Code of Practice 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.

10.4 **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 parent/carer, a representative of the Behaviour and Inclusion Service, other relevant agencies and sometimes 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. SENplan meetings and Multi Agency Panel meetings could 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.

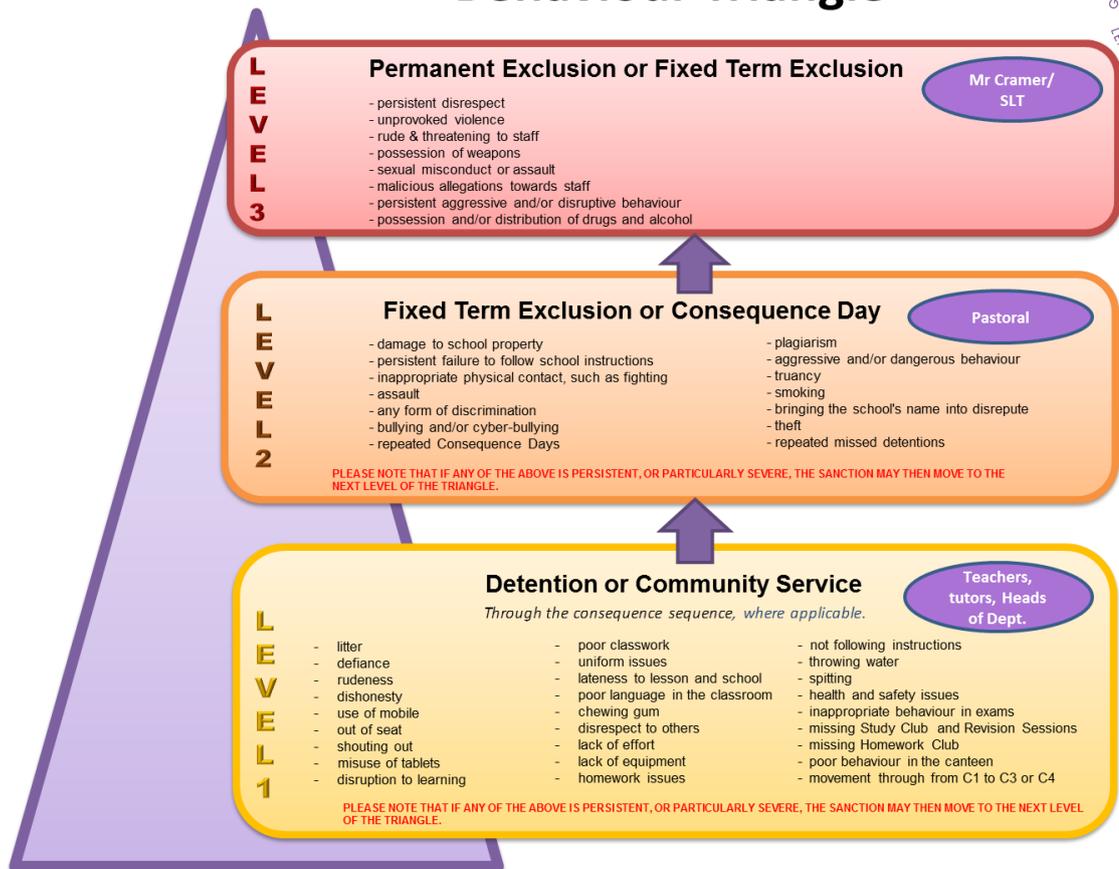
In setting up a Pastoral Support Plan, those professionals involved need to consider:

- Any learning difficulties, particularly literacy skills, which may affect behaviour. If necessary, a support programme must be in place immediately. This could include lunchtime or after-school homework clubs;
- 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;
- Consider using alternative provision under Section 29 of the Education Act with liaison with parents/carers and staff;
- 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 2;
- Decide whether the pupil should be offered specialist support (such as counselling) e.g. for drugs or alcohol dependency or for bereavement;
- 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.
- A Pastoral Support Plan may also be set up in conjunction with internal interventions, such as the school's Learning Mentor, or external agencies, such as the police. Students may also be required to spend some time in the BRAIN (Behaviour Results by Addressing Issues Now), Greenford High's internal support unit for those who may need more behavioural input.

- Students subject to a Pastoral Support Plan will usually, but not always, have been seen by the Governors' Intervention Panel, that meets to talk to those students whose behaviour is causing most concern in the school community.

Appendix 1

Behaviour Triangle



PROTOCOL FOR SCHOOL TO SCHOOL MANAGED MOVES

DfE guidance recommends that head teachers consider a managed move as one of a number of alternatives in response to a serious breach of the school's behaviour policy and suggests that schools within an area have a protocol in place.

Managed moves 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 pupil concerned and the school community as a whole.

It is acknowledged that there will still be permanent exclusions and that schools will be approached outside of this process to accept pupils via the SEN team and the Fair Access Protocol. Data on Fair Access Panel referrals will continue to be circulated to all high school head teachers on a fortnightly basis along with data on managed moves so that head teachers can have regard to that when making decisions about managed moves.

The protocol does not seek to put head teachers under any pressure to accept a pupil if they consider that a managed move is not in the interests of that pupil or of others in the school community if the school does not have the capacity to support them. Equally, a head teacher should not feel under any pressure to attempt a managed move save that it is good practice to consider alternatives in response to serious breaches of the behaviour policy, unless they feel it is in the best interests of all parties.

In all managed moves a clear rationale must be established for an improvement in the behaviour of the student at the receiving school.

A managed move may be considered:

- If the pupil has a history of challenging behaviour and other support strategies have not been successful / if there has been a 'one off' incident which means the pupil would benefit from a fresh start but which would not lead to permanent exclusion in the absence of a school to school move (model letter 1).
- If the relationship between the pupil and the school / school community has broken down to an irrevocable degree (model letter 2).

The decision:

Only the head teacher should decide that a managed move to another school is an appropriate response. Once that decision is reached and the potential receiving school has been approached, the head teacher should notify the Behaviour & Inclusion Service, Principal Exclusion Officer and Behaviour Consultant.

Next steps:

If the receiving school gives a positive response then the 'home' school should approach the parents of the pupil for their written agreement [see appendix, model letters 1 or 2] and send a copy of that letter to the LA's Principal Exclusion Officer.

Once parental agreement has been secured the head teacher or his or her representative should formally approach the head teacher of the 'receiving' school. Relevant details of the pupil's history should be revealed and no attempt made to minimise the nature and extent of the challenge the pupil may represent. Correspondence should be copied to the LA's Principal Exclusion Officer along with the notification form and any other relevant documentation.

If the head teacher of the receiving school is in a position to accept the pupil, a meeting should be arranged and the pupil, his/her parent(s), relevant staff from each school and a representative from the Behaviour & Inclusion Service should attend [see appendix, agreement template].

The purpose of the meeting should be to:

- Underline the receiving school's expectations in terms of behaviour.
- Detail the support to be put in place for the pupil.
- Agree practical arrangements such as start date, tutor group, timetable, travel arrangements and uniform.
- Agree dates of the fortnightly reviews.
- Detail the outcome should the managed move not be successful.

Trial period:

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 basis, the date of the final review will be the date on which the decision is made as to whether the move becomes permanent and that review must be within 12 weeks of the agreed start date. There should be no more than 4 weeks between planning a move and starting the new school. As the move is not as an alternative to permanent exclusion, the pupil is entitled to continue to attend the home school whilst arrangements are being made.

Pupils remain on-roll at the 'home' school during the trial period. The 'home' school should record the pupil as 'C' [current single registration]; the receiving school records the pupil as 'S' [subsidiary]. On the date agreed for permanent admission to the receiving school, the pupil 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 pupil. 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 pupil will return to the home school.

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, supported by the Behaviour & Inclusion Service Behaviour Consultant as appropriate.

The role of the Local Authority:

The role of the LA is to facilitate a proposed managed move, giving advice on best practice and helping schools liaise with relevant agencies. It is not the role of the LA to attempt to persuade either school to agree to a managed move. Where the head teacher decides a managed move is not in the best interests of the pupil, and the pupil is later permanently excluded (for another incident), the LA representative may ask at the governors review meeting, whether the head teacher had given any consideration to a managed move as an early intervention strategy. As part of this protocol the LA Exclusion Officer will keep a record of all managed moves between high schools in the area, to facilitate this we would ask schools to keep the LA Exclusion Officer informed of school to school managed moves.

Funding:

An established process already exists for the transfer of funds once a pupil is permanently excluded and later reintegrated to another mainstream school (AWPU / Money following excluded pupils). When a pupil is subject to a 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 pupil will return to the home school.

Looked After Children:

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 a looked after pupil, the LAC team must be consulted.

Fixed-term exclusion of 5 days or fewer

Model letter 1

From the head teacher notifying parent of a fixed period 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's Name]**

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

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

[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 exclusion, 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 exclusion start date]** to **[insert exclusion 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 make representations about this 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 may place a copy of their findings on your child's school record.

You should also be aware that if you think the exclusion 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.

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 <http://www.childrenslegalcentre.com/>. The advice line is open from 8am to 8pm Monday to Friday, except Bank Holidays and 24th December to the 1st January.

[Pupil's name]'s exclusion 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

Fixed-term exclusion of 5 days or fewer resulting in an accumulation of 5+ days in a term

Model letter 1B

From the head teacher notifying parent of a fixed period exclusion of 5 school days or fewer in one term where the latest exclusion 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 exclude **[Pupil's name]** for a fixed period of **[specify period]**. This means that he/she will not be allowed in school for this period. The exclusion begins on **[date]** and ends on **[date]**.

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

[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 exclusion, 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 exclusion start date]** to **[insert exclusion 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 exclude can be reviewed. As the period of this exclusion 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 exclusion)**. 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 exclusion 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.

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 <http://www.childrenslegalcentre.com/>. The advice line is open from 8am to 8pm Monday to Friday, except Bank Holidays and 24th December to the 1st January.

[Pupil's name]'s exclusion 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

Fixed-term exclusion 6 - 15 days

Model letter 2

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

- an accumulation of fixed term exclusions whereby the latest incident would bring the total to between 6 and 15 school days in one term
or
- a single exclusion 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 exclude **[Pupil's name]** for a fixed period of **[specify period]**. This means that **[Pupil's name]** will not be allowed in school for this period. The exclusion start date is **[date]** and the end date is **[date]**. Your child should return to school on **[date]**.

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

[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 exclusion, 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 exclusion]** to **[insert date of 5th school day of exclusion]** 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.

The school will provide suitable full-time education for **[Pupil's name]** from the 6th school day of the exclusion **[specify date]** until the expiry of his/her exclusion. 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 exclude can be reviewed. As the period of this exclusion 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 exclusion)**. 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 exclusion 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.

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.

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 <http://www.childrenslegalcentre.com/>. The advice line is open from 8am to 8pm Monday to Friday, except Bank Holidays and 24th December to the 1st January.

[Pupil's name]'s exclusion 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

Fixed-term exclusion > 15 days

Model letter 3

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

- an accumulation of fixed term exclusions whereby the latest incident would bring the total to more than 15 school days in one term

or

- a single exclusion 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 exclude **[Pupil's name]** for a fixed period of **[specify period]**. This means that **[Pupil's name]** will not be allowed in school for this period. The exclusion begins/began on **[date]** and ends on **[date]**.

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

[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 exclusion, 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 exclusion]** to **[insert date of 5th school day of exclusion]** 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.

From the 6th school day of the pupil's exclusion **[specify date]** until the expiry of his/her exclusion, 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 exclusion brings the total to more than 15 school days in total in one term, the governing body must meet to consider the exclusion. 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 exclusion 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.

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.

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 <http://www.childrenslegalcentre.com/>. The advice line is open from 8am to 8pm Monday to Friday, except Bank Holidays and 24th December to the 1st January.

[Pupil's name]'s exclusion 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

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'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 he/she 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]**. 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. 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.

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 <http://www.childrenslegalcentre.com/>. The advice line is open from 8am to 8pm Monday to Friday, except Bank Holidays and 24th December to the 1st January.

Yours sincerely

[Name]
Head teacher

CC: Principal Officer, Exclusions

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 **[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.

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 <http://www.childrenslegalcentre.com/>. The advice line is open from 8am to 8pm Monday to Friday, except Bank Holidays and 24th December to the 1st January.

Yours sincerely

[Name]
Head teacher

CC: Principal Officer, Exclusions

Pending exclusion

Model letter 6

From the head teacher notifying parent of a fixed period exclusion pending investigation.

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

Dear **[Parent's Name]**

I am writing to inform you of my decision to exclude **[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 exclusion begins on **[date]**.

[Please choose one of the following paragraphs as appropriate]

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

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

or

[If the pending exclusion (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 exclusion may well be upsetting for you and your family, but the decision to exclude **[Pupil's name]** has not been taken lightly. **[Pupil's name]** has been excluded for this fixed period because **[reason for exclusion]** 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 exclusion, 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 exclusion start date]** to **[insert exclusion 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 exclusion] to notify you of the outcome of the investigation.

Or

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 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 may place a copy of their findings on your child's school record.

You should also be aware that if you think the exclusion 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 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.

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 <http://www.childrenslegalcentre.com/>. The advice line is open from 8am to 8pm Monday to Friday, except Bank Holidays and 24th December to the 1st January.

Yours sincerely

[Name]
Head teacher

CC: Principal Officer, Exclusions