



## Brentford School for Girls

# SUSPENSIONS AND PERMANENT EXCLUSIONS POLICY

<i>Rev</i>	<i>Date</i>	<i>Description</i>
2	September 2024	Next review due
1	September 2023	Initial version.

## **Legislation and statutory guidance**

This policy is based on statutory guidance from the department of education; Suspension and permanent exclusion from maintained schools, academies and pupils referral units in England, including pupil movement- DFE September **2023**.

In addition - it is based on the following legislation,

- The Education Act 2002 as amended by the Education Act 2011.
- The school discipline (Pupil Exclusions and Reviews) (England) regulations 2012.
- The Education and Inspections Act 2006- This sets out parental responsibility for excluded students.
- The Education act 1996
- The Education (Provision of Full-time Education for Excluded Pupils) (England) Regulations 2007 as amended by the Education (Provision of Full Time Education for Excluded Pupils) (England) (Amendment) Regulations 2014

## **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 suspensions and permanent 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 suspensions and permanent exclusion policy:**

- Only the Headteacher or Head of School can exclude a pupil on disciplinary grounds.
- This power may not be delegated to anyone else.
- The Headteacher or Head of School may withdraw an exclusion that has not been reviewed by the governing body.
- Any decision the Headteacher or Head of school 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 or Head of School 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/ carers and the receiving institution.
- Where possible, the Headteacher or Head of School will give the pupil an opportunity to present his/her case before taking the decision to exclude.
- When considering exclusion, the Headteacher or Head of School must refer to the exclusions checklist and consider all questions raised to ensure the exclusion is fair.

## **DEFINITIONS**

- Suspension – when a pupil is removed from the school for a fixed period. This was previously referred to as a 'fixed-term exclusion'.
- Permanent exclusion – when a pupil is removed from the school permanently and taken off the school roll. This is sometimes referred to as an 'exclusion'.
- Off-site placement – when a governing board of a maintained school requires a pupil to attend another education setting temporarily, to improve their behaviour.
- Parent – any person who has parental responsibility and any person who has care of the child.
- Managed move – when a pupil is transferred to another school permanently. All parties, including parents and the admission authority for the new school, should consent before a managed move occurs.

### **Internal suspension (Internal Inclusion Room)**

Internal suspension is used for more serious breaches of the schools behaviour policy. Internal suspension is a pre-planned measure, where a student does not attend lessons but remains on school site in the schools Internal Inclusion Room (IIR) for their learning. Students that are placed in the IIR are supervised at all times and are provided with work that enables them to access their intended curriculum provision.

Parents/carers and the designated member of staff at the local authority will be informed of the reason why their daughter/ the student was placed into the IIR. In exceptional circumstances, a decision may be taken to extend the time a student spends in the IIR if it is determined that a fixed term suspension would place the student at greater risk.

### **Fixed-Term Suspensions and Permanent Exclusions**

Exclusion can only be put in place for a breach of a school's behaviour policy. There are two types of exclusion: fixed-term suspension and permanent exclusion.

Permanent exclusions may only be in response to persistent breaches of the school's behaviour policy or for a 'one-off' serious breach of the behaviour policy, and where allowing the pupil to remain in school will be detrimental to the education and welfare of the pupil and/or others at the school.

There is a limit of 45 school days in an academic year (cumulative) for fixed-term suspension. The law does not allow for 'converting' a fixed-term suspension into a permanent exclusion. In cases involving serious breaches of the behaviour policy where additional evidence (including mitigating evidence) is required before making a decision whether to exclude, the school may issue a fixed-term suspension pending investigation. Following investigation, the school may issue a further separate fixed-term suspension to begin immediately after the first suspension ends or a separate permanent exclusion to begin immediately after the end of the fixed-term suspension.

On the sixth day of a fixed-term suspension / permanent exclusion, the school (or local authority, in the event of a permanent exclusion) will arrange suitable full-time education for any pupil of compulsory school age. Where a pupil receives consecutive fixed-term suspensions, these are regarded as a cumulative period of exclusion for the purposes of this duty. The school will carefully assess the quality of the alternative educational provision and ensure appropriate safeguarding measures are in place at these providers.

### **Managed Moves:**

- The school may initiate a managed move if it is perceived to be in the students best interest.
- All managed moves will be voluntary - agreed by all parties including the parents and admission authority of the receiving school.
- A managed move will only be utilised as part of a planned behaviour intervention. This will follow clear evidence of provision of appropriate internal intervention and (where appropriate) engagement with multi agency support / the conducting of relevant statutory assessments.
- All managed moves will be preceded by robust data / information sharing between BSFG and the recipient school to best support a successful integration of the student.
- A risk assessment and advice on effective risk management strategies that have been deployed at BSFG will be shared with the recipient school prior to any managed move commencing.
- Where a parent believes that they have been pressured into a managed move or unhappy with the proposal they may utilise the school (or where deemed appropriate) Hounslow local authority complaints procedure.

## **RESPONSIBILITIES**

### **Headteacher or Head of school**

#### **Deciding whether to suspend or exclude**

Only the Headteacher, or Head of school, can suspend or permanently exclude a pupil from school on disciplinary grounds. The decision can be made in respect of behaviour inside or outside of school. The headteacher will only use permanent exclusion as a last resort.

A decision to suspend or exclude a pupil will be taken only:

- In response to serious or persistent breaches of the school's behaviour policy, **and**
- If allowing the pupil to remain in school would seriously harm the education or welfare of others

Before deciding whether to suspend or exclude a pupil, the Headteacher will:

- Consider all the relevant facts and evidence on the balance of probabilities, including whether the incident(s) leading to the exclusion were provoked
- Allow the pupil to give their version of events
- Consider whether the pupil has special educational needs (SEN)
- Consider whether the pupil is especially vulnerable (e.g. the pupil has a social worker, or is a looked-after child (LAC))
- Consider whether all alternative solutions have been explored, such as off-site direction or managed moves
- The Headteacher will consider the views of the pupil, in light of their age and understanding, before deciding to suspend or exclude, unless it would not be appropriate to do so.
- Pupils who need support to express their views will be allowed to have their views expressed through an advocate, such as a parent or social worker.
- The Headteacher will not reach their decision until they have heard from the pupil, and will inform the pupil of how their views were taken into account when making the decision.

#### **Assistant Head Teacher (Behaviour and Wellbeing)**

- Overall responsibility for suspensions
- Lead on policy and overall suspensions / exclusion policy and strategy
- Represent the school on Governing Body panels and local authority (LA) meetings if needed
- Liaise with LA regarding Fixed Term Suspensions, Managed Transfer, Permanent Exclusions
- Monitor and evaluate impact of suspensions/ exclusions
- Ensure that behaviour incidents are dealt with according to the suspensions / exclusion policy
- Lead Heads of Year regarding behaviour on day-to-day basis and refer cases of exclusions to HT
- Lead Heads of Year in ensuring all paperwork is completed for FTS, referrals to Governors Disciplinary Panel, Managed Transfers and Permanent Exclusions
- Liaise with parents re internal, fixed term suspensions and / or permanent exclusion, before and after imposition to outline the duration and reason for its imposition.
- Ensure that parents / carers are informed of their right to make representations to school governors
- Ensure successful re-integration of students to school post fixed term suspension
- 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 application of appropriate sanction
- Lead or assist in the investigation of incidents, including the gathering of all relevant witness statements ready and compiling of any required paperwork
- Ensure that work is sent out to student during a Fixed Term Suspension (FTS)
- Conduct post-suspension interview and agree any action needed
- Prepare paperwork for Governors 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 fixed term suspension / permanent 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.

## **Informing parents**

- If a pupil is at risk of suspension or exclusion the Headteacher will inform the parents as early as possible, in order to work together to consider what factors may be affecting the pupil's behaviour, and what further support can be put in place to improve the behaviour.
- If the headteacher decides to suspend or exclude a pupil, the parents will be informed of the period of the suspension or exclusion and the reason(s) for it, without delay.
- The parents will also be provided with the following information in writing, without delay:
  - The reason(s) for the suspension or exclusion
  - The length of the suspension or, for a permanent exclusion, the fact that it is permanent
  - Information about parents' right to make representations about the suspension or permanent exclusion to the governing body and how the pupil may be involved in this
  - How any representations should be made
  - Where there is a legal requirement for the governing body to hold a meeting to consider the reinstatement of a pupil, and that parents (or the pupil if they are 18 years old) have a right to attend the meeting, be represented at the meeting (at their own expense) and to bring a friend

The headteacher will also notify parents without delay and by the end of the afternoon session on the first day their child is suspended or permanently excluded, that:

- For the first 5 school days of an exclusion (or until the start date of any alternative provision or the end of the suspension, where this is earlier), the parents are legally required to ensure that their child is not present in a public place during school hours without a good reason. This will include specifying on which days this duty applies
- Parents may be given a fixed penalty notice or prosecuted if they fail to do this

If alternative provision is being arranged, the following information will be included, if possible:

- The start date for any provision of full-time education that has been arranged
- The start and finish times of any such provision, including the times for morning and afternoon sessions, where relevant
- The address at which the provision will take place
- Any information the pupil needs in order to identify the person they should report to on the first day
- If the Headteacher does not have the all the information about the alternative provision arrangements by the end of the afternoon session on the first day of the suspension or permanent exclusion, they can provide the information at a later date, without delay and no later than 48 hours before the provision is due to start.
- The only exception to this is where alternative provision is to be provided before the sixth day of a suspension or permanent exclusion, in which case the school reserves the right to provide the information with less than 48 hours' notice, with parents' consent.

### **Informing the Governing body**

The Headteacher will, without delay, notify the governing body of:

- Any permanent exclusion, including when a suspension is followed by a decision to permanently exclude a pupil
- Any suspension or permanent exclusion which would result in the pupil being suspended or permanently excluded for a total of more than 5 school days (or more than 10 lunchtimes) in a term
- Any suspension or permanent exclusion which would result in the pupil missing a National Curriculum test or public exam
- The Headteacher will notify the governing board once per term of any other suspensions of which they have not previously been notified, and the number of suspensions and exclusions which have been cancelled, including the circumstances and reasons for the cancellation.

### **Informing the local authority (LA)**

The Headteacher will notify the LA of all suspensions and permanent exclusions without delay, regardless of the length of a suspension. The notification will include:

- The reason(s) for the suspension or permanent exclusion

- The length of a suspension or, for a permanent exclusion, the fact that it is permanent
- For a permanent exclusion, if the pupil lives outside the LA in which the school is located, the Headteacher will also, without delay, inform the pupil's 'home authority' of the exclusion and the reason(s) for it.

### **Informing the pupil's social worker and/or virtual school head (VSH)**

If a:

- **Pupil with a social worker** is at risk of suspension or permanent exclusion, the headteacher will inform **the social worker** as early as possible
- **Pupil who is a looked-after child (LAC)** is at risk of suspension or exclusion, the headteacher will inform **the VSH** as early as possible
- This is in order to work together to consider what factors may be affecting the pupil's behaviour, and what further support can be put in place to improve the behaviour.

If the headteacher decides to suspend or permanently exclude a pupil with a social worker / a pupil who is looked after, they will inform the pupil's social worker / the VSH, as appropriate, without delay, that:

- They have decided to suspend or permanently exclude the pupil
- The reason(s) for the decision
- The length of the suspension or, for a permanent exclusion, the fact that it is permanent
- The suspension or permanent exclusion affects the pupils ability to sit a National Curriculum test or public exam (where relevant)
- The social worker / VSH will be invited to any meeting of the governing board about the suspension or permanent exclusion. This is so they can provide advice on how the pupil's background and/or circumstances may have influenced the circumstances of their suspension or permanent exclusion. The social worker should also help ensure safeguarding needs and risks and the pupil's welfare are taken into account.

### **Cancelling suspensions and permanent exclusions**

- The Headteacher may cancel a suspension or permanent exclusion that has already begun, but this will only be done where it has not yet been reviewed by the governing body. Where there is a cancellation:
- The parents, governing body and LA will be notified without delay - at this point the governing body's requirement to consider reinstatement will cease;
- Where relevant, any social worker and VSH will notified without delay
- In both instances the reason for the cancellation will be made explicit
- Parents will be offered the opportunity to meet with the headteacher to discuss the cancellation
- As referred to above, the headteacher will report to the governing board once per term on the number of cancellations
- The pupil will be allowed back in school

### **Providing education during the first 5 days of a suspension or permanent exclusion**



- During the first 5 days of a suspension, if the pupil is not attending alternative (AP) provision, the Headteacher will take steps to ensure that achievable and accessible work is set and marked for the pupil. Online pathways such as Google Classroom or Oak Academy may be used for this. If the pupil has a special educational need or disability, the Headteacher will make sure that reasonable adjustments are made to the provision where necessary.
- If the pupil is looked after or if they have a social worker, the school will work with the LA to arrange AP from the first day following the suspension or permanent exclusion. Where this isn't possible, the school will take reasonable steps to set and mark work for the pupil, including the use of online pathways.

## **THE GOVERNING BODY**

### **Considering suspensions and permanent exclusions**

- The governing body has a duty to consider parents' representations about a suspension or permanent exclusion. It has a duty to consider the reinstatement of a suspended or permanently excluded pupil (see section Considering the reinstatement of a pupil ) in certain circumstances.
- Within 14 days of receiving a request, the governing body will provide the secretary of state with information about any suspensions or exclusions within the last 12 months.
- For any suspension of more than 5 school days, the governing body will arrange suitable full-time education for the pupil. This provision will begin no later than the sixth day of the suspension and will be organised by the LA on behalf of the governing body.
- The governing body does not have to arrange such provision for pupils in their final year of compulsory education who do not have any further public exams to sit.

### **Monitoring and analysing suspensions and exclusions data**

- The governing body will challenge and evaluate the data on the school's use of suspension, exclusion, off-site direction to alternative provision and managed moves.

The governing body will consider:

- How effectively and consistently the school's behaviour policy is being implemented
- The school register and absence codes
- Instances where pupils receive repeat suspensions
- Interventions in place to support pupils at risk of suspension or permanent exclusion
- Any variations in the rolling average of permanent exclusions, to understand why this is happening, and to make sure they are only used when necessary
- Timing of moves and permanent exclusions, and whether there are any patterns, including any indications which may highlight where policies or support are not working
- The characteristics of suspended and permanently excluded pupils, and why this is taking place
- Whether the placements of pupils directed off-site into alternative provision are reviewed at sufficient intervals to assure that the education is achieving its objectives and that pupils are benefiting from it

- The cost implications of directing pupils off-site

### **The local authority (LA)**

- For permanent exclusions, the LA will arrange suitable full-time education to begin no later than the sixth school day after the first day of the exclusion.
- For pupils who are LAC or have social workers, the LA and the school will work together arrange suitable full-time education to begin from the first day of the exclusion.

### **Considering the reinstatement of a pupil**

The governing board will consider and decide on the reinstatement of a suspended or permanently excluded pupil within 15 school days of receiving the notice of the suspension or exclusion if:

- The exclusion is permanent
- It is a suspension which would bring the pupil's total number of days out of school to more than 15 in a term; or
- It would result in a pupil missing a public exam or National Curriculum test
- Where the pupil has been suspended, and the suspension does not bring the pupil's total number of days of suspension to more than 5 in a term, the governing body must consider any representations made by parents. However, it is not required to arrange a meeting with parents and it cannot direct the Headteacher to reinstate the pupil.
- Where the pupil has been suspended for more than 5 days, but less than 16 days, in a single term, and the parents make representations to the board, the governing board will consider and decide on the reinstatement of a suspended pupil within 50 school days of receiving notice of the suspension. If the parents do not make representations, the board is not required to meet and it cannot direct the headteacher to reinstate the pupil.
- Where a suspension or permanent exclusion would result in a pupil missing a public exam or National Curriculum test, the governing body will, as far as reasonably practicable, consider and decide on the reinstatement of the pupil before the date of the exam or test. If this is not practicable, the governing board may consider the suspension or permanent exclusion and decide whether or not to reinstate the pupil.

The following parties will be invited to a meeting of the governing body and allowed to make representations or share information:

- Parents, or the pupil if they are 18 or over (and, where requested, a representative or friend)
- The pupil, if they are aged 17 or younger and it would be appropriate to their age and understanding (and, where requested, a representative or friend)
- The Headteacher or Head of School
- The pupil's social worker, if they have one
- The VSH, if the pupil is looked after

The governing body will try to arrange the meeting within the statutory time limits set out above and must try to have it at a time that suits all relevant parties. However, its decision will not be invalid simply on the grounds that it was not made within these time limits.

Ahead of the meeting - the governing body will:

- Not discuss the FTS or exclusion with any party
- Request written evidence be provided in advance of the meeting - this will include any relevant incident / witness statements and the student's SEN (where appropriate) and wider school record
- Circulate all relevant evidence / information (including list of those who will be attending the meeting) at least 5 days in advance of the meeting taking place.

The governing body can either:

- Decline to reinstate the pupil, or
- Direct the reinstatement of the pupil immediately, or on a particular date (except in cases where the board cannot do this)

In reaching a decision, the governing body will consider:

- Whether the decision to suspend or permanently exclude was lawful, reasonable, and procedurally fair
- Whether the Headteacher followed their legal duties
- The welfare and safeguarding of the pupil and their peers
- Any evidence that was presented to the governing body

They will decide whether or not a fact is true 'on the balance of probabilities'.

Minutes will be taken of the meeting, and a record kept of the evidence that was considered. The outcome will also be recorded on the pupil's educational record, and copies of relevant papers will be kept with this record. The minutes of the meeting should be made available to all attending parties upon request.

The governing body will notify, in writing, the following stakeholders of its decision, along with reasons for its decision, without delay:

- The parents, or the pupil, if they are 18 or older
- The Headteacher or Head of School
- The pupil's social worker, if they have one
- The VSH, if the pupil is looked after
- The local authority
- The pupil's home authority, if it differs from the school's

Where an exclusion is permanent and the governing body has decided not to reinstate the pupil, the notification of decision will also include the following:

- The fact that it is a permanent exclusion
- Notice of parents' right to ask for the decision to be reviewed by an independent review panel

- The date by which an application for an independent review must be made (**15 school days from the date on which notice in writing of the governing board's decision is given to parents**)
- The name and address to which an application for a review and any written evidence should be submitted
- That any application should set out the grounds on which it is being made and that, where appropriate, it should include reference to how the pupil's special educational needs (SEN) are considered to be relevant to the permanent exclusion
- That, regardless of whether the excluded pupil has recognised SEN, parents have a right to require the [LA/academy trust] to appoint an SEN expert to advise the review panel
- Details of the role of the SEN expert and that there would be no cost to parents for this appointment
- That parents must make clear if they wish for an SEN expert to be appointed in any application for a review
- That parents may, at their own expense, appoint someone to make written and/or oral representations to the panel, and parents may also bring a friend to the review
- That, if parents believe that the permanent exclusion has occurred as a result of unlawful discrimination, they may make a claim under the Equality Act 2010 to the first-tier tribunal (special educational needs and disability), in the case of disability discrimination, or the county court, in the case of other forms of discrimination. Also that any claim of discrimination made under these routes should be lodged within 6 months of the date on which the discrimination is alleged to have taken place

### **Independent review**

If parents apply for an independent review within the legal timeframe, the LA will arrange for an independent panel to review the decision of the governing body not to reinstate a permanently excluded pupil.

Applications for an independent review must be made within **15 school days** of notice being given to the parents by the governing body of its decision to not reinstate the pupil **or**, if after this time, **within 15 school days** of the final determination of a claim of discrimination under the Equality Act 2010 regarding the permanent exclusion.

A panel of 3 or 5 members will be constituted with representatives from each of the categories below. Where a 5-member panel is constituted, 2 members will come from the school governor category and 2 members will come from the headteacher category. At all times during the review process there must be the required representation on the panel:

- A lay member to chair the panel who has not worked in any school in a paid capacity, disregarding any experience as a school governor or volunteer
- Current or former school governors who have served as a governor for at least 12 consecutive months in the last 5 years, provided they have not been teachers or Headteachers during this time
- Headteachers or individuals who have been a Headteacher within the last 5 years

**A person may not serve as a member of a review panel if they:**

- Are a member of the LA of the excluding school
- Are the Headteacher of the excluding school, or have held this position in the last 5 years
- Are an employee of the LA, or the governing board, of the excluding school (unless they are employed as a Headteacher at another school)
- Have, or at any time have had, any connection with the LA, school, governing board, parents or pupil, or the incident leading to the exclusion, which might reasonably be taken to raise doubts about their impartiality
- Have not had the required training within the last 2 years (see appendix 1 for what training must cover)

The panel must consider the interests and circumstances of the pupil, including the circumstances in which the pupil was permanently excluded, and have regard to the interests of other pupils and people working at the school.

Taking into account the pupil's age and understanding, the pupil or their parents will be made aware of their right to attend and participate in the review meeting and the pupil should be enabled to make representations on their own behalf, should they desire to.

Where a SEN expert is present, the panel must seek and have regard to the SEN expert's view of how SEN may be relevant to the pupil's permanent exclusion.

Where a social worker is present, the panel must have regard to any representation made by the social worker of how the pupil's experiences, needs, safeguarding risks and/or welfare may be relevant to the pupil's permanent exclusion.

Where a VSH is present, the panel must have regard to any representation made by the social worker of how any of the child's background, education and safeguarding needs were considered by the headteacher in the lead up to the permanent exclusion, or are relevant to the pupil's permanent exclusion.

**Following its review, the independent panel will decide to do 1 of the following:**

- Uphold the governing body's decision
- Recommend that the governing body reconsiders reinstatement
- Quash the governing body's decision and direct that they reconsider reinstatement (only if it judges that the decision was flawed)

New evidence may be presented, though the school cannot introduce new reasons for the permanent exclusion or the decision not to reinstate. The panel must disregard any new reasons that are introduced.

In deciding whether the decision was flawed, and therefore whether to quash the decision not to reinstate, the panel must only take account of the evidence that was available to the governing body at the time of making its decision. This includes any evidence that the panel considers would, or should, have been available to the governing body and that it ought to have considered if it had been acting reasonably.

If evidence is presented that the panel considers it is unreasonable to expect the governing body to have been aware of at the time of its decision, the panel can take account of the evidence when deciding whether to recommend that the governing body reconsider reinstatement.

The panel's decision can be decided by a majority vote. In the case of a tied decision, the chair has the casting vote.

Once the panel has reached its decision, the panel will notify all parties in writing without delay.

This notification will include:

- The panel's decision and the reasons for it
- Where relevant, details of any financial readjustment or payment to be made if the governing body does not subsequently decide to offer to reinstate the pupil within 10 school days
- Any information that the panel has directed the governing board to place on the pupil's educational record

#### **Request for Remote Access Meetings:**

- Parents (if pupil is under 18) of excluded pupils (if aged 18 or older) are able to request that a meeting be held via remote access - though the school notes this should not be the default option.
- Remote meetings will only be conducted where the governing body is satisfied that this will allow the meeting to be conducted fairly and with full transparency.
- All principles of a face to face meeting will be upheld - including required timeframes for the holding of the meeting and the parties who may attend.
- Where the parent (of a student under 18) does not explicitly request a remote access meeting - the meeting must be held in person.
- Where there are any technological / internet access based issues that prevent the remote access meeting from being successfully conducted / concluded then a face to face meeting must be scheduled at the earliest opportunity - even where the parent has previously requested a remote access meeting.

#### **School registers**

A pupil's name will be removed from the school admission register if:

- 15 school days have passed since the parents were notified of the governing body's decision to not reinstate the pupil and no application has been made for an independent review panel, or
- The parents have stated in writing that they will not be applying for an independent review panel
- Where an application for an independent review has been made within **15 school days**, the governing body will wait until that review has concluded before removing a pupil's name from the register.
- While the pupil's name remains on the school's admission register, the pupil's attendance will still be recorded appropriately. Where alternative provision has been made for an excluded pupil and they attend it, code B (education off-site) or code D (dual registration) will be used on the attendance register.

Where excluded pupils are not attending alternative provision, code E (absent) will be used.

## **Making a return to the LA**

Where a pupil's name is to be removed from the school admissions register because of a permanent exclusion, the school will make a return to the LA. The return will include:

- The pupil's full name
- The full name and address of any parent with whom the pupil normally resides
- At least 1 telephone number at which any parent with whom the pupil normally resides can be contacted in an emergency
- The grounds upon which their name is to be deleted from the admissions register (i.e., permanent exclusion)
- Details of the new school the pupil will attend, including the name of that school and the first date when the pupil attended or is due to attend there, if the parents have told the school the pupil is moving to another school
- Details of the pupil's new address, including the new address, the name of the parent(s) the pupil is going to live there with, and the date when the pupil is going to start living there, if the parents have informed the school that the pupil is moving house
- This return must be made as soon as the grounds for removal is met and no later than the removal of the pupil's name.

## **Returning from a suspension**

### **Reintegration strategy**

The following measures may be implemented to ensure a successful reintegration into school life:

- Maintaining regular contact during the suspension or off-site direction and a return from exclusion meeting will be scheduled to ensure clear guidance for the student and parents on the day of return
- The pupil, parents and staff will be informed of potential external support where deemed appropriate.
- Part-time timetables will be put in place only for the minimum time necessary to support reintegration.
- Our strategy will be regularly reviewed and adapted where necessary throughout the reintegration process in collaboration with the pupil, parents, and other relevant parties.

### **Reintegration meetings**

- The school will explain the reintegration strategy to the pupil in a reintegration meeting before or on the pupil's return to school. During the meeting the school will communicate to the pupil that they are getting a fresh start and that they are a valued member of the school community.
- The pupil, parents, a member of senior staff, and any other relevant staff will be invited to attend the meeting.
- The meeting will proceed without the parents in the event that they cannot or do not attend.

- The school expects all returning pupils and their parents to attend their reintegration meeting, but pupils who do not attend will not be prevented from returning to the classroom.

### Monitoring arrangements

The school will collect data on the following:

- Attendance, permanent exclusions and suspensions
- Use of pupil referral units, off-site directions and managed moves
- Anonymous surveys of staff, pupils, governors and other stakeholders on their perceptions and experiences

The data will be analysed every half term by the Assistant Headteacher for Behaviour and Attendance who will report back to the Headteacher/Governors.

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any patterns or disparities between groups of pupils are identified by this analysis, the school will review its policies in order to tackle it.

This policy will be reviewed by Mr Dexter every academic year. At every review, the policy will be approved by/shared with the schools leadership team, and the governing board.

### Links with other policies

This exclusions policy is linked to our:

- Positive behaviour policy
- Anti bullying policy
- SEN policy and information report
- Safeguarding policy

### When to exclude

Following an incident, **all possible alternative approaches** / sanctions should be considered before deciding on a suspension / exclusion. Each case must be considered on its individual merit and all contributing factors will be taken into account when making a decision. The following criteria should be followed where possible:

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



<ul style="list-style-type: none"> <li>● One serious incident that brings school into disrepute or endangers other students</li> <li>● Malicious allegations against school staff / purposeful attempts to ruin the reputation of a staff member</li> <li>● Supplying an illegal drug</li> <li>● Carrying an offensive weapon with the intent to cause harm</li> <li>● Arson</li> <li>● Serious actual or threatened violence against another pupil or a member of staff</li> </ul>	<ul style="list-style-type: none"> <li>● Poor behaviour towards a member of the public</li> <li>● Racism/Homophobia</li> <li>● Sexual abuse or assault/ harassment</li> <li>● Continued disruptive behaviour and rule breaking</li> <li>● Inappropriate use of ICT/ social media/ this includes making comments in person or via social media or circulating photos or videos of students/ staff.</li> <li>● Banned/ illegal substances or objects brought onto the school site</li> <li>● Threatening behaviour/inciting violence</li> <li>● Carrying an offensive weapon</li> <li>● Malicious accusations against staff.</li> </ul>	<ul style="list-style-type: none"> <li>● Low-level physical contact with other student</li> <li>● Malicious use of the school fire alarm</li> <li>● Poor behaviour on public transport</li> <li>● Refusal to follow LT instructions</li> <li>● Swearing at member of staff</li> <li>● Theft</li> <li>● Truancy</li> <li>● Failing targets on Head of Year or Senior Leadership Report</li> <li>● Purposeful Damage to property</li> </ul>
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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 suspension 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 suspension.)
4. AHT to confirm with HT / HOS
5. If internal suspension, HOY to complete paperwork, let parents know and organise for a letter to be sent home.
6. If external suspension: - refer to suspensions checklist for sequence of events.
7. On return to school- provision in place to prevent or reduce the need to suspend further.

## MONITORING

- The suspension database should be kept up to date and viewed half termly by AHT.
- AHT should report to SLT at the end of each half term the number of suspensions that have taken place during the half term.
- AHT and Governing Body should monitor suspensions on a termly basis and raise concerns where necessary.
- AHT should analyse suspension 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 suspended more than once.

## APPENDICES

### PAPERWORK EXCLUSIONS

#### Appendix 1

##### **Model suspension letter 1 (Sept 2022)**

**From the head teacher notifying the parent, of a fixed period suspension 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 suspend **[child's name]** for a fixed period of **[period of suspension]**. This means that **[child's name]** will not be allowed in school for this period. The suspension**[begins/began]** on **[date]** and ends on **[date]**.

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

We will set work for **[name of child]** to be completed during the period of suspension 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 suspension 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](mailto: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](http://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](http://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 suspension expires on **[date]** and we expect **[child's name]** to be back in school on **[date]** at **[time]**.

Yours sincerely

**[Name]**  
Head teacher

## **APPENDICES**

### **PAPERWORK EXCLUSIONS**

#### **Appendix 1a**

##### **Model suspension letter 2 (Sept 2022)**

**From head teacher notifying the parent of a fixed period suspension when the total period of suspension 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 suspend **[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 **[begins/began]** on **[date]** and ends on **[date]**.

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

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

**[Paragraph for use if the individual suspension 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 suspension **[specify date]** until the expiry of the suspension **[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 suspension 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 suspend can be reviewed. As the period of suspension 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 suspension 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](mailto: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](http://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](http://www.education.gov.uk).

Yours sincerely

**[Name]**Head teacher

## **APPENDICES**

### **PAPERWORK SUSPENSIONS**

#### **Appendix 2**

Children's & Adults' Services  
EXCLUSIONS NOTIFICATION FORM

THIS FORM MUST BE COMPLETED FOR EACH SUSPENSION

#### **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 suspensions.

#### **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"/> <u>THIS CATEGORY SHOULD BE USED SPARINGLY</u> (PLEASE DEFINE IN "ANY ADDITIONAL INFORMATION" BOX)	
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"/>	STATEMENT <input type="checkbox"/>		SCHOOL ACTION PLUS <input type="checkbox"/>	
	NO <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"> <li>The child is accommodated by a Local Authority, and placed with a foster carer or in a children's home, or</li> <li>The child is subject of a care order (s. 31 Children Act 1989)</li> </ul>					
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:	
---------------------------------	--

### 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 <b>MANAGED TRANSFER</b> :
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:
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**CONCLUSION / HEADTEACHER GUIDANCE:**

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<b>NAME OF PERSON COMPLETING FORM &amp; DESIGNATED POST (BLOCK CAPITALS)</b>	
<b>SIGNATURE:</b>	<b>DATE:</b>

**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](mailto: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)***

## **APPENDICES**

### **PAPERWORK EXCLUSIONS**

#### **Appendix 3**

#### **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:**

<p>The Managed transfer arrangements have been discussed with me/us<sup>1*</sup> and:</p> <p>I/We* <b>agree</b> that we would prefer ..... to have a managed transfer to another education placement, rather than a permanent exclusion.</p> <p>I/We understand that the Pupil Co-ordination Panel will decide on the most appropriate education placement for ..... which may be another school <i>or</i> 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.</p> <p>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.</p> <p>Name(s) .....</p> <p>Signed ..... Date.....</p>
---

\_\_\_\_\_  
<sup>1\*</sup> 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.....

**APPENDICES**

## **PAPERWORK EXCLUSIONS**

### **Appendix 4**

date

Name

Address

Dear

**Re: Student name**

**Form:**

Further to the letter from the Headteacher informing you that xxx has been permanently excluded with effect from xxx, I am writing to confirm that a meeting of the Governors' Pupil Discipline Panel has been arranged for xxx at xxx. The meeting will be held at the school. Please wait to be met at the main Reception.

As this is a permanent exclusion the governing body must meet to consider it. At the hearing you may make representations to the governing body if you wish. STUDENT is also encouraged to attend and participate in the meeting, if you feel it is appropriate for them to do so.

The meeting papers for the governing body panel will be sent out to governors, copied to you, 5 days before the meeting.

The Governors on the Panel are xxx. xxx, Headteacher, and xxx, Assistant Headteacher, will attend the meeting and I will also attend to take minutes.

Please could you confirm whether you will be attending the meeting. My telephone number is 0208 847 4281 and my email [fduffy@brentford.hounslow.sch.uk](mailto:fduffy@brentford.hounslow.sch.uk)

Yours sincerely

INSERT NAME

**Headteacher's PA**

## **APPENDICES**

### **PAPERWORK EXCLUSIONS**

## Appendix 5

### Exclusion model letter 5 (Sept 2022)

#### From the clerk to the governing body to the parent of a permanently excluded pupil upholding a permanent exclusion

Re: Student Name                      D.o.b:                      Year

Dear [parent/carers 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 15<sup>th</sup> 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 15<sup>th</sup> 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](http://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](mailto: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](http://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](http://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

## **APPENDICES**

### **PAPERWORK SUSPENSIONS**

#### **Appendix 6**

#### **READMISSION FOLLOWING Fixed Term Suspension**

Name \_\_\_\_\_ Date \_\_\_\_\_

**Reason for Exclusion**

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

*This could be report card, setting targets, complete PSP*

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

**If student is not readmitted please state reasons.**

--

Signed \_\_\_\_\_ Student  
Signed \_\_\_\_\_ Parent/Carer  
Signed \_\_\_\_\_ Staff

**APPENDICES**

**PAPERWORK SUSPENSIONS**

**Appendix 7**

**REMOVE (INTERNAL SUSPENSION) REFERRAL FORM**

Name _____
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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

**APPENDICES**

**PAPERWORK SUSPENSIONS**

**Appendix 8**

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 suspension. 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 suspended 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. NAME 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 suspension. 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 suspended on a further occasion, you will be invited in to school for a post-suspension 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**