

TRUST EXCLUSION POLICY

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1.0 Scope and Purpose

This policy covers all pupils across the Beckfoot Trust. We are mindful not to discriminate against children on the basis of protected characteristics such as disability. Headteachers may exclude for one or more fixed-term periods (up to a maximum of 45 school days in a single academic year) or permanently. Pupils can be excluded for full days or parts of a day or from the premises at lunchtime if behaviour at this time is disruptive. Following more serious incidents the Headteacher can exclude for five days in the first instance to fully investigate any incident that may lead to permanent exclusion. The trust school has the duty to make an arrangement for education if a fixed-term exclusion goes beyond five days.

2.0 Aims

The Beckfoot Trust aims to ensure that:

- The exclusions process is applied lawfully, reasonably, fairly and consistently.
- The exclusions process is understood by the Trust board, staff, parents and pupils.
- Pupils in school are safe and happy and their right to education is protected.
- Good discipline is maintained to ensure that all pupils can benefit from the opportunities provided by education.
- The trust does not discriminate against pupils on the basis of protected characteristics, such as disability or race.
- The trust gives particular consideration to the fair treatment of pupils from groups who are vulnerable to exclusion, providing additional support where necessary to meet expectations.
- That pupil's unmet needs are identified and early intervention is implemented to reduce further exclusion.
- Excluded pupils and their parents/carers are enabled and encouraged to participate at all stages of the exclusion process, taking into account their age and ability to understand.
- Pupils do not become NEET (not in education, employment or training)

3.0 Legislation and statutory guidance

This policy is based on statutory guidance from the Department for Education: Exclusion from maintained schools, academies, and pupil referral units (PRUs) in England.

The following legislation is also taken into account, which outline schools' powers to exclude pupils:

- Section 52 of the Education Act 2002, as amended by the Education Act 2011
- The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012

In addition, the policy is based on:

- Part 7, chapter 2 of the Education and Inspections Act 2006, which looks at parental responsibility for excluded pupils
- Section 579 of the Education Act 1996, which defines 'school day'
- 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

This policy complies with our funding agreement and articles of association.

4.0 The decision to exclude

4.1 Prevention

Beckfoot Trust will not exclude a pupil unless it is absolutely necessary to do so and if there is felt to be no other viable alternative, or if allowing the pupil to stay would harm the education or welfare of other pupils or staff.

Other than in the case of serious one-off incidents, the permanent exclusion of pupils will be the final sanction at the end of a lengthy series of interventions, which may include:

- verbal reprimands and restorative work
- counselling from staff within school
- lunchtime or after-school detentions
- report to a specific member of staff
- a review of the curriculum provision
- removal from class / change to sets and / or classes
- internal isolation or internal exclusion
- fixed-term exclusions
- pastoral Support Plans
- referral to SENDCo for assessment
- referral for Wave 3 or more intensive Wave 4 intervention
- My Support Plans
- referral to Child and Adolescent Mental Health Service and SEND specialist providers
- referral to preventative places (e.g. Pupil Referral Unit PRU or quality assured alternative provider) application of an Educational Support Plan (EHCP)
- work with Early Help and Children's Social Care
- in the case of looked-after children, liaising with the Virtual School Head teacher
- managed moves
- referral to preventative places (e.g. Pupil Referral Unit PRU or quality assured alternative provider).

Parents and carers will always be informed of actions that the school is taking to support improvements in behaviour and their support encouraged wherever possible. Decisions to place a pupil external to the school for a fixed period or a managed move (Wave 5) to support improvements in behaviour will always be discussed with pupils and their parents and carers.

4.2 Fixed term and permanent exclusion

Only the headteacher of a Trust school, or acting headteacher, can exclude a pupil from school and this should be on disciplinary grounds. A decision to permanently exclude a pupil will only ever be taken as a last resort.

Beckfoot Trust is aware that off-rolling is unlawful. Ofsted defines off-rolling as:

“...the practice of removing a pupil from the school roll without a formal, permanent exclusion or by encouraging a parent to remove their child from the school roll, when the removal is primarily in the interests of the school rather than in the best interests of the pupil.”

We are committed to following all statutory exclusions procedures to ensure that every child receives an education in a safe and caring environment.

A decision to exclude a pupil will be taken only:

In response to serious or persistent breaches of the Trust or School Behaviour Policy, **and**

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

Before deciding whether to exclude a pupil, either permanently or for a fixed period, the headteacher will:
Consider all the relevant facts and evidence, including whether the incident(s) leading to the exclusion were provoked

Allow the pupil to give their version of events

Consider if the pupil has special educational needs or disability (SEND)

Consider any other factors that may lead to a pupil being vulnerable to exclusion.

There may be exceptional circumstances where, in the Headteacher's judgement, it is appropriate to permanently exclude a child for a first or 'one-off' offence. Such offences might include:

- serious actual or threatened violence against another pupil or member of staff
- sexual or racial assault
- supplying or using an illegal drug
- carrying an offensive weapon

5.0 Definition of 'school day'

For the purposes of exclusions, 'school day' is defined as any day on which there is a school session. Therefore, INSET or staff training days do not count as a school day.

6.0 Roles and responsibilities

6.1 The Headteacher

Informing parents

The headteacher will immediately provide the following information, in writing, to the parents of an excluded pupil:

- The reason(s) for the exclusion
- The length of a fixed-term exclusion or, for a permanent exclusion, the fact that it is permanent
- Information about parents' right to make representations about the exclusion to the Trust board and how the pupil may be involved in this
- How any representations should be made
- Where there is a legal requirement for the Trust board to meet to consider the reinstatement of a pupil, and that parents have a right to attend a meeting, be represented at a meeting (at their own expense) and to bring a friend

The headteacher will also notify parents by the end of the afternoon session on the day their child is excluded that for the first 5 school days of an exclusion, or until the start date of any alternative provision where this is earlier, parents are legally required to ensure that their child is not present in a public place during school hours without a good reason. 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 when notifying parents of an exclusion:

- 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 required by the pupil to identify the person they should report to on the first day.

Where this information on alternative provision is not reasonably ascertainable by the end of the afternoon session, it may be provided in a subsequent notice, but it will be provided 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 an exclusion, in which case the information can be provided with less than 48 hours' notice with parents' consent.

Informing the Trust Board and local authority

The headteacher will immediately notify the Trust board and the local authority (LA) of:

- A permanent exclusion, including when a fixed-period exclusion is followed by a decision to permanently exclude a pupil
- Exclusions which would result in the pupil being excluded for more than 5 school days (or more than 10 lunchtimes) in a term
- Exclusions which would result in the pupil missing a public examination.
- For a permanent exclusion, if the pupil lives outside the LA in which the school is located, the headteacher will also immediately inform the pupil's 'home authority' of the exclusion and the reason(s) for it without delay.

For all other exclusions, the headteacher will notify the Trust board and LA once a term.

6.2 The Trust Board

In the case of a permanent exclusion, the Trust's Pupil Disciplinary Committee (PDC) comprising at least 3 governors, must arrange a hearing within 15 days of receiving the notification. The Trust Board must ensure the pupil's name is removed from the school roll once 15 days have passed since the parents have been notified. In the case of an application to an independent review panel, the academy should wait to remove the pupil from the school roll. The Trust Board does not have the right to overturn a Headteacher's decision to fixed-term exclusion for less than five days. In the case of a fixed-term exclusion of less than five days the PDC may hear a parent's representation but does not have the power to reinstate. In the case of exclusions bringing the total days of a pupil's exclusion to more than 15, or in the case of a fixed-term exclusion of more than five days, the PDC must consider within 50 school days of receiving the notification from the parent. The PDC will set out its decision in writing to the parents.

Trust secondary schools, do not have to arrange provision for pupils in the final year of compulsory education who do not have any further public examinations to sit unless they are deemed to be vulnerable.

6.3 Parents and Carers

For the first five school days of any exclusion, parents/carers must ensure that their child of compulsory school age is not in a public place during school hours without very good reason. Parents/carers must also ensure that their child attends any new full-time education provided from the sixth day of exclusion (unless they have arranged suitable alternative education themselves). Failure to comply with this could lead to a fixed penalty notice or prosecution.

The parent/carer may write to the Trust Body to ask them to review a fixed-term exclusion, although the Trust Body does not have the power to overturn such a decision if it is less than five days. Parents/carers do have the right to be informed of any fixed-term exclusion and the right to attend a Pupil Disciplinary Committee. A parent/carer may make representation if a fixed-term exclusion is more than five days.

In the case of a permanent exclusion, a meeting will be arranged, and the parent may arrange representation and / or bring a friend. Parents have the right to apply for a review by an independent review panel within 15 days of the notification.

6.4 The LA

For permanent exclusions, the LA is responsible for arranging suitable full-time education to begin no later than the sixth day of the exclusion.

6.5 The Independent Review Panel

An independent review panel does not have the power to direct the Trust Body to reinstate an excluded pupil. If they consider the Trust Board's decision is flawed, it can direct the Trust Board to reconsider its decision.

7.0 Considering the reinstatement of a pupil

Trust's Pupil Disciplinary Committee (PDC) will consider the reinstatement of an excluded pupil within 15 school days of receiving the notice of the exclusion if:

- The exclusion is permanent
- It is a fixed-term exclusion which would bring the pupil's total number of school days of exclusion to more than 15 in a term
- It would result in a pupil missing a public examination or national curriculum test

If requested to do so by parents, the PDC will consider the reinstatement of an excluded pupil within 50 school days of receiving notice of the exclusion if the pupil would be excluded from school for more than 5 school days, but less than 15, in a single term.

Where an exclusion would result in a pupil missing a public examination, the PDC will consider the reinstatement of the pupil before the date of the examination. If this is not practicable, the PDC consider the exclusion and decide whether or not to reinstate the pupil.

The PDC can either:

- Decline to reinstate the pupil, or
- Direct the reinstatement of the pupil immediately, or on a particular date

In reaching a decision, the PDC will consider whether the exclusion was lawful, reasonable and procedurally fair and whether the headteacher followed their legal duties. They will decide whether or not a fact is true 'on the balance of probabilities', which differs from the criminal standard of 'beyond reasonable doubt', as well as any evidence that was presented in relation to the decision to exclude.

Minutes will be taken of the meeting, and a record of evidence considered kept. The outcome will also be recorded on the pupil's educational record.

The Trust's Pupil Disciplinary Committee (PDC) notify, in writing, the headteacher, parents and the LA of its decision, along with reasons for its decision, without delay.

Where an exclusion is permanent, the PDC decision will also include the following:

- The fact that it is permanent
- 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
- The name and address to whom an application for a review should be submitted
- That any application should set out the grounds on which it is being made and that, where appropriate, reference to how the pupil's SEN are considered to be relevant to the exclusion
- That, regardless of whether the excluded pupil has recognised SEND, parents have a right to require Beckfoot Trust to appoint an SEN expert to attend the review
- 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.

If parents or carers believe that the exclusion has occurred as a result of 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. A 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.

8.0 An independent review

If parents or carers apply for an independent review, Beckfoot Trust will arrange for an independent panel to review the decision of the Trust board 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 Trust Board of its decision to not reinstate a pupil.

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 Trust board category and 2 members will come from the headteacher category.
- 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
- Trust board members 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 director of the trust or Trust board 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 Beckfoot Trust or the Trust 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 Beckfoot Trust school, the Trust board, parents or pupil, or the incident leading to the exclusion (to ensure impartiality)
- Have not had the required training within the last 2 years (see appendix 1 for what training must cover)

A clerk will be appointed to the panel.

The independent panel will decide one of the following:

- Uphold the Trust board's decision
- Recommend that the Trust board reconsiders reinstatement
- Quash the Trust board's decision and direct that they reconsider reinstatement (only when the decision is judged to be flawed)

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

9.0 School registers

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

15 school days have passed since the parents were notified of the exclusion panel'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, the Trust board will wait until that review has concluded before removing a pupil's name from the register.

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.

10.0 Returning from a fixed-term exclusion

Following a fixed-term exclusion, a re-integration meeting will be held involving the pupil, parents, a member of senior staff and other staff, where appropriate.

The following measures may be implemented when a pupil returns from a fixed-term exclusion:

- Agreeing a behaviour contract
- Considering the type and level of support a pupil may need to overcome barriers to inclusion related to SEND or vulnerability.

11.0 Monitoring arrangements

The Trust Data Manager monitors the number of exclusions every term and reports back to the Trust Board. They also liaise with the local authority to ensure suitable full-time education for excluded pupils.

This policy will be reviewed by the Trust Central Team annually and in line with DfE updates to statutory guidance. At every review, the policy will be approved by the Trust Board.

12.0 Links with other policies

This exclusions policy should be read in conjunction with our:

- Trust Behaviour policy
- Trust SEND Policy
- Trust Child Protection and Safeguarding Policy
- Trust Attendance Policy and Protocols

Appendix 1: Independent review panel training

Beckfoot Trust will ensure that all members of an independent review panel and clerks have received training within the 2 years prior to the date of the review.

Training will cover:

- The requirements of the primary legislation, regulations and statutory guidance Trust exclusions, which would include an understanding of how the principles applicable in an application for judicial review relate to the panel's decision making
- The need for the panel to observe procedural fairness and the rules of natural justice
- The role of the chair and the clerk of a review panel
- The duties of headteachers, Trust boards and the panel under the Equality Act 2010
- The effect of section 6 of the Human Rights Act 1998 (acts of public authorities unlawful if not compatible with certain human rights) and the need to act in a manner compatible with human rights protected by that Act

Appendix 2: National standard list of reasons for exclusions

The table below provides a full set of the descriptors of reasons for exclusions.

Exclusion Code	Pupil Exclusion Reason	Includes
OW	Use or threat of use of an offensive weapon or prohibited item	Carrying or bringing onto the school site an offensive weapon / prohibited item such as knives, sharp instruments and BB guns Carrying any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property Use of an offensive weapon
LG	Abuse against sexual orientation and gender identity	Derogatory statements about sexual orientation (e.g. heterosexual, lesbian, gay, bisexual) and gender identity (e.g. transgender) Homophobic, biphobic and transphobic bullying LGBT+ graffiti LGBT+ taunting and harassment Swearing that can be attributed to LGBT+ characteristics
DS	Abuse relating to disability	Derogatory statements or swearing about a disability Bullying related to disability Disability related graffiti, Disability related taunting and harassment
MT	Inappropriate use of social media or online technology	Sharing of inappropriate images (of adult or pupil) Cyber bullying or threatening behaviour online Organising or facilitating criminal behaviour using social media
PH	Wilful and repeated transgression of protective measures in place to protect public health	Deliberate breaching of protective measures such as (but not limited to): non-compliance with social distancing, causing distress such as through purposefully coughing very near to other pupils or adults, or any other deliberate breach of public health protective measures which the school has adopted.
PP	Physical assault against pupil	Fighting Violent behaviour Wounding Obstruction and jostling
PA	Physical assault against adult	Violent behaviour Wounding Obstruction and jostling
VP	Verbal abuse / threatening behaviour against pupil	Threatened violence Aggressive behaviour Swearing Verbal intimidation
VA	Verbal abuse / threatening behaviour against adult	Threatened violence Aggressive behaviour Swearing Verbal intimidation
BU	Bullying	Verbal, physical, cyber bullying or threatening behaviour online, racist bullying, sexual bullying, homophobic, biphobic and transphobic bullying, bullying related to disability

Exclusion Code	Pupil Exclusion Reason	Includes
RA	Racist abuse	Racist taunting and harassment Derogatory racist statements Swearing that can be attributed to racist characteristics Racist bullying Racist graffiti
SM	Sexual misconduct	Sexual abuse Sexual assault Sexual harassment Lewd behaviour Sexual bullying Sexual graffiti
DA	Drug and alcohol related	Possession of illegal drugs Inappropriate use of prescribed drugs Drug dealing Smoking Alcohol abuse Substance abuse
DM	Damage to property	Damage includes damage to school or personal property belonging to any member of the school community Vandalism Arson Graffiti
TH	Theft	Stealing school property Stealing personal property (pupil or adult) Stealing from local shops on a school outing Selling and dealing in stolen property
DB	Persistent or general disruptive behaviour	Challenging behaviour Disobedience Persistent violation of school rules Raising of fire alarms falsely

Appendix 3: Headteacher checklist to support a decision to exclude

	Useful areas for consideration:	Yes	No
1.	On the balance of probabilities has the pupil committed the misconduct alleged?		
2.	Has there been a serious breach or breaches of the school behaviour policy?		
3.	Does the pupil's presence seriously harm the education/welfare of pupils/others?		
4.	Is this as a last resort following a wide range of other strategies that have been unsuccessful? Is this a serious first or 'one off' offence?		
5.	Is this a serious first or 'one off' offence?		
6.	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 and all evidence sources considered? • 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, bereavement or change in personal circumstances etc.)? • Is the child looked after by the LA or do they have an Education, Health and Care Plan (EHCP)? 		
7.	Has there been involvement from 0-25 Specialist Teaching & Support Service other agencies / services or Educational Psychologists and a individual support programme implemented?		
8.	Have alternatives to exclusion been considered (e.g. restorative approaches, mediation, internal exclusion, alternative provision, managed move)?		
Special considerations:			
9.	Does this pupil have an Education, Health and Care Plan? Have you contacted the EHCP Assessment Co-ordinator? Has an interim annual review been called? See DfE Guidance para 23-25 School suspensions and permanent exclusions - GOV.UK (www.gov.uk)		
10.	Is this pupil a Looked After Child? If so, have you contacted the appropriate Designated Teacher (statutory role) in your school and the pupil's social worker to discuss? Is the Virtual School Team involved in supporting this pupil? Do you have a governor for Looked After Children that has been involved? (not statutory but good practice) See DfE Guidance para 23-25 School suspensions and permanent exclusions - GOV.UK (www.gov.uk)		
11.	Safeguarding: Is this pupil subject to a Safeguarding, a Child in Need Plan or a Child Protection Plan? Have you spoken to Social Care?		
12.	Is there an Early Help Assessment and Support Plan in place? Have issues of SEN or a disability been taken into account and reasonable adjustments put in place? (Equality Act 2010) Appropriate length of exclusion considered? Is this for the shortest possible time		
13.	Have issues of SEN or a disability been taken into account and reasonable adjustments put in place? (Equality Act 2010)		
14.	<i>Appropriate length of exclusion considered?</i> <i>Is this for the shortest possible time?</i>		

Appendix 4: Headteacher checklist following decision to exclude

Once the decision to exclude has been made the head teacher:		✓ Tick
1.	must notify the parents, without delay and ideally by telephone, of the period of the exclusion and the reasons for it (para.26)	
2.	must provide information in writing to the parents, without delay, confirming the exclusion and providing all necessary information (paras.27-39)	
3.	must, for a permanent exclusion , tell the LA without delay (para.40), by completing the appropriate paperwork (including the requested supporting documentation) Schools must use the appropriate forms (available from the LA) to notify the local authority, without delay, of a permanent exclusion for a pupil and send to the exclusionsteam@bradford.gov.uk by secure Galaxkey email.	
4.	must, for fixed period and permanent exclusions, ensure the exclusion is logged correctly on SIMS, giving details of start date, end date and reason must inform the governing body or Clerk to the Governing Board of the exclusion so that any necessary meeting can be arranged within the statutory time limits (para.40 and para.55)	
5.	should make arrangements for the pupil to receive homework during the exclusion period and set these out in the exclusion letter (para.50-51) - it is good practice for there to be a named contact given in the exclusion letter so that parents know who to talk to if there are any problems with these arrangements	
6.	should, if a Governing Board meeting is necessary, prepare paperwork for the Clerk to circulate to all parties (para.61) should consider arrangements for reintegrating the pupil at the end of the exclusion period, bearing in mind that conditions cannot be imposed on the return to school (para.13)	
7.	should consider arrangements for reintegrating the pupil at the end of the exclusion period, bearing in mind that conditions cannot be imposed on the return to school (para.13)	

Appendix 5: Model exclusion letters

Model Letter A - to inform parents/carers of a fixed period suspension from school of 5 days or fewer

From head teacher notifying parent of a fixed period suspension of 5 school days or fewer in one term, and where a public examination is not missed. Include Parent Information Leaflet.

Dear **[Parent's/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 s/he 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]**.

[for pupils of compulsory school age]

You have a duty to ensure that your child is not present in a public place in school hours during this exclusion on **[specify dates]** unless there is reasonable justification for this. I must advise you that you may receive a penalty notice from the local authority if your child is present in a public place during school hours on the specified dates. If so, it will be for you to show reasonable justification.

We will set work for **[Child's Name]** to be completed on the days specified in the previous paragraph as school days during the period of exclusion when you must ensure that s/he is not present in a public place without reasonable justification. **[detail the arrangements for this]**. Please ensure that work set by the school is completed and returned promptly for marking. Work to be collected from and returned to the school's main reception.

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

You should also be aware that if you think the exclusion has occurred as a result of discrimination then you 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. <http://www.justice.gov.uk/guidance/courts-and-tribunals/tribunals/send/index.htm>).

[This paragraph applies to all fixed period exclusions of primary-aged pupils and may be used for fixed period exclusions, of up to 5 days, of secondary aged pupils if the head teacher chooses to hold a reintegration interview.]

You **[and your child or pupil's name]** are requested to attend a reintegration interview with me **[alternatively, specify the name of another staff member]** at **[place]** on **[date]** at **[time]**. If that is not convenient, please contact the school **[within the next ten days]** to arrange a suitable alternative date and time. The purpose of the reintegration interview is to discuss how best your child's return to school can be managed. Failure to attend a reintegration interview will be a factor taken into account by a magistrates' court if, on future application, they consider whether to impose a parenting order on you.

You also have the right to see a copy of **[Child's Name]**'s school record. Due to confidentiality restrictions, you will need to notify me in writing if you wish to be supplied with a copy of **[Child's Name]**'s school record. I will be happy to supply you with a copy if you request it.

Should you require advice about exclusion from school you can contact The Exclusions Team on Bradford (01274) 439333, 435239 or 432446.

I would advise you of the following sources of free and impartial advice:

Department for Education's statutory guidance on exclusions
<https://www.gov.uk/government/publications/school-exclusion>

You may also find it useful to contact the Children's Legal Centre. They aim to provide free legal advice and information to parents on state education matters. They can be contacted on 0808 802 0008 or on <http://www.childrenslegalcentre.com>. The advice line is open from 8am to 8pm Monday to Friday, except Bank Holidays and 24th December to the 1st January.

[where considered relevant by the head teacher, links to local services, such as Traveller Education Services, the Information Advice & Support Services Network (formerly known as the local parent partnership) BradfordSEDIASS@barnardos.org.uk, the National Autistic Society (NAS) School Exclusion Service (England) (0808 800 4002 or schoolexclusions@nas.org.uk), or Independent Parental Special Education Advice (<https://www.ipsea.org.uk>)

[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

N.B. For a copy of the Privacy Notice please go to the school website

Model Letter B: letter to inform parents/carers of a fixed period suspension of more than 5 days (up to and including 15 school days in a term)

From head teacher notifying parent(s)/carer(s) of a pupil of that pupil's fixed period suspension of more than five school days (up to and including 15 school days) in a term. Include Parent Information Leaflet.

Dear **[Parent'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 suspension start date is **[date]** and the end date is **[date]**. Your child should return to school on **[date]**.

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

[for pupils of compulsory school age - next 3 paragraphs]

You have a duty to ensure that your child is not present in a public place in school hours during the first five school days **[or specify dates if suspension is for fewer than five days]** of this suspension, that is on **[specify dates]**. I must advise you that you may be prosecuted or receive a penalty notice from the local authority if your child is present in a public place on the specified dates without reasonable justification. It will be for you to show that there is reasonable justification for this.

We will set work for **[Child's Name]** during the **[first 5 or specify other number as appropriate]** school days of his **[or her]** suspension **[specify the arrangements for this]**. Please ensure that work set by the school is completed and returned to us promptly for marking. Work to be collected from and returned to the school's main reception.

[if the individual suspension is for more than five days]

From the **[sixth school day of the pupil's suspension [specify date] until the expiry of his suspension]** we will provide suitable full-time education. On **[date]** s/he should attend at **[give name and address of the alternative provider/education setting if not the home school]** at **[specify the time — this may not be identical to the start time of the home school]** and report to **[staff member's name]**. **[If applicable — say something about transport arrangements from home to the alternative provider. If not known, say that the arrangements for suitable full time education will be notified by a further letter].**

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

If you think the suspension relates to discrimination

If you think the suspension relates to a disability your child has, and you think disability discrimination has occurred, you have the right to make a claim under the Equality Act (2010) to the First-tier Tribunal (Special

Educational Needs and Disability). Their contact is 01325 289350 or email: SEND@justice.gov.uk. For all other cases of discrimination, please contact Bradford County Court Enquiries on 01274 840274. All claims of discrimination should be lodged within six months of the date on which the discrimination is alleged to have taken place i.e. the day on which the pupil was suspended.

You have the right to see and have a copy of, your child's school record. Due to confidentiality restrictions, you must notify me in writing if you wish to be supplied with a copy of your child's school record. I will be happy to supply you with a copy if you request it.

Should you require advice about the exclusion process you can contact The Exclusions Team on Bradford (01274) 439333, 435239 or 432446.

I would advise you of the following sources of free and impartial advice:

Department for Education's statutory guidance on exclusions
<https://www.gov.uk/government/publications/school-exclusion>

You may also find it useful to contact the Children's Legal Centre. They aim to provide free legal advice and information to parents on state education matters. They can be contacted on 0808 802 0008 or on <http://www.childrenslegalcentre.com/>. The advice line is open from 8am to 8pm Monday to Friday, except Bank Holidays and 24th December to the 1st January.

[where considered relevant by the head teacher, links to local services, such as Traveller Education Services, the Information Advice & Support Services Network (formerly known as the local parent partnership) BradfordSENDIASS@barnardos.org.uk, the National Autistic Society (NAS) School Exclusion Service (England) (0808 800 4002 or schoolexclusions@nas.org.uk), or Independent Parental Special Education Advice (<https://www.ipsea.org.uk>)

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

Insert the following if the school/academy is requesting a reintegration meeting:

Reintegration Meeting

You and **[pupil's name]** are requested to attend a reintegration meeting with **[specify the name of staff member]** at **[place]** on **[day & date]** at **[time]**. If this is not convenient, please contact the school as soon as possible to arrange a different date and time. The purpose of this meeting is to discuss how best to manage your child's return to school.

Return to School

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

Yours sincerely
[Name]

Headteacher

N.B. For the School Privacy notice please go to the school website.

Model Letter C: letter to inform parents/carers of a fixed period suspension of more than 15 days in total in one term

From head teacher notifying parent(s)/carer(s) of a fixed period suspension of more than 15 school days in total in one term. Include Parent Information Leaflet.

Dear **[Parent's/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 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]**.

[for pupils of compulsory school age — next three paragraphs]

You have a duty to ensure that your child is not present in a public place in school hours during **[the first five school days of suspension or specify dates]**, unless there is reasonable justification for this. I must advise you that you may be prosecuted or receive a penalty notice from the local authority if your child is present in a public place on the specified dates. It will be for you to show that there is reasonable justification.

We will set work for **[Child's Name]** during the **[first five school days or specify dates]** of his/her suspension **[specify the arrangements for this]**. Please ensure that work set by the school is completed and returned to us promptly for marking. Work to be collected from and returned to the school's main reception.

[INSERT: If the Governing Board has authorised the pupil to return to the premises to take and exam /NC test whilst excluded, put the sentence here]

[if the individual exclusion is for more than five days]

From the **[sixth school day of the pupil's suspension]** **[specify date]** until the expiry of this suspension we will provide suitable full-time education. **[Set out the arrangements if known at the time of writing, e.g.]** On **[date]** s/he should attend **[give name and address of the alternative provider/education setting]** at **[specify the time — this may not be identical to the start time of the home school]** and report to **[staff member's name]**. **[If applicable — say something about transport arrangements from home to the alternative provider]** **[if not known say that the arrangements for suitable full time education will be notified shortly by a further letter]**

As the length of the suspension is more than 15 school days in total in one term the Pupil Discipline Committee (PDC) must meet to consider the suspension. At the review meeting you may make representations to the PDC if you wish. The latest date on which the PDC can meet is **[date here — no later than 15 school days from the date the governing body is notified]**. If you wish to make representations to the PDC committee and wish to be accompanied by a friend or representative please contact **[name of contact]** on/at **[contact details — address, phone number, email]**, as soon as possible. You will, whether you choose to make representations or not, be notified by the Clerk to the PDC of the time, date and location of the meeting. Please advise if you have a disability or special needs which would affect your ability to attend or take part in a meeting at the school. Also, please inform **[contact]** if it would be helpful for you to have an interpreter present at the meeting.

You may also invite a representative of the Local Authority to attend the meeting as an observer where, with the governor's consent, they can make representations.

You should also be aware that if you think the suspension has occurred as a result of discrimination then you 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. <http://www.justice.gov.uk/guidance/courts-and-tribunals/tribunals/send/index.htm>.

Making a claim would not affect your right to make representations to the Pupil Discipline Committee.

[mandatory for all exclusions of primary-aged pupils and those of more than five days of secondary-aged pupils]

You **[and your child or name of pupil]** are invited to attend a reintegration interview with me **[alternatively, specify the name of another staff member]** at **[place]** on **[date]** at **[time]**. If that is not convenient, please contact the school before your child is due to return 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. Failure to attend a reintegration interview will be a factor taken into account by a magistrates' court if, on future application, they consider whether to impose a parenting order on you.

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

I would advise you of the following sources of free and impartial advice:

The Exclusions Helpline at Bradford Council on (01274) 43933, 435239 or 432446 or email exclusionsteam@bradford.gov.uk who can provide advice.

Department for Education's statutory guidance on exclusions
<https://www.gov.uk/government/publications/school-exclusion>

You may also find it useful to contact the Children's Legal Centre. They aim to provide free legal advice and information to parents on state education matters. They can be contacted on 0808 802 0008 or on <http://www.childrenslegalcentre.com/>. The advice line is open from 8am to 8pm Monday to Friday, except Bank Holidays and 24th December to the 1st January.

[where considered relevant by the head teacher, links to local services, such as Traveller Education Services, the Information Advice & Support Services Network (formerly known as the local parent partnership) BradfordSEDIASS@barnardos.org.uk, the National Autistic Society (NAS) School Exclusion Service (England) (0808 800 4002 or schoolexclusions@nas.org.uk), or Independent Parental Special Education Advice (<https://www.ipsea.org.uk>)

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

Yours sincerely

[Name]

Head teacher

(Under GDPR - School Privacy Notice must be added here)

Model letter D: to inform parents/carers of a permanent exclusion

From the head teacher of a primary, secondary or special school notifying the parent(s)/carer(s) of that pupil's permanent exclusion. Include [Parent Information Leaflet](#).

Dear **[Parent's/Carer(s) Name]**

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

I realise that this exclusion may well be upsetting for you and your family, but the decision to permanently exclude **[Child's Name]** has not been taken lightly and has been taken as a last resort. **[Child's Name]** has been excluded because **[reasons for the exclusion — include any other relevant previous history]**.

[For pupils of compulsory school age]

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

[For pupils of compulsory school age]

Alternative arrangements for **[Child's Name]**'s education to continue will be made. For the first five school days of the exclusion we will set work for **[Child's Name]** and would ask you to ensure this work is completed and returned promptly to school for marking **[this may be different if supervised education is being provided earlier than the sixth day]**. From the sixth school day of the exclusion onwards — i.e. from **[specify the date]** the local authority **[give the name of the authority]** will provide suitable full-time education. **[set out the arrangements if known at time of writing, if not known say that the arrangements will be notified shortly by a further letter.]**

[For pupils of compulsory school age]

[Where pupil lives in a local authority other than the excluding school's local authority] I have also today informed **[name of officer]** at **[name of local authority]** of your child's exclusion and they will be in touch with you about arrangements for **[his/her]** education from the sixth school day of exclusion. You can contact them at **[give contact details]**.

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

You may also invite a representative of the Local Authority to attend the meeting as an observer where, with the governor's consent, they can make representations.

If you think the exclusion relates to discrimination

If you think the exclusion relates to a disability your child has, and you think disability discrimination has occurred, you have the right to make a claim under the Equality Act (2010) to the First-tier Tribunal (Special Educational Needs and Disability). Their contact is 01325 289350 or email: SEND@justice.gov.uk. For all other cases of discrimination, please contact Bradford County Court Enquiries on 01274 840274. All claims of discrimination should be lodged within six months of the date on which the discrimination is alleged to have taken place i.e. the day on which the pupil was excluded.

You have the right to see a copy of **[Name of Child]**'s school record. Due to confidentiality restrictions, you must 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.

You may also wish to contact an Exclusion Officer at City of Bradford MDC should you require advice about the exclusion process on Bradford (01274) 439333, 435239 or 432446 or email exclusionsteam@bradford.gov.uk, who can provide advice on exclusion from school and the exclusion process.

I would also advise you of the following sources of free and impartial advice:

Department for Education's statutory guidance on exclusions
<https://www.gov.uk/government/publications/school-exclusion>

You may also find it useful to contact the Children's Legal Centre. They aim to provide free legal advice and information to parents on state education matters. They can be contacted on 0808 802 0008 or on <http://www.childrenslegalcentre.com/>. The advice line is open from 8am to 8pm Monday to Friday, except Bank Holidays and 24th December to the 1st January.

[where considered relevant by the head teacher, links to local services, such as Traveller Education Services, the Information Advice & Support Services Network (formerly known as the local parent partnership) BradfordSENDIASS@barnardos.org.uk, the National Autistic Society (NAS) School Exclusion Service (England) (0808 800 4002 or schoolexclusions@nas.org.uk), or Independent Parental Special Education Advice (<https://www.ipsea.org.uk>)

Yours sincerely

[Name]

Head teacher

(Under GDPR - School Privacy Notice must be added here)

Appendix 6: Pupil witness statement pro-forma

School name:

Pupil's name:

Form:

Before writing your statement, please read the guidelines below. Please ask if you are unsure about any point.
If you are concerned about yours or another pupil's safety please speak to a member of staff.

1. Be as clear and as concise as possible
2. Keep to the facts – add times and dates, if known
3. Only comment upon what you have actually **seen** or **heard yourself**
4. Be honest and tell the whole story – do not leave out information because you feel it may cause trouble for a friend

OUTLINE OF INCIDENT

Signed by student

Date

In the presence of (staff name)

Position

Paperwork should comprise the following:

- A cover sheet - name of the school, child, date of birth and date of the Pupil Discipline Committee meeting
- A contents page - Sections A- E below
- Page numbers to help governors and other meeting attendees navigate the pack during the meeting. These can be handwritten onto the paperwork when the pack is complete.

Permanent exclusion for a 'one off' offence	
What to include	What to leave out
Section A – exclusion notification	
<ul style="list-style-type: none"> ✓ Copy of the relevant exclusion letter sent to parents ✓ If the head teacher issued a short fixed period suspension in the first instance in order to investigate an incident, both letters should be included 	Any other exclusion letters
Section B – evidence relating to the incident	
<ul style="list-style-type: none"> ✓ Witness statements including a statement by the child being excluded. The head teacher should also complete a contemporaneous statement if they were involved in the incident. ✓ Good witness statements <ul style="list-style-type: none"> ○ are signed and dated. ○ are completed before decision to exclude if possible. If written statements are completed after the date of the permanent exclusion, the head should include notes of verbal statements obtained as part of the evidence collection. ○ have the names of all child witnesses, apart from the child being excluded blocked out. Originals need to be made available for governors as part of their deliberation if required. ○ generally provide the evidence that led to the decision to exclude. The head teacher should address any inconsistencies as part of the statement at the PDC. 	Behaviour logs or statements relating to academic attainment or behaviour other than the incident that led to the exclusion
Section C – school support	
<ul style="list-style-type: none"> ✓ Prior support for child's SEN needs as well as any action taken to support the child as a result of the exclusion. ✓ EHCP Review. This review should take place before the PDC. ✓ TAF/CiN/CP Review – not to be shared without parents' consent. 	
Section D – parent submission	
<ul style="list-style-type: none"> ✓ This will include any paperwork sent to the clerk by the parents. 	Any school opinion or comment about the parents' involvement in the child's education
Section E Appendices	
<ul style="list-style-type: none"> ✓ The Trust Behaviour Policy and any local behaviour protocol. ✓ The head teacher can decide to include only the relevant section of the policies. It will help to have a brief note explaining how the school ensures all parents know how to access school policies, including revisions. 	

Permanent exclusion for persistent disruptive behaviour

Any decision to exclude, must be lawful (with respect to the legislation relating directly to exclusions and a school's wider legal duties) rational; reasonable; fair; and proportionate.

What to include	What to leave out
Section A – exclusion notification	
<ul style="list-style-type: none"> ✓ Copy of the most recent exclusion letter sent to parents ✓ Copy of all exclusion letters from the current school relating to behaviour that led to this exclusion 	Any information on file relating to exclusions from previous schools
Section B – evidence of persistent disruptive behaviour	
<ul style="list-style-type: none"> ✓ Behaviour logs in chronological order 	Evidence of academic attainment levels
Section C – school support	
<p>Any action taken to support the child's behaviour prior to the exclusion.</p> <ul style="list-style-type: none"> ✓ IEP or equivalent. <ul style="list-style-type: none"> ○ Samples of target setting and support strategies identified. ○ Evidence of review of strategies. ○ Evidence of referrals/involvement of outside agencies to support child's behaviour. ✓ PSP or equivalent including review paperwork ✓ Managed Move paperwork. <ul style="list-style-type: none"> ○ Original agreement and review paperwork ✓ EHCP interim or annual review. This review should be scheduled before the PDC if possible. ✓ Details of any alternatives to permanent exclusion considered: <ul style="list-style-type: none"> ○ List of any alternatives considered and reasons judged not to be appropriate eg Managed Move, long fixed period exclusion, use of alternative provision ○ Notes of any discussion / emails relating to alternatives considered /explored 	<p>TAF/CiN/CP review – not to be shared without parents' consent. Head teachers should only include CAF summary sheet P10 of CAF plus any review paperwork if needs relate to behaviour in school.</p> <p>Copies of every individual target card/IEP or equivalent. It is sufficient to provide a sample noting what that sample represents.</p>
Section D – parent submission	
<ul style="list-style-type: none"> ✓ This will include any paperwork sent to the clerk by the parents. 	<ul style="list-style-type: none"> ✓ Any school opinion or comment about the parents' involvement in the child's education
Section E Appendices	
<ul style="list-style-type: none"> ✓ The Trust Behaviour Policy and any local behaviour protocol. ✓ The head teacher can decide to include only the relevant section of the policies. It will help to have a brief note explaining how the school ensures all parents know how to access school policies, including revisions. 	

Appendix 7: Head teacher Summary Report for Pupil Disciplinary Committee

Re:

Date:

Further to my witness statement written on (*insert date*), I wish to present the following:

The reasons for my decision to permanently exclude (*name*) were based upon the safety and well-being of all pupils, staff and (*name*). In reaching my decision I was informed not only by the current Government Exclusions Guidance but also Gloucestershire Exclusion pack that provides additional advice to head teachers and governors – specifically

A decision to exclude a pupil permanently should only be taken:

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

The particular circumstances around this exclusion are as follows:

Brief factual summary of persistent disruptive or aggressive behaviours

The impact of (*name*) behaviour was:

-
-
-

The DfE states that any decision to exclude must be lawful, rational, reasonable, fair and proportionate.

HT should briefly explain how the exclusion was:

Lawful

Legally sound – exclusion procedures followed including informing parents, witness statements as well as any broader legal considerations, Child Protection, SEN Code of Practice, Equalities Act etc

Rational

Time taken to consider the evidence and advice sought from any relevant professionals

Reasonable

Based on expectations or demands within the realms of what is possible and achievable for that child

Fair

That any extenuating circumstances were considered as well as any differences in response to other child in the same or similar situation - not biased

Proportionate

Why permanent rather than fixed period exclusion was appropriate.

As well as the guidance issued by government, the following school policies apply:

The Trust Behaviour Policy states:

-
-

Our local behaviour protocol states:

-
-

Our CP and Safeguarding policy/health and safety policy state(s):

-
-

Our Home School Agreement states:

-
-

SEND/Anti bullying/Care and Control/drugs etc

I am satisfied that in this case I had not alternative to permanent exclusion and ask the governors to uphold my decision.

Appendix 8: Guidance for holding the Pupil Discipline Committee

Protocols for PDC	✓ Tick
Arrange the room so that the pupil and parents feel as comfortable as possible and do not feel intimidated, so they feel able to contribute their views to the meeting	
Have a spare set of papers available and allow reading time for any papers that have not been circulated prior to the meeting	
Only the governors and clerk meet prior to the start of the meeting – everyone else remains outside the room	
Allow time for parents to arrive if they are not present at the start – try to contact to remind/check attendance (clerk)	
Introduction by the Chair – stick to the agenda with clerk taking notes	
Encourage pupil to contribute to the meeting.	
All leave the room, except clerk, whilst governors deliberate and come to their decision	
Outcome can be fed back at the time and /or via written notification – same day or second working day if posted	
PDC Meeting Procedure	✓ Tick
1. The Chair welcomes and introduces everyone and explains their roles	
2. The Chair outlines the purpose of the meeting and the procedures to be followed	
3. The Chair should also explain how the decision will be reached	
4. The Chair invites the Headteacher to state their case	
5. Parent/carers or their representative may question the headteacher	
6. Governors may question the headteacher	
7. The LA representative ⁱ may seek points of clarification from the headteacher	
8. Parents/carers and/or their representative are invited to put their case. If the pupil is in attendance, they should be given the opportunity to give their version of events to the Committee at this stage	
9. The headteacher may question the parents/carers and/or their representative and the pupil (if present)	
10. Governors may question the parents	
11. The LA* representative may seek points of clarification from the parent	
12. The LA** representative may make oral representations	
13. The headteacher, Governors and parents/carers may question the LA representative.	
14. The headteacher is asked to summarise their case	
15. The parents/carers are asked to summarise their case	
16. Parents/carers (and pupil if in attendance) and their representative, the headteacher and the LA representative leave the meeting together	
17. The members of the PDC discuss and reach a decision	
18. Parents/carers (and pupil if present) and their representative, the headteacher and the LA representative are informed of the Committee's decision after the meeting, this must be followed up by a written notification	
ⁱ The Local authority must be invited the PDC meeting for maintained schools. For Academy schools, parents or schools can invite the LA to attend	

** The chair of the PDC at an Academy school can allow the LA to make representations to the meeting.	
What the PDC must consider in reaching its decision	✓ Tick
Was exclusion a reasonable, rational and fair response?	
Was this incident, in itself, serious enough to warrant exclusion having regard to the School Discipline Policy?	
Is there evidence that by allowing the pupil to remain in school it would seriously harm the education or welfare of the pupil or others in the school?	
Were the parents notified of the exclusion and the reasons for it?	
Has the Headteacher demonstrated that the incident has been thoroughly investigated?	
Did the investigation demonstrate the pupil's involvement and that they were on the balance of probabilities responsible for the action/s which led to the exclusion?	
Has the pupil given their version of events?	
Was the incident provoked by racial/sexual harassment, or by bullying, gender identification or because of SEN including SEMH needs?	
Does the school's 'Code of Behaviour'/Discipline Policy make clear what is expected of every pupil? Does the school regularly promote its 'Code of Behaviour' in Pastoral/Social Education lessons, tutor groups, classrooms, assemblies, parents' meetings, and the school prospectus in order that every pupil understands the level of expectation? Were this pupil and her/his parents/carers clear about the policy?	
Has the school demonstrated that the exclusion was decided in response to a serious breach, or persistent breaches of the school's behaviour policy; <u>and</u> that allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school?	
If this was part of a pattern of unacceptable behaviour, has the school used all available strategies to understand any unmet needs of the pupil and support the pupil? These include: <ul style="list-style-type: none"> ▪ a Pastoral Support Programme; ▪ Home/School Agreement; ▪ own behaviour modification programme; ▪ counselling by school staff; ▪ (where appropriate) the involvement of the Pupil Support Services (ESWS, SEN, EP, SEBD Services, Social Communication, Interaction and learning [SCIL] team etc), Social Worker, YOT, Health and other external support agencies; 	
The Chair must advise the Headteacher and the parents that they will be notified in writing of the decision within 1 working day of the meeting.	
<i>Where the PDC have upheld a permanent exclusion, their decision letter can invite Children's Services' representative to advise the parent(s) of alternative school provision. The Children's Services representative will not name another school but will assist parents/carers once they have made their preference known.</i>	

ENDS