



Brentford School for Girls

EXCLUSIONS POLICY

Date: January 2019

Date of Review: June 2020

Legal Background

The legislative background to the exclusion of pupils from maintained schools, academy schools, free schools, alternative provision academies and pupil referral units in England is as follows;

- The Education Act 2002 as amended by the Education Act 2011.
- The Education and Inspections Act 2006.
- The Education (Provision of Full-time Education for Excluded Pupils) (England) Regulations 2007.
- The School Discipline (Pupil Exclusions and reviews) (England) Regulation 2012.

(The guidance does not apply to independent schools, city technology colleges, city colleges for technology or the arts, sixth form colleges or 16-19 academies.)

Statutory Guidance

The DfE issued statutory guidance on exclusion in May 2012, which came into force in September 2012 and was updated in 2015. It replaces the former DCSF guidance entitled '*Improving behaviour and attendance: guidance on exclusion for schools and pupil referral units*'. Headteachers, governing bodies, local authorities, academy trusts, independent review panel members, independent review panel clerks and special educational needs experts must have regard to this guidance.

Key points within the Guidance, which summarise government views on the use of exclusion and which are reflected in the model policy below, are:

- Good discipline in schools is essential. However, the government supports Headteachers in using exclusion where it is warranted. Permanent exclusion, however, should only be used as a last resort.
- The decision to exclude a pupil must be lawful, reasonable and fair. Schools have a statutory duty not to discriminate against pupils on the basis of protected characteristics and to give particular consideration to pupils from groups who are vulnerable to exclusion.
- There should always be early intervention when a pupil displays disruptive behaviour and the causes of that behaviour, which may be the result of un-met needs, should be sought and followed up as appropriate by possible recourse to external multi-agency assessment.
- There should be an agreed strategy for the re-integration of pupils after fixed term exclusion.

AIMS

The school is committed to providing a positive learning experience for all students within a multi-cultural, single-sex setting. Students must feel that they can come to school and learn in a disciplined, organised and positive atmosphere. The Positive Behaviour Policy sets out clearly the aims of the school in terms of fostering positive learning environments, and developing within students the capacity and ability to develop their own learning and behaviour in a positive way that focuses on learning. The exclusion policy is one part of the sanctions system within the Positive Behaviour Policy and should be read in conjunction with the Positive Behaviour Policy.

IMPLEMENTATION

The Principles of Our Exclusion Policy:

- Only the Headteacher or acting Headteacher can exclude a pupil.
- This power may not be delegated to anyone else.
- The Headteacher may withdraw an exclusion that has not been reviewed by the governing body.
- Any decision the Headteacher makes to exclude a pupil must be;
 - Lawful
 - Rational
 - Reasonable
 - Fair
 - Proportionate.
- When establishing the facts in relation to a possible exclusion, the Headteacher will always apply the civil standard of proof i.e. on the balance of probabilities.
- We will take care to ensure that a decision to exclude does not involve any kind of discrimination as defined by the Equality Act 2010.
- The school will always have due regard to its public sector equality duty.
- We will not exclude any pupil for non-disciplinary reasons.
- Exclusion will never be used informally or unofficially. This is against the law.
- The Headteacher does, however, have the right to direct a pupil for education off-site to improve behaviour, or to arrange a 'managed move' for the same reason, but this will only be considered when there has been full consultation and agreement with parents and the receiving institution.
- Where possible, the Headteacher will give the pupil an opportunity to present his/her case before taking the decision to exclude.
- When considering exclusion, the Headteacher must refer to the exclusions checklist and consider all questions raised to ensure the exclusion is fair.

RESPONSIBILITIES

Headteacher

Ultimate responsibility for all exclusions in the school.

- Responsibility for signing off all exclusions and paperwork and for all paperwork arriving with the LA and parents according to the policy

Assistant Head Teacher (Behaviour and Wellbeing)

- Overall responsibility for exclusions
- Lead on policy and overall exclusion strategy
- Represent school on Governing Body panels and LA if needed

- Liaise with LA regarding Fixed Term Exclusion, Managed Transfer, Permanent Exclusions
- Monitor and evaluate impact of exclusions
- Contributing to the exclusion policy and strategy
- Ensure that behaviour incidents are dealt with according to the exclusion policy
- Lead Head of Year regarding behaviour on day-to-day basis and refer cases of exclusions to HT
- Lead Head of Year in ensuring all paperwork is completed for FTE, referrals to Governor’s Disciplinary Panel, Managed Transfers and Permanent Exclusions
- Liaise with parents re exclusions, before and after exclusions
- Ensure successful re-integration of students to school post-exclusion
- Analyse exclusion patterns and recommend strategies for improvement

Heads of Year

- Deal with incidents as they are referred to them and discuss level of seriousness with AHT re exclusions
- Lead or assist in investigating incidents, getting statements ready and keeping paperwork
- Ensure that work is sent out to student during a Fixed Term Exclusion (FTE)
- Conduct post-exclusion interview and agree any action needed
- Prepare paperwork for Governor’s Disciplinary Panel, Managed Transfers and Permanent Exclusions
- Represent the student on Governing Body panels
- Be proactive in monitoring behaviour so that students avoid arriving at the exclusion sanction.

OBJECTIVES

- All governors, teaching and non-teaching staff, students and parents should have an understanding of when exclusion is appropriate.
- All governors and teaching and non-teaching staff should know what the school policy is on exclusion, and follow it when exclusion is necessary.
- All students and parents should know what the school policy is on exclusions
- As a school we aim not to exclude and ensure that every other avenue of behaviour management and sanctions is explored and implemented before using the exclusion route. Conflict resolution should take place if students are arguing in order to prevent a disagreement becoming a fight. Restorative justice can be appropriate to deal with some incidents between students.

When to exclude

Following an incident, all possible sanctions should be considered before deciding on an exclusion. Each case must be considered on its individual merit. The following criteria should be followed where possible:

Permanent Exclusion	Fixed Term Exclusion	Internal Exclusion
<ul style="list-style-type: none"> • Severe, systemic bullying • Pre-meditated attack on pupil • Deliberate physical assault on a member of staff • Persistent disruptive behaviour and rule breaking 	<ul style="list-style-type: none"> • Physical contact with staff • Fighting • Bullying • Threatening a member of staff • Extreme defiance / intimidating behaviour 	<ul style="list-style-type: none"> • Serious incident in lesson • Defiance in following school rules • Bullying • High level disruption in lessons • Low-level physical contact with other student

<ul style="list-style-type: none"> • One serious incident that brings school into disrepute or endangers other students • malicious allegations against school staff / purposeful attempts to ruin the reputation of a staff member • Supplying an illegal drug • Carrying an offensive weapon • arson • serious actual or threatened violence against another pupil or a member of staff • sexual abuse or assault/ harassment 	<ul style="list-style-type: none"> • Poor behaviour towards a member of the public • Racism/Homophobia • Continued disruptive behaviour and rule breaking • Inappropriate use of ICT/ social media/ this includes making comments in person or via social media or circulating photos or videos of students/ staff. • Banned/ illegal substances or objects brought onto the school site • threatening behaviour • inciting violence 	<ul style="list-style-type: none"> • Setting off fire alarms • Poor behaviour on buses • Refusal to follow LT instructions • Swearing at member of staff • Theft • Truancy • failing targets on Head of Year or Senior Leadership Report • Purposeful Damage to property
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Procedures

1. Serious incident is reported to Head of Year
2. HoY should consider the incident and decide, in discussion with Line Manager whether exclusion is appropriate – HOY will refer to exclusions checklist
3. HoY to be responsible for collecting statements from students, and staff if necessary. (This may be necessary before making a decision regarding exclusion.)
4. AHT to confirm with HT
5. If internal exclusion, HoY to complete paperwork, let parents know and organise for letter to be sent home.
6. If external exclusion: - refer to exclusions checklist for sequence of events.

MONITORING

- The exclusion database should be kept up to date and viewed half termly by AHT.
- AHT should report to LT at the end of each half term the number of exclusions that have taken place during the half term.
- AHT and Governing Body should monitor exclusions on a termly basis and raise concerns where necessary.
- AHT should analyse exclusion figures each year and make recommendations for the following year.

EVALUATION

- The impact of any strategies to reduce exclusions should be reviewed each year.
- The effectiveness of the re-integration procedure should be reviewed each year.
- The number of students being excluded more than once.

RELATED POLICIES

- Positive Behaviour Policy
- Anti-bullying policy

EXCLUSION?		
Questions to ask	YES	NO
Has the pupil committed the offence?		
Has there been a serious breach or breaches of the school behaviour policy?		
Does the pupil’s presence seriously harm the education/welfare of pupils/others?		
Is this as a last resort following a wide range of other strategies that have been unsuccessful? Or Is this a serious first or ‘one off ‘offence?		
Is exclusion the appropriate response? Factors to consider: <ul style="list-style-type: none"> • Exclusion has not been considered in the heat of the moment? • Has a thorough investigation been carried out? • Has the evidence been considered in light of policies and discrimination? • Has the pupil’s version of events been encouraged / heard / 		

recorded?		
Are there any mitigating circumstances or any provocation relevant (bullying, harassment etc.)?		
Has there been involvement from In School Support Staff (secondary) / Specialist Teaching Team (primary) or Educational Psychologists and a pastoral support programme		
Have alternatives to exclusion been considered (e.g. restorative approach, mediation, internal exclusion, alternative provision, managed move)?		
Standards of proof: On the balance of probabilities, did the pupil do it?		
Special Considerations		
Does this pupil have a statement (SEND)? Look at IEP , TAC minutes		
Is this pupil a looked after child?		
Safeguarding: Is this pupil subject to a Safeguarding or a Child in Need Plan?		
What outside agencies are involved?		
Is the locality team or SEND Services involved?		
Have issues of SEND or a disability been taken into account and reasonable adjustments put in place?		

Recommendation

Exclusion internal, Fixed Term or Permanent

Refer to flowchart

Prepare Paperwork

Paperwork

Summary of incident	
Attendance Report	
Behaviour Report	
Past interventions/support with impact and outcomes	

Statements of incident	
Latest Data Report/Recent report	

Permanent Exclusion Checklist		
	What	Who
1	Headteacher decides to exclude permanently	HT,AHT
2	Initially 5 day fixed term exclusion put in place. This allows time to reflect; to collect evidence where relevant; ensure that all information is available; to complete necessary paper work.	All parties involved gather evidence
3	Notify the parent by telephone, followed by a letter. Notice must be in writing and state all the required facts of the incident - (appendix 1)	HT/AHT Heads PA
4	First five days of any exclusion the school must provide work to be done at home	HOY
	Exclusion is more than 5 days	
5	Letter is sent to the parents of the student; the Chair of Governors; the Clerk to the Governors and the Local Authority. If the student resides out of the borough the letter will be sent to the home borough and Hounslow. (appendix 1a)	Heads PA
6	Relevant exclusion paperwork must be completed and sent to the LA. This can all be submitted on day one but any outstanding paperwork this must be received by the LA by lunchtime on day five. This is essential so that preparation can be made for offsite provision. (appendix - 2)	HT,AHT ensures p/w is done Heads PA
7	Provision must be made by the LA from the 6 th school day of exclusion	LA
8	The governing body must arrange a meeting between the 6 th and the 15 th school day after the date of receipt of the notice to consider the exclusion. Letter should include the purpose of the meeting. Letter is sent – it is sent recorded delivery, or by hand and followed up with a phone call. Attendees will be parents, HT(AHT) and representative from LA if the parents or school wish. (appendix 3)	Clerk to Governors
9	All paperwork should be circulated 5 days before the meeting to all attending.	Heads PA
	Meeting takes place	
11	The governing body make decision alone – Clerk minutes the meeting	
11	The governing body must inform the parent, the head teacher and the LA officer of its decision in writing within	

	one school day of the hearing, stating the reasons. The parents have the right to appeal this should be stated on the letter. Appendix 4	
12	If parent appeals within the time limit of 15 days, an independent appeal panel should aim to meet no later than 15 th school day after the day on which the appeal was lodged.	
13	Karen Duffy at the Local Authority (Democratic Services) will provide support with the independent review process if required.	

Fixed Term Exclusion		
	What	Who
1	Head teacher decides to externally exclude for a set period of time	HT,AHT
2	Whoever investigated the incident sends a summary to Heads PA so a letter can be sent and then follows up with a phone call to the parents/carer outlining the reason for	HOY or AHT or DHT

	the exclusion and for how many days. (appendix – 1)	
3	Letter written, copy given to pupil before they leave school and a letter is posted first class	Heads PA
4	HOY organises work to be sent home	HOY
	Readmission is set and HOY, AHT or DHT completes readmission	HOY,AHT, DHT
5	Readmission paperwork is placed on students file. Student is on SIMs report for one week after readmission to track behaviour – (appendix – 4)	HOY

Internal Exclusion

	What	Who
1	HOY or SLT completes referral form (appendix -6)	HOY, SLT member
2	Email form to Heads PA who will write a letter. HOY contacts parents/carer by phone outlining incident. (appendix - 7)	HOY,SLT must send info to Heads PA
3	Inform Remove coordinator about date of exclusion	HOY, SLT member
4	Head of Year to organise work for the student for the day	HOY

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Appendix 1

Model exclusion letter 1 (Sept 2012)

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

Dear **[parent/carer's name]**

I am writing to inform you of my decision to exclude **[child's name]** for a fixed period of **[period of exclusion]**. This means that **[child'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 **[child's name]** has not been taken lightly. **[Child's name]** has been excluded for this fixed period because **[reason for exclusion]**.

We will set work for **[name of child]** to be completed during the period of exclusion as specified in the previous paragraph. Please ensure that work set by the school is completed and returned to us promptly for marking **[detail the arrangements for this]**.

You have a duty to ensure that your child is not found in a public place during this exclusion i.e. **[specify dates]** unless there is reasonable justification for this. I must warn you that you may be prosecuted or receive a penalty notice from the local authority, if your child is found in a public place during normal school hours, on the specified dates, without reasonable justification.

You have the right to make representations to the governing body. If you wish to make representations please contact **[name of contact]** on/at **[contact details: address, telephone 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.

If you think this exclusion has occurred as a result of discrimination then you may also make a claim under the Equality Act 2010 to the First Tier Tribunal (Special Education Needs and Disability) in the case of disability discrimination, or the County Court, in the case of other forms of discrimination. Making a claim would not affect your right to make representations to the governing body.

You also have the right to see a copy of **[name of child]**'s school record. Due to confidentiality restrictions, you will need to notify me in writing if you wish to be supplied with a copy of **[name of child]**'s school

record. I will be happy to supply you with a copy if you request it. There may be a charge for photocopying.

You may wish to contact Mrs Hilary Baker, Principal Case Officer, Exclusions & Fair Access at London Borough of Hounslow on 0208 583 2784. Alternatively you can write to her at School Effectiveness, Children's & Adult's Services, London Borough of Hounslow, Civic Centre, Lampton Road, Hounslow, Middlesex TW3 4DN or by email to exclusions@hounslow.gov.uk who can provide advice.

You may also find it useful to contact **Coram Children's Legal Centre**, which is an independent national advice centre that offers information and support on state education, including on exclusion from school. They can be contacted on **08088 020 008** or at www.childrenslegalcentre.com. A copy of the Government's guidance, '*Exclusion from maintained schools, Academies and Pupil Referral Units in England*', can be downloaded from the Department for Education's website at www.education.gov.uk.

You **[and your child or pupil's name]** are requested to attend a reintegration interview with me **[alternatively specify the name of another member of staff]** at **[place]** on **[date]** at **[time]**. If that is not convenient, please contact the school as soon as possible 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.

[Child's Name]'s exclusion expires on **[date]** and we expect **[child's name]** to be back in school on **[date]** at **[time]**.

Yours sincerely

[Name]
Head teacher

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Appendix 1a

Model exclusion letter 2 (Sept 2012)
From head teacher notifying the parent of a fixed period exclusion when the total period of exclusion is more than 5 and up to and including 15 school days in total in one term

Dear **[parent/carer's name]**

I am writing to inform you of my decision to exclude **[child's name]** for a fixed period of **[specify period]**. This means that **[child'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 **[child's name]** has not been taken lightly. **[Child's name]** has been excluded for this fixed period because **[reason for exclusion]**.

We will set work for **[name of child]** to be completed during the first five school days of this exclusion. Please ensure that work set by the school is completed and returned to us promptly for marking.

[Paragraph for use if the individual exclusion is for more than five days. If you are unable to supply information on the alternative arrangements now it must be provided in a follow up letter without delay and no later than 48 hours before the provision is due to start].

From the sixth school day of **[pupil name]**'s exclusion **[specify date]** until the expiry of the exclusion **[specify date]** we will provide suitable full-time education. On **[specify date]** **[child's name]** should attend at **[give the name and address of the alternative provider]** at **[specify the time – this may not be identical to the start time of the home school]** and report to **[staff member's name]**.

You have a duty to ensure that your child is not found in a public place during the first five school days of this exclusion i.e. **[specify dates]** unless there is reasonable justification for this. I must warn you that you may be prosecuted or receive a penalty notice from the local authority, if your child is found in a public place during normal school hours, on the specified dates, without reasonable justification.

You **[and your child or pupil's name]** are requested to attend a reintegration interview with me **[alternatively specify the name of another member of staff]** at **[place]** on **[date]** at **[time]**. If that is not convenient, please contact the school as soon as possible 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 request a meeting of the governing body at which you may make representations and the decision to exclude can be reviewed. As the period of exclusion exceeds more than five school days in one term the governing body must meet if you request it to do so. The latest date by which the governing body must meet is **[insert date — no later than 50 school days from the date the governing body is notified of this 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, telephone number, email]**, as soon as possible. **[Pupil's name]** is also able to attend and participate in the meeting if you feel it is appropriate to do so. Please advise if you have a disability or special needs which would affect your ability to attend a meeting at the school. Also, please inform **[contact]** if it would be helpful for you to have an interpreter present at the meeting.

If you think this exclusion has occurred as a result of discrimination then you may also make a claim under the Equality Act 2010 to the First Tier Tribunal (Special Education Needs and Disability) in the case of disability discrimination, or the County Court, in the case of other forms of discrimination. Making a claim would not affect your right to make representations to the governing body.

You also have the right to see and have a copy of **[name of child]**'s school record. Due to confidentiality restrictions, you will need to notify me in writing if you wish to be supplied with a copy of **[name of child]**'s school record. I will be happy to supply you with a copy if you request it. There may be a charge for photocopying.

You may wish to contact Mrs Hilary Baker, Principal Case Officer, Exclusions & Fair Access at London Borough of Hounslow on 0208 583 2784. Alternatively you can write to her at School Effectiveness, Children's & Adults', London Borough of Hounslow, Civic Centre, Lampton Road, Hounslow, Middlesex TW3 4DN or by email to exclusions@hounslow.gov.uk who can provide advice.

You may also find it useful to contact **Coram Children's Legal Centre**, which is an independent national advice centre that offers information and support on state education, including on exclusion from school. They can be contacted on **08088 020 008** or at www.childrenslegalcentre.com. A copy of the Government's guidance, '*Exclusion from maintained schools, Academies and Pupil Referral Units in England*', can be downloaded from the Department for Education's website at www.education.gov.uk.

Yours sincerely

[Name]Head teacher



**London Borough
of Hounslow**

PAPERWORK EXCLUSIONS

Appendix 2

Children's & Adults' Services
EXCLUSIONS NOTIFICATION FORM

THIS FORM MUST BE COMPLETED FOR EACH EXCLUSION

**Explanatory Notes for Completion of
Documentation for ALL Hounslow Exclusions**

Please find below explanatory notes on the paperwork required to be completed, and when, for ALL notifications of Hounslow exclusions.

PERMANENT EXCLUSIONS / MANAGED TRANSFERS

Complete **Sections A, B, C and D** and forward **ON DAY 1** to the Exclusions Officer at the Local Authority.

Complete **Section E** and forward **BY NOON ON DAY 5** at the latest to the Exclusions Officer for the Pupil Co-ordination Panel meeting and Day 6 interim education arrangements. If the parent/carer has requested a Managed Transfer the signed acceptance **must** be forwarded on Day 5 to ensure the request is considered at PCP.

NB: If the pupil **does not** live within the Hounslow Local Authority, **the head teacher must also advise the 'home' Local Authority of the exclusion** so that they can make arrangements for the pupil's full-time education from and including the sixth school day of exclusion.

Fixed Period Exclusions – more than 5 days

Complete **Sections A, B, C** and **D on Day 1** and forward to the Interim Education Centre and the Exclusions Officer at the Local Authority.

For a fixed period exclusion of more than 5, but not more than 15 school days in one term (which does not bring the pupil's total number of days of exclusion to more than 15 in one term), a meeting should be convened between the 6th and the 50th school day after receiving notice of the exclusion, to consider the exclusion, **but only if the parent requests such a meeting.**

For a fixed period exclusion of more than 15 school days in one term a meeting should be convened between the 6th and the 15th school day after the date of receipt of notice to consider the exclusion.

Fixed Period Exclusions – 5 days or less

Complete **Sections A, B,** and **C** and forward to the Exclusions Officer at the Local Authority.

Lunchtime Exclusions

Complete **Sections A, B,** and **C** and forward to the Exclusions Officer at the Local Authority.

SECTION A – SCHOOL AND STUDENT DETAILS:

EXCLUDING SCHOOL:	
FORENAME OF CHILD:	SURNAME OF CHILD:
DOB: DD/MM/YY	GENDER: MALE <input type="checkbox"/> FEMALE <input type="checkbox"/>
UPN:	YEAR GROUP:
ADDRESS:	
	POST CODE:
HOUNSLOW LA PUPIL: YES <input type="checkbox"/> NO <input type="checkbox"/>	OTHER LA: (PROVIDE DETAILS)
FREE SCHOOL MEALS (FSM) REQUIRED:	YES <input type="checkbox"/> NO <input type="checkbox"/>

SECTION B – EXCLUSION DETAILS

TYPE OF EXCLUSION		DATE OF FIRST DAY OF EXCLUSION: DD/MM/YY
FIXED PERIOD: <input type="checkbox"/>	DAYS	DATE OF RETURN: DD/MM/YY
LUNCHTIME: <input type="checkbox"/>	½ DAYS	DATE OF RETURN: DD/MM/YY
PERMANENT: <input type="checkbox"/>	DATE OF DISCIPLINE COMMITTEE / REINTEGRATION MEETING, IF REQUIRED DD/MM/YY	

MANAGED TRANSFER: <input type="checkbox"/> (PLEASE ENSURE PARENTS/CARERS SIGNED AGREEMENT LETTER IS ATTACHED)	
PRIMARY REASON FOR EXCLUSION (NATIONAL CATEGORY) – PLEASE CROSS ONE REASON ONLY	
PHYSICAL ASSAULT AGAINST PUPIL <input type="checkbox"/>	PHYSICAL ASSAULT AGAINST ADULT <input type="checkbox"/>
VERBAL ABUSE/THREATENING BEHAVIOUR AGAINST PUPIL <input type="checkbox"/>	BULLYING <input type="checkbox"/>
VERBAL ABUSE/THREATENING BEHAVIOUR AGAINST ADULT <input type="checkbox"/>	HOMOPHOBIC BULLYING <input type="checkbox"/>
SEXUAL MISCONDUCT <input type="checkbox"/>	RACIST ABUSE <input type="checkbox"/>
DAMAGE <input type="checkbox"/>	DRUG AND ALCOHOL RELATED <input type="checkbox"/>
PERSISTENT DISRUPTIVE BEHAVIOUR <input type="checkbox"/>	THEFT <input type="checkbox"/>
OTHER <input type="checkbox"/> (PLEASE DEFINE IN “ANY ADDITIONAL INFORMATION” BOX)	<u>THIS CATEGORY SHOULD BE USED SPARINGLY</u>
ANY ADDITIONAL INFORMATION IF REQUIRED:	

SECTION C – MONITORING INFORMATION:

ETHNICITY:	RELIGION:	HOME LANGUAGE:	
DOES THE PUPIL HAVE SPECIAL EDUCATIONAL NEEDS? <i>IF YES, PLEASE TICK SEN STAGE</i>	YES <input type="checkbox"/> NO <input type="checkbox"/>	STATEMENT <input type="checkbox"/>	SCHOOL ACTION PLUS <input type="checkbox"/> (UNDER ASSESSMENT)
		SCHOOL ACTION <input type="checkbox"/>	SCHOOL ACTION PLUS <input type="checkbox"/>
IS THE PUPIL IN PUBLIC CARE? YES <input type="checkbox"/> NO <input type="checkbox"/> DON'T KNOW <input type="checkbox"/> Public Care means either: <ul style="list-style-type: none"> • The child is accommodated by a Local Authority, and placed with a foster carer or in a children's home, or • The child is subject of a care order (s. 31 Children Act 1989) 			
DOES THE PUPIL HAVE A PSP / IEP / PEP (PLEASE ATTACH)	PSP YES <input type="checkbox"/> NO <input type="checkbox"/>	IEP YES <input type="checkbox"/> NO <input type="checkbox"/>	PEP YES <input type="checkbox"/> NO <input type="checkbox"/>

SECTION D – DAY 6 PROVISION, IF REQUIRED:

DAY 6 DATE: DD/MM/YY		NUMBER OF DAYS REQUIRED:	
SCHOOL CONTACT:	NAME:	TELEPHONE NUMBER:	
PARENT/CARER NAME:			
CONTACT TELEPHONE:	HOME:	WORK:	MOBILE:
OTHER CONTACT DETAILS – NAME:			
ADDRESS:			
POST CODE:			
CONTACT TELEPHONE:	HOME:	WORK:	MOBILE:

DOCTOR'S SURGERY AND TELEPHONE NUMBER	ANY KNOWN MEDICAL CONDITION:
ADDRESS:	
CONTACT TELEPHONE:	

SECTION E – INFORMATION FOR PCP MEETING:

PREVIOUS SCHOOL(S), WITH DATES:	
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PRIMARY:

ATTENDANCE	YEAR 1 %	YEAR 2 %	YEAR 3 %	YEAR 4 %	YEAR 5 %	YEAR 6 %
ATTAINMENT SUMMARY:	KEY STAGE 1:		EN LEVEL:		MA LEVEL:	
	KEY STAGE 2		EN LEVEL:	MA LEVEL:	SC LEVEL:	

SECONDARY:

ATTENDANCE	YEAR 7 %	YEAR 8 %	YEAR 9 %	YEAR 10 %	YEAR 11 %
ATTAINMENT SUMMARY:	KEY STAGE 3		EN LEVEL:	MA LEVEL:	SC LEVEL:
	KEY STAGE 4		EN LEVEL:	MA LEVEL:	SC LEVEL:
MIDYIS BAND:			YELLIS BAND:		
CURRENT PERFORMANCE:					

EXCLUSION DETAILS:

SUMMARY OF REASONS FOR PERMANENT EXCLUSION:
PUPIL BACKGROUND:
SUMMARY OF REASONS FOR MANAGED TRANSFER:

PUPIL BACKGROUND:

AGENCY INVOLVEMENT:

EARLY INTERVENTION INVOLVEMENT:	DATES:	REASON:	OUTCOME:
BEHAVIOUR SUPPORT: <input type="checkbox"/>			
LEARNING SUPPORT: <input type="checkbox"/>			
CAMHS: <input type="checkbox"/>			
EPS: <input type="checkbox"/>			
EWO: <input type="checkbox"/>			
FAMILY SUPPORT: <input type="checkbox"/>			

OTHER AGENCY INVOLVEMENT:	DATES:	REASON:	OUTCOME:
BRIDGE OUTREACH KS1/2: <input type="checkbox"/>			
SOCIAL CARE: <input type="checkbox"/>			
YOT / POLICE: <input type="checkbox"/>			
OTHER: <input type="checkbox"/>			

SCHOOL SUPPORT STRATEGIES / INTERVENTION	DATES:	OUTCOME:

PARENTAL INVOLVEMENT:

CONCLUSION / HEADTEACHER GUIDANCE:

NAME OF PERSON COMPLETING FORM & DESIGNATED POST (BLOCK CAPITALS)	
SIGNATURE:	DATE:

Please send this form together with a copy of the letter sent to the pupil's parent/carer to:

Exclusions, Children's & Adults' Services, Civic Centre, Hounslow, Middlesex TW3 4DN
Tel: 020 8583 2784 ~ Fax: 020 8583 2777 ~ email: exclusions@hounslow.gov.uk

Please note that a Managed Transfer will NOT be considered at PCP until the signed approval by the parent/carer has been received (see following agreement document)

Agreement to Managed Transfer to a Mainstream School with a Trial Period or to an Alternative Provision via Pupil Coordination Panel (PCP)

Pupil's Name:	Date of Birth:
School:	NCY:
Name of Parent/Carer(s):	

To ensure you have the opportunity to properly consider the issues discussed, this form is to be taken away from the meeting and returned to the Head teacher by:

_____ (insert date)

PLEASE COMPLETE EITHER SECTION 1 OR SECTION 2

Section 1:

The Managed transfer arrangements have been discussed with me/us* and:

I/We* **agree** that we would prefer to have a managed transfer to another education placement, rather than a permanent exclusion.

I/We understand that the Pupil Co-ordination Panel will decide on the most appropriate education placement for which may be another school *or* an alternative education centre. If it is considered by the Pupil Co-ordination Panel that a mainstream placement is appropriate I/we understand that there will be a trial period including the remaining weeks of this half term plus two complete half terms. I/we also understand that there will be a pre-placement interview which I/we will need to attend and that I/we will need to agree and sign a Home School Agreement or pupil contract. I/we will expect to be contacted by the school on a regular basis so that we can be told how our son/daughter is doing during the trial period. I/we understand that the school will also keep the Pupil Co-ordination Panel informed of progress during the trial period. At the end of the trial period the school will write home with the outcome of the trial placement.

I/We* understand that in opting for a managed transfer. I/we* will not have the right to appeal against the decision to end our son/daughter's* placement at the above school and that in the case of our son/daughter being placed at another mainstream school that I/we will not have the right to appeal should the placement school terminate the trial placement.

Name(s)

Signed Date.....

* delete as appropriate

Section 2:

The Managed Transfer arrangements have been discussed with me/us* and:

I/We* **do not** agree to a managed transfer for and accept that this will mean that our son/daughter* has been permanently excluded from the above school.

Name(s)

Signed Date.....

upholding a permanent exclusion

Re: Student Name **D.o.b:** **Year**

Dear **[parent/carer's name]**

The meeting of the governing body at **[school]** on **[date]** considered the decision by **[head teacher]** to exclude **[name of pupil]** from the school permanently. The governing body, after carefully considering the representations made and all the available evidence, have decided to uphold **[name of pupil]**'s exclusion.

The reasons for the governing body's decision are as follows: **[set out the reasons for their decision in sufficient detail to enable all parties to understand why the decision was made]**.

You have the right to have this decision reviewed by an Independent Review Panel. If you wish to have governing body's decision reviewed by an Independent Review Panel you must set out the grounds for the review in writing, including if applicable, details of how the pupil's Special Educational Needs (SEN) may be considered relevant to the exclusion. This should be sent to **[insert name and address to whom any review requests should be sent]** by no later than **[specify the latest date — the 15th school day after receipt of this letter]**. If you have not lodged a review by **[repeat latest date]**, your right to a review will lapse.

You have a right to request that an SEN expert also attend the Independent Review Panel. This will be at no cost to you. The role of the SEN expert is to provide impartial advice to the panel on how special educational needs might be relevant to the exclusion and whether the school's policies or the application of those policies were legal, reasonable and procedurally fair. It is not the SEN expert's role to make an assessment of your child's special educational needs. If you would like a SEN expert to be appointed please make this clear to **[name of person receiving review application]** when you lodge your application for an independent review.

Please also advise **[name of person receiving review application]** if you have a disability or special needs which would affect your ability to attend the hearing. Also, please inform them if it would be helpful for you to have an interpreter present at the hearing.

The Independent Review Panel will consist of three members; one a serving (or recently retired) head teacher; one serving (or recently serving) experienced governor; and one lay member who will chair the panel. The Review Panel is independent of the school and will rehear all the facts of the case. If you have fresh evidence to present you may do so. The panel must meet no later than the 15th school day after the date on which your review application is lodged.

You can make representations to the Independent Review Panel and may, at your own expense, appoint someone to make written and/or oral representations on your behalf. If you wish to you

may also bring a friend to the review. **[Pupil's name]** is also able to attend and participate in the review if you feel it is appropriate for them to do so.

In reviewing the decision the panel can make one of three decisions: they may uphold your child's exclusion; they may recommend that the governing body reconsiders their decision; or they may quash the decision and direct the governing body to reconsider the exclusion again.

If you think this exclusion has occurred as a result of discrimination then you may also make a claim under the Equality Act 2010 to the First Tier Tribunal (Special Education Needs and Disability) in the case of disability discrimination, or the County Court, in the case of other forms of discrimination. Claims for discrimination must be lodged within six months of the date on which discrimination is alleged to have taken place. Guidance on making a claim of discrimination to the First Tier Tribunal can found at www.justice.gov.uk/tribunals/send/appeals. Making a claim would not affect your right to have a decision reviewed by an Independent Review Panel.

You may wish to contact Mrs Hilary Baker, Principal Case Officer, Exclusions & Fair Access at London Borough of Hounslow on 0208 583 2784. Alternatively you can write to her at Access & Inclusion, Children's Services & Lifelong Learning, London Borough of Hounslow, Civic Centre, Lampton Road, Hounslow, Middlesex TW3 4DN or by email to exclusions@hounslow.gov.uk who can provide advice.

You may also find it useful to contact **Coram Children's Legal Centre**, which is an independent national advice centre that offers information and support on state education, including on exclusion from school. They can be contacted on **08088 020 008** or at www.childrenslegalcentre.com. A copy of the Government's guidance, '*Exclusion from maintained schools, Academies and Pupil Referral Units in England*', can be downloaded from the Department for Education's website at www.education.gov.uk.

The arrangements currently being made for **[pupil's name]**'s education will continue.

Yours sincerely

[name]

Clerk to the Governing body

PAPERWORK EXCLUSIONS

Appendix 5

READMISSION FOLLOWING EXCLUSION (Appendix 5)

Name _____ Date _____

Reason for Exclusion

--

**Student will now be on Stage 4 for behaviour
Actions**

<p><i>This could be report card, setting targets, complete PSP</i></p>
--

Student readmitted/not readmitted back into school. Behaviour expectations have been made clear.

If student is not readmitted please state reasons.

[Empty rectangular box for content]

Signed _____ Student
Signed _____ Parent/Carer
Signed _____ Staff

REMOVE REFERRAL FORM
(Appendix 6)

Name _____

Form_ _____

Details of Incident

Action taken

Date of Exclusion

Check list

Phone call made ✓

Letter sent home ✓

Student informed of sanction and reason ✓

Booked with Remove supervisor ✓

Passed to SLT ✓

Signed _____ HOY

Signed _____ SLT

PAPERWORK EXCLUSIONS

Appendix 7

Date

Parent / Carer of

Dear Parent / Carer of

Re: Student

D.o.b

Year:

As I am sure you are aware Brentford School for Girls is committed to promoting positive behaviour in all aspects of school life. We have a clear behaviour policy that allows our students several opportunities to rectify any inappropriate behaviour. However, when a student's behaviour does not improve or is completely unacceptable then they are taken out of lessons and placed in internal exclusion. This is to enable other students to continue with their learning and your daughter to reflect on her behaviour.

Unfortunately your daughter has been internally excluded for 1 day, **DATE . NAME** has been excluded for **REASON**.

She will spend the day in the Remove and will not attend any lessons or registration. Destinee will need to arrive in school at **9.20am** finish at **4.00pm**. If at any point of the day your daughter fails to follow the instructions of the Remove Co-ordinator, you will be asked to come in for a meeting on that day and your daughter risks an external exclusion. Your daughter will also be placed on a monitoring report for one week by her Year Leader.

This decision has not been taken lightly. However, your daughter's actions were unacceptable and contravened our Behaviour Policy. Should your daughter be excluded on a further occasion, you will be invited in to school for a post-exclusion interview.

NAME'S behaviour will be monitored more closely and support will be put in place to help her modify her behaviour if this is necessary.

I would appreciate you discussing this matter with your daughter.

Yours sincerely,

NAME

Assistant Headteacher