



Rarely Exclusion

Telford and Wrekin's guidance on early support and intervention to meet the needs of young people and therefore reduce the need for suspension or exclusion.

September 2026

Contents

	Page
1.0 Background	3
2.0 Our Vision	3
3.0 Ethos	3
4.0 Principles	3
5.0 Belonging Strategy – Framework for Delivery	4
6.0 Belonging Pathway	4
7.0 Suspension	6
8.0 Permanent Exclusion	8
9.0 Writing to Parents	11
10.0 The Role of the Governing Body	12
11.0 Additional Guidance for Schools	14

Appendices

	Page
1 Support to Deliver the Belonging Pathway	17
2 Other Possible Strategies to Consider	18
3 External Reasons for Behaviour and Strategies to Consider	19
4 Model Letter, suspension of 5 days or fewer	20
5 Model Letter, suspension of between 5 and 15 days	22
6 Model Letter Permanent Exclusion	24
7 Permanent Exclusion – Guide for parents	26
8 Suspensions and Exclusions – frequently asked Questions	28

Telford and Wrekin's guidance on early support and intervention to meet the needs of young people and therefore reduce the need for suspension or exclusion. This guidance replaces the previous 'Exclusions: Summary Document' (T&W Council April 2020).

1.0 Background

At the 'Supporting Vulnerable Learners' conference in April 2018, borough-wide Vision, Ethos and Principles for working together were agreed, these were then translated into what became the Belonging Strategy published in 2019.

This guidance aims to provide further advice to schools and settings to support the implementation of the Belonging Strategy. It also aims to support schools to ensure compliance with statutory guidance and therefore draws on the latest statutory guidance, 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement', published in July 2026 (DfE).

The DfE Statutory guidance July 2026 states that "For the vast majority of pupils, suspensions and permanent exclusions may not be necessary, as other strategies can manage their behaviour. Where approaches to behaviour management have been exhausted, then suspension may sometimes be necessary, with permanent exclusion only to be used **as a last resort**. This is to ensure that other pupils and teaching staff can work in safety and are respected." (Our highlighting)

The Ofsted Handbook November 2025 states that "sanctions, including isolation, suspension and permanent exclusion, are used proportionately and appropriately to tackle behaviour that does not reflect leaders' high expectations." It also states for the expected standard that "leaders and staff generally apply agreed rules and sanctions effectively. Suspension and permanent exclusion are used appropriately." With the suggestion that inappropriate use of suspensions (including repeat suspension that don't have an impact), would lead to an "Urgent Improvement" judgement under Attendance and Behaviour.

Experience of recent inspections suggest that Ofsted will therefore consider the effectiveness of suspensions in addressing the needs of young people, particularly where repeat suspensions occur. Suspension or exclusion of young people with vulnerabilities could be considered to be a safeguarding concern.

2.0 Our Vision

Every child deserves, and should receive, an excellent education and the chance to fulfil their potential, whatever their background, needs or location in the borough.

3.0 Ethos

All schools, settings, provisions and the Local Authority within Telford and Wrekin should work together in partnership, sharing information, ideas and best practice to achieve this vision. We are all collectively responsible for the young people of Telford and Wrekin and hold a shared responsibility for emotional wellbeing, and for fairness and equity for all.

4.0 Our Principles

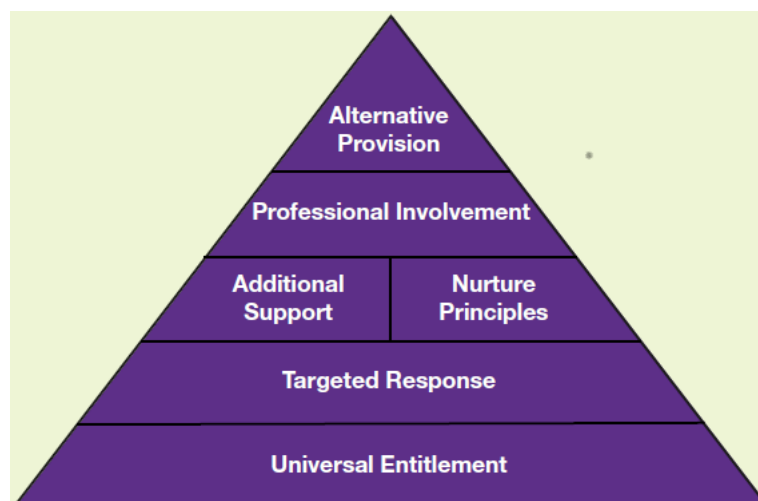
- Successful outcomes and wellbeing for all children and young people should inform all decisions.
- Access to mainstream provision will be fair and equitable for all.
- No child should be without a school place for more than 15 school days.
- **All transitions within the borough, including reintegration into mainstream schools and managed moves, should be carefully planned to support the needs of the young person, the school and the school community.**

- **Permanent exclusion is rarely the right outcome for a young person and should only be used as an absolute last resort.**
- **Fixed-term exclusions add to the sense of rejection for many young people and therefore should rarely be applied and if so for as short a period as possible.**
- **Early identification of need and early intervention is essential in supporting young people.**
- All pupils have access to the right provision when required; there is equality of access to all provisions based on need.
- A range of appropriate, flexible provisions is available to meet needs, interests, wishes and aspirations of young people and is accessible to all pupils.
- Children, young people, parents and carers are fully informed and involved in decision-making about their options and opportunities.
- All provision must be of a high quality to meet the specific needs of children and young people and enable them to fulfil their potential and aspirations.
- Staff in all provisions and schools are passionate, enthusiastic and motivated to support young people and have appropriate training available to enable them to meet need.
- There should be transparency in all communication and in all processes to foster the partnership and to ensure equity.

Whilst all of these principles are equally important and relevant, the four highlighted in bold are particularly relevant to this guidance.

5.0 Belonging Strategy – Framework for Delivery

The Belonging Strategy identified a framework for delivery, this is described through a ‘pyramid of numbers’ model:



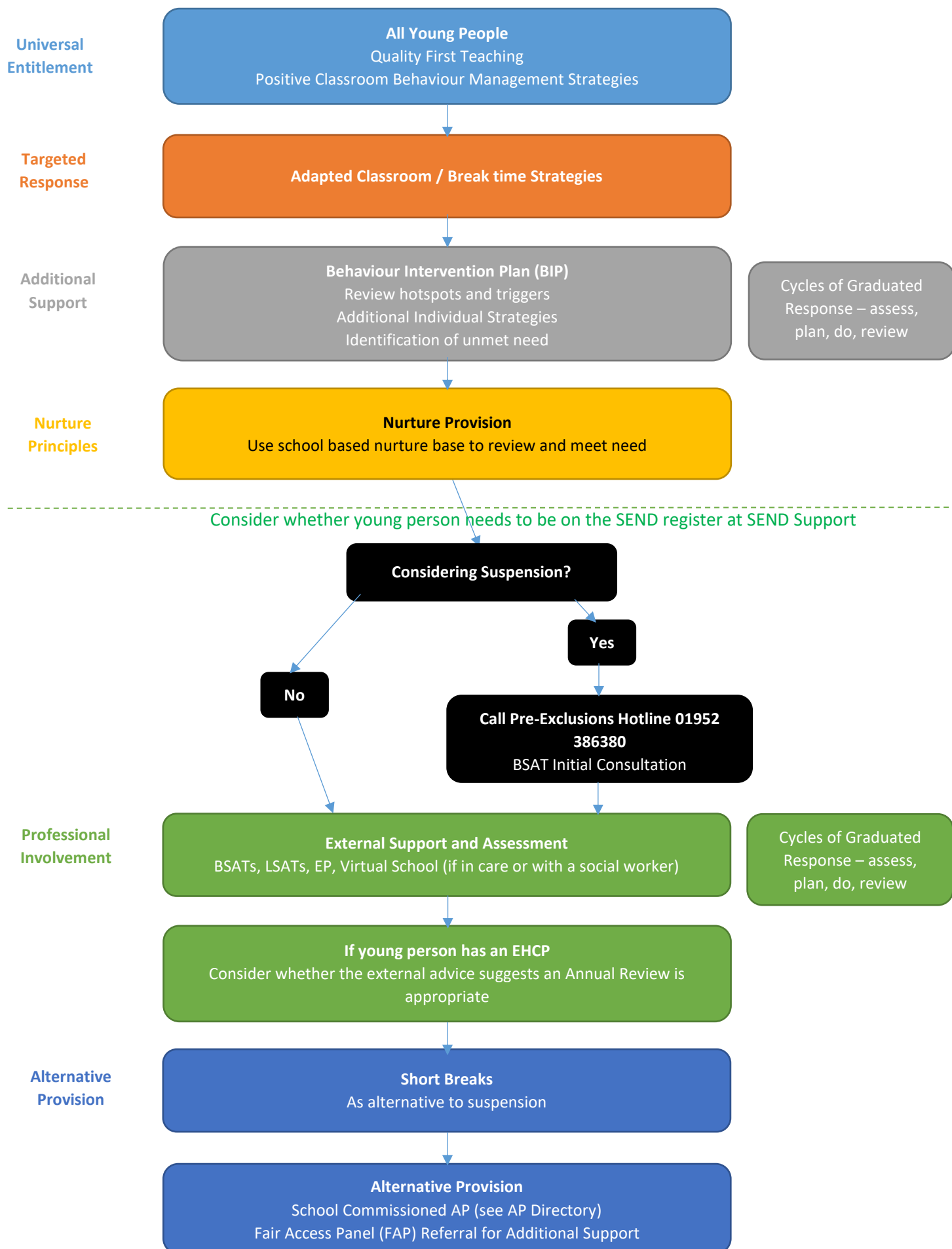
The Belonging Pathway described below will build on this concept.

6.0 Belonging Pathway

This pathway describes the steps in support and intervention for young people to ensure their needs are identified and plans to meet these needs are in place. Whilst any decision to suspend or exclude a young person will sit with the Headteacher, it is hoped and expected that this pathway will provide a guide to signpost the alternatives to suspension and exclusion. This is not intended as a series of hurdles that need to be jumped to get to suspension, but rather a signpost to support any graduated response. At any stage in the process, where the interventions have a positive impact on behaviour, the young person should be stepped down to an appropriate lower level of support.

Appendix 1 describes possible support to deliver this belonging pathway. **Appendix 2** suggests other possible strategies that could be considered and **Appendix 3** looks at external factors that might affect behaviour and possible strategies to address these.

Belonging Pathway



7.0 Suspension

It is hoped that using the strategies outlined above it will be possible to meet the needs of young people before the Head identifies the need to suspend a young person. However, it is recognised that the Headteacher has the right to suspend where other options aren't available.

The DfE published updated guidance 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement' in July 2026. The advice below attempts to outline the key points of this guidance and to put this into a local context.

Suspension should be a last resort and not an approach to behaviour management, "for the vast majority of pupils, suspensions and permanent exclusions may not be necessary, as other strategies can manage their behaviour. Where approaches to behaviour management have been exhausted, then suspension may sometimes be necessary, with permanent exclusion only to be used as a last resort. This is to ensure that other pupils and teaching staff can work in safety and are respected."

Where a suspension is issued, the Headteacher should notify parents and the Local Authority 'without delay'. In **Appendix 4** you will find a model letter which can be used to notify parents of a suspension of up to 5 days. **Appendix 5** includes a letter you could use to notify parents of a suspension of between 5 and 15 days.

Suspensions can only be issued by the Headteacher. The following suspension checklist should be used by the Headteacher to ensure that any suspension is lawful, reasonable, fair and proportionate.

Suspension Checklist



8.0 Permanent Exclusions

In Telford and Wrekin, we are proud of the fact that traditionally rates of Permanent Exclusion have been low. Across schools and the local authority, we work together to find alternatives to Permanent Exclusion where possible.

Where there has been a 'serious breach or persistent breaches of the school's behaviour policy' and a permanent exclusion is being considered, the following options are available as an alternative.

Pre-Exclusions Hotline

Call the Exclusions Hotline (01952 386380) in the first instance, the Behaviour Support Advisory Team will be able to discuss alternatives with you and help you to progress other options described below.

Collecting Further Evidence

The Suspensions and Exclusions guidance (DfE 2026) states:

"The law does not allow for extending a suspension or 'converting' a suspension into a permanent exclusion. In exceptional cases, usually where further evidence has come to light, for example where there has been further investigation of the pupil's misconduct during the initial suspension and the headteacher has determined that the initial suspension was not an enough of a sufficient sanction, a further suspension may be issued to begin immediately after the first suspension ends. Or a permanent exclusion may be issued to begin immediately after the end of the suspension."

In considering whether to issue a permanent exclusion or not, you should therefore consider whether you have all of the evidence available. Where further evidence may come to light, the advice would be to issue a suspension of up to 5 days 'pending further investigation'. You can then consider the full evidence before deciding whether to issue the permanent exclusion after the 5 days.

Managed Moves

Where there has been a serious breach of the schools' behaviour policy, a fresh start in a new school may well break any cycles of behaviour or expectations amongst peers. A managed move to a new school may, therefore, be the set solution for the young person and for the school.

A managed move may be negotiated during the 5 days 'pending further investigation' of a suspension or at any time following the issue of the permanent exclusion up until the governors Pupil Disciplinary Committee meeting starts. In this case, the suspension or the permanent exclusion can be rescinded on the basis that the young person has a fresh start in a new school.

For primary schools, the agreement is that any requests for a managed move go through the Fair Access Panel. For secondary schools, managed moves are normally agreed directly between Headteachers. For both phases, the SEMH Inclusion Officer (via the Exclusions Hotline) will be able to give further advice and discuss potential schools for the managed move.

Further details about Managed Moves can be found in the Fair Access Protocols.

Fair Access Panel Referral

A referral to the Fair Access Panel should be considered as part of the 'Belonging Pathway' to support the young person. For a significant one off incident, a referral to the Fair Access Panel for advice and support might provide an effective alternative to permanent exclusions. The panel meets once every three weeks and so would normally hold a meeting during the period between the issue of a permanent exclusion and the Pupil Disciplinary Committee meeting, so if a suitable alternative is found, the permanent exclusion can be rescinded. Options from the panel include access to the PRUs (Linden Centre and Kickstart) usually for an

intervention placement although it may be appropriate for some Key Stage 4 students to go on roll at Kickstart.

Alternative Provision

The Headteacher has the power to 'direct a pupil offsite' for their education. In some instances, the use of alternative provisions locally for part of a student's timetable might well provide the stimulus to re-engage that young person in education.

Further details of Alternative Provisions available locally can be found on the AP Directory:

https://www.telford.gov.uk/info/21820/alternative_provision_directory

Issuing a Permanent Exclusion

If, following consideration of the options above, there is no alternative other than to issue a permanent exclusion as a last resort, the following permanent exclusion checklist should be used by the Headteacher to ensure that any exclusion is lawful, reasonable, fair and proportionate.

Where a Permanent Exclusion is issued, the Headteacher should notify parents and the Local Authority 'without delay'. In **Appendix 6** you will find a model letter which can be used to notify parents.

Permanent Exclusion Checklist

Is the exclusion for a behavioural issue?

Exclusions can only be for a serious breach or persistent breaches of the school's behaviour policy **AND** allowing the pupil to remain in school would seriously harm the education or welfare of others



Has the 'balance of probabilities' test been applied?

Evidence needs to have been collected to make a balanced judgement



Have all reasonable adjustments been made as described in the Belonging Pathway?



Would an exclusion be discriminatory?

Consider protected characteristics under the Equalities Act and the SEND Code of Practice



Would an exclusion place the child at risk of harm?

Consider the implications for Children in Care, Child Protection, Child in Need and open to CATE



Is a decision to exclude reasonable, fair and proportionate?



Have the views of the Young Person been taken into account?



**If after applying all of the above tests you decide to go ahead with a Permanent Exclusion....
Call the Pre-Exclusion Hotline 01952 386380**



Consider a 5 day suspension in the first place

To gather further evidence



If there is no alternative and you decide to proceed with the permanent exclusion

Exclusion Issued

Notify, 'without delay': Parents and Local Authority

All suspensions and exclusions should be recorded via SAM Online forms, under Suspension/Exclusion Notification.

If a child has a social worker also notify the social worker and the Virtual School Team without delay.

If new evidence comes to light, or a Managed Move, PRU place etc – rescind the exclusion

This can be at any time up to the Pupil Disciplinary Committee meeting

Arrange the Pupil Disciplinary Meeting

As close as possible to the 15 day limit to allow for alternative solutions

Make arrangements to set work for the first 5 days of the exclusion

9.0 Writing to Parents

On making the decision the Headteacher must immediately notify the parents of the decision. **Appendices 4, 5 and 6** contain possible model letters that can be used. A permanent exclusion can be both stressful and confusing for many parents, **Appendix 11** includes a guide for parents to explain the processes and who will be in contact with them to help them through the process. This guide for parents can be included alongside the permanent exclusion letter.

The Headteacher must ensure that the parents/carers are notified in writing of:

- the reason(s) for the suspension or permanent exclusion;
- the period of a suspension i.e. start/end dates and date of return to school **or**, for a permanent exclusion, the fact that it is permanent;
- parents' right to make representations about the suspension/exclusion to the governing body and how the pupil may be involved in this;
- how any representations should be made;
- Details of the reintegration meeting being mindful that a suspension must not be extended if an interview cannot be arranged or parents/carers do not attend;
- If the period of suspension or exclusion includes any national curriculum tests or public examinations, details of whether the pupil is able to sit these and any specific arrangements for these.

If the Governors are required to consider the suspension/exclusion, the parents have a right to attend the meeting and be represented at the meeting and may wish to bring a friend/representative for support.

The parents/carers must be given information about free and impartial advice. Sources of impartial advice are:

- The Statutory Guidance <https://www.gov.uk/government/publications/school-exclusion>
- Coram Children's Legal Centre, <https://childlawadvice.org.uk/information-pages/school-exclusion/>, phone 0300 330 5485
- ACE education, <http://www.ace-ed.org.uk/> , phone 0300 0115 142
- Family Connect 01952 385385
- IASS, Information, Advice and Support Service Network. 01952 457176

The parents/carers must be informed that their child cannot be seen in a public place during the school day for the period of the exclusion.

If alternative provision is being arranged, then the following information must be included with this notice where it can reasonably be found out within the timescale:

- the start date for any provision of full-time education that has been arranged for the child during the suspension or permanent exclusion;
- 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; and
- any information required by the pupil to identify the person they should report to on the first day.

If a child is suspended again following their original suspension, or is subsequently permanently excluded, the Headteacher must inform parents and where relevant, the pupil's social worker or local authority if the pupil has an EHCP, without delay and issue a new exclusion notice to parents and the social worker.

10.0 The Role of the Governing Body

Only the Headteacher has the power to exclude. Heads should be aware that if they consult any Governors that in doing so those Governors cannot participate in the Pupil Disciplinary Committee Meeting.

Guidance for governing boards on considering an excluded pupil's reinstatement (PDC)

The governing board has a duty to consider parents' representations about a suspension or permanent exclusion.

In the case of a maintained school, the governing board may delegate its functions with respect to the consideration of a suspension or permanent exclusion to a designated sub-committee (commonly referred to as a Pupil Disciplinary Committee or PDC) consisting of at least three governors.

In the case of an academy, the governing board may delegate to a smaller sub-committee (commonly referred to as a Pupil Disciplinary Committee or PDC) if the trust's articles of association allow them to do so.

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

- it is a permanent exclusion;
- it is a suspension which would bring the pupil's total number of school days out of school to more than 15 in a term; or
- it would result in the pupil missing a public examination or national curriculum test.

Where a suspension or permanent exclusion would result in a pupil missing a public examination or national curriculum test, it must consider and decide on the suspension or permanent exclusion before the date of the examination or test.

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

- parents (and, where requested, a representative or friend);
- the pupil if they are 18 years or over;
- the headteacher;
- a representative of the local authority (in the case of a maintained school or PRU);
- the child's social worker if the pupil has one; and
- the Virtual School Headteacher (VSH) if the child is in care or has a social worker.

The pupil should also be made aware of their right to attend and participate in the governing board meeting and the pupil should be enabled to make a representation on their own behalf if they wish to do so.

Schools should circulate any written evidence and information, including a list of those who will be present, to all parties at least 5 school days in advance of the meeting. Suggested papers might include:

- Permanent Exclusion letter
- Suspension letters
- Witness statements, which should ideally be typed and must be made anonymous. All reference to other pupils should be removed and replaced with 'child A, child B...'
- Behaviour log
- Evidence of support strategies used by school

Guidance for Governing Boards on considering the reinstatement of a suspended or permanently excluded pupil

The governing board is legally required to consider reinstating a suspended or permanently excluded pupil, they must consider both the interests and circumstances of the suspended or permanently excluded pupil, and that of other pupils, staff, and school community.

The governing board must also consider any representations made by or on behalf of:

- parents or the pupil if they are over 18 years old;
- the Headteacher;
- the pupil's social worker if the pupil has one;
- if the pupil is looked after or has a social worker, the VSH;
- and the local authority (in the case of a maintained school or PRU).

Suggested procedure or agenda for the PDC:

- To receive a statement from the Headteacher of the school on the action(s) he/she has taken and the reason(s) for them.
- Questions by the parents (if attending), and the LA representative to the Headteacher.
- To receive representations from the parents, (if attending).
- Questions by the Headteacher and the LA representative to the parents if attending
- To receive the views of the LA from the LA representative.
- Questions by the Headteacher and parents, (if attending) to the LA representative.
- Summing up by the Headteacher.
- Summing up by the parents, (if attending).

When establishing the facts in relation to a suspension or permanent exclusion the governing board must apply the civil standard of proof, i.e., 'on the balance of probabilities' (it is more likely than not that a fact is true) rather than the criminal standard of 'beyond reasonable doubt'.

The governing board should ensure that clear minutes are taken of the meeting as a record of the evidence that was considered by the governing board. These minutes should be made available to all parties on request and the record of discussion should state clearly how the decisions have been reached.

The governing board should ask all parties to withdraw from the meeting before making a decision. Where present, a clerk may stay to help the governing board by reference to their notes of the meeting and with the wording of the decision letter.

In reaching a decision on whether a pupil should be reinstated, the governing board should consider whether the decision to suspend or permanently exclude the pupil was lawful, reasonable, and procedurally fair. This should consider the welfare and safeguarding of the pupil and their peers, the Headteacher's legal duties, and any evidence that was presented to the governing board in relation to the decision to exclude.

In the light of its consideration, the governing board can either:

- decline to reinstate the pupil (uphold the Headteacher's decision to Permanently Exclude); or
- direct reinstatement of the pupil immediately or on a particular date.

The Governing Body should notify the Local Authority, within 24 hours, the outcome of the Pupil Disciplinary Committee. Notification of suspension and permanent exclusion reviews should be made via SAM Online forms, following the process under Suspension/Exclusion Notifications.

If the Pupil Disciplinary Committee decides against the reinstatement of a pupil who has been permanently excluded the parents can request an independent review (Independent Review Panel or IRP) within 15 day of receiving the Governing Body's decision.

Claims of discrimination to the First-tier Tribunal (Special Educational Needs and Disability), in relation to disability, or County Court, for all other forms of discrimination, can be made up to six months after the discrimination is alleged to have occurred. Schools should retain records and evidence relating to an exclusion for at least six months in case such a claim is made.

Guidance for governing boards on using data on suspensions and permanent exclusions

Governing boards should be challenging and evaluating what their school's data is telling them about their school or academy trust. They should review suspensions and permanent exclusions, those taken off roll and those on roll but attending education off-site. Governing boards should consider:

- effectiveness and consistency in implementing the school's behaviour policy
- 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 ensure 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
- understanding the characteristics of excluded pupils, and why this is taking place
- whether the placements of pupils directed off-site into AP are reviewed at sufficient intervals to assure that the education is achieving its objectives and that pupils are benefiting from it

11.0 Additional Guidance for Schools

Marking the Register

Where alternative provision has been made that meets the requirements of the pupil registration regulations, and the pupil attends it, an appropriate attendance code, such as Code B (Education Off-site in unregistered provision) or Code D (Dual Registration where they are attending a registered provision, including The Linden Centre and Kickstart), should be used. Advice on this should be sought from the Attendance Support Team. (01952 385222)

Where pupils are not attending alternative provision they should be marked absent using Code E

Removing the pupils name from the school register

The Headteacher must remove the pupils name from the school register if 15 school days have passed since the parents were notified of the governing body's decision to uphold the decision and no application for an Independent Review Panel has been received or if the parents have stated in writing that they do not intend to apply for an IRP.

If an IRP is held the Headteacher must wait until the review has been determined or abandoned before removing a pupils' name from the register.

When the Headteacher removes the pupils name from the school registers this must be from the 15 days after notification of the PDC, where parents have stated in writing that they don't wish to apply for an IRP of following the IRP process this **must not** be backdated to the 6th day of the permanent exclusion.

Independent Review Panel (IRP)

The legal timeframe for making an application is within 15 school days of being given notice by the PDC of the decision to uphold a permanent exclusion.

If parents apply within the legal time frame, the LA or the Academy Trust must, at their own cost, arrange for an IRP to consider the decision of the governing body not to reinstate a pupil.

In Telford & Wrekin, IRP's are organised by Democratic and Legal Services. (01952 383205). Parents make their request to Legal and Democratic Services direct.

Any application outside this timeframe must be rejected by the Local Authority or Academy.

If parents have also made a claim of discrimination in relation to the exclusion to a SEND tribunal or the County Courts this should not delay an Independent Review Panel being held.

Parents can request an IRP even if they do not attend or make a case at the meeting where the Governing Body considered the exclusion.

The IRP should be held within in 15 school days of receiving the parent's application for a review.

Following a review the IRP can decide to:

- Uphold the exclusion decision
- Recommend that the governing body reconsiders their decision,

Or

- Quash the decision and direct that the governing body considers the exclusion again.

The IRP's decision is binding on the – pupil, parents, governing body, Headteacher, LA and Academy Trust.

New evidence may be presented to the panel – although the school may not introduce new reasons for the exclusion and the panels must disregard any new reasons that are introduced.

The panel must only take account of the evidence that was available to the governing body at the time of making their decision.

The panel must be constituted of either 3 or 5 members representing the categories below. A 5 member panel must be constituted with 2 members from each of the categories of school governor and Headteacher.

- Lay member to chair – who has not worked in a school in a paid capacity, disregarding experience as a school governor or volunteer.
- School governors who have served as a governors for at least 12 consecutive months in the last 5 years, provided that they have not been teachers or head teachers during this time
- Headteacher or individuals who have been a Headteacher within the last 5 years.

In order to review the governing bodies decision the panel would normally hear from those involved in the incident or incidents that led to the exclusion. The clerk should also ascertain whether an alleged victim, if there is one, is able to present. This can be in person or through a representative or by submitting a written statement. In the cases of witnesses it is normally more appropriate for the panel to rely on written statements.

Where character witnesses are proposed the clerk should seek the agreement of the panel, but this should be allowed unless there is a good reason to refuse.

All written statements should be attributed, signed and dated unless the school has good reason to protect the anonymity of the witness. The general principle remains that excluded pupils are entitled to know the substance behind the reason for the exclusion.

Parties attending the original hearing have the right to be represented.

In addition to witness statements the clerk should request written evidence from the school in order to circulate in advance of the meeting, such as policies and documents of the school which the governing body would have taken into account in making their decision.

Where the schools case rests largely on physical evidence, where practical, it should be retained and made available to the panel.

When considering the governing body's decision the panel will apply the following tests:

- Illegality – did the Headteacher and / or the governing body act outside the scope of their legal powers in taking the decision to exclude.
- Irrationality - was the decision of the governing body not to reinstate the pupil so unreasonable that it was not one a sensible person could have made?
- Procedural impropriety – was the process and the governing body's decision so unfair or so flawed that justice was not done.

Appendices

Appendix 1 - Support to Deliver the Belonging Pathway

Support is available from across a range of services from Telford & Wrekin Council and partners to deliver the interventions described in the pathway. The table below highlights some of this support available and other strategies which schools have reported that they have found useful.

Belonging Strategy Framework	Belonging Intervention	Support Available
Universal Entitlement	All Young People	• Belonging audit • Training for schools including “Behaviour as Communication”, “Restorative Conversations” and “Emotion Coaching” • Upskilling staff to undertake restorative reintegration meetings • Bespoke training and support for staff who need support to develop classroom management techniques, also built into the NQT and RQT programmes. • Support for individual teachers – observations and development of behaviour management techniques • Behaviour Support Intervention Training or MAPA • Restorative Justice • Solution Focussed Therapy • CBT • Circle of Friends • Developing the Behaviour Policy • Motivational Interviewing
Targeted Response	Adapted Classroom / Break time Strategies	• Use of ‘Transition Fund’ to target support for identified Year 7s
Additional Support	Belonging Intervention Plan (BIP)	• Sharing of assessment approaches including SDQs and Boxall Profile • Training for staff in using assessment tools (PASS/Boxall etc) • Emotion Coaching • ELSA
Nurture Principles	Nurture Provision	• Support from Linden Centre to implement an assessment model and 6 week intervention programme
Professional Involvement	Exclusions Hotline	• Exclusions Hotline and BSAT follow up
Professional Involvement	External Support and Assessment	• LSAT Team • EPS • Outreach support from Special Schools • Virtual School (CiC & CWSW) • BSAT Team • Consultation with SEMH Inclusion officer
Alternative Provision	Short Breaks	• Short Breaks
Alternative Provision	Alternative Provision	• FAP • AP Directory

Appendix 2 - Other Possible Strategies to Consider

Question or Issue	Strategies to Consider
For All Schools	
What do the pupils think?	How do you capture pupil voice? Where do pupils feel safe and unsafe in schools – for example you could use a map of the school and ask pupil to colour the areas where they feel safe or unsafe. How do you then mitigate for those areas of the school where they feel unsafe?
Do staffing structures support students?	Pupil voice surveys, who do they turn to when they need help? How does the tutor system support this or not? What about pastoral structures?
Do policies support the creation of a positive school culture?	Review school policies, particularly for behaviour, rewards and sanctions. Do pupils understand these? Are the rewards and sanctions separate so pupils can be positive even following an incident? Are the rewards effective? Have you used pupil voice to test the value of the rewards? How are governors involved in review of policies? Do you use external views, for example a school improvement adviser, to review the effectiveness of policies?
How can you reset after a young person has an incident?	Do young people feel like they are classified as 'naughty'? Do you have a restorative approach to help reset? Is every day a new day or do staff have expectations that young people will misbehaviour that they young people then live up (or down) to?
How does staff training support the ethos and culture of the school?	Whole staff training, including non-teaching staff, to raise understanding of approaches to meet pupil needs. More specialist training for pastoral leads and support staff.
Secondary School Specific	
Year 7s arriving with greater level of need than expected.	Consider transition arrangements and handover from Primary. How can you collect better information from the Primary? Is the SENCo involved? Pastoral Leads? Form Tutors? Are there opportunities to observe young people in Year 6 in your main feeder primary schools? Transition summer school – potential to support this using HHAH Funding.
Year 7s struggling with numbers of different teachers and changes of lesson.	Consider curriculum pathways so that there are different routes for different groups of young people by need. For example, one pathway with full timetable and young people moving lessons compared with another pathway where the core curriculum is taught by one teacher (also form tutor?) so young people only travel to specialist subjects such as Science, DT, PE. Consider how these pathways transition into Year 8 and beyond.
Young people don't have a sense of belonging and it's hard to build strong relationships with parents	Consider the tutor group structure. For example, with Vertical Tutor Groups the young people can stay with the same tutor for 5 years. Parents' evening can be with the tutor in Key Stage 3 so build relationship and reduce possible anxiety for parents. Having only 5 or 6 new young people in the tutor group makes transition easier, tutors could visit in primary schools. Older students can act as role models and support, for example, reading programmes.

Appendix 3 - External Reasons for Behaviour and Strategies to Consider

Factor	Approaches
Contextual Safeguarding	Training to raise awareness for pastoral staff including: Parental Mental Health Domestic Violence Drug abuse Alcohol misuse Impact of Poverty Exploitation Extremism Supervision model for pastoral staff
Child Mental Health/ Emotional Health / Neurodevelopmental	Future in Mind E2O Anna Freud Training Autism Education Trust (Levels 1 to 3) Youth Mental Health First Aid Trauma Informed Schools Relational Approaches (LA programme) Attachment Research Community Mental Health Lead in Schools Post Adoption Service Drawing and Talking ELSA
Young Person Social Skills	Supporting Parents 10 by 10 Friendship building Buddy Bench
CCE/ CSE	CATE St Giles Steer Clear Climb

Appendix 4 – Model Letter, suspension of 5 days or fewer

From head teacher notifying parent of a Suspension of 5 school days or fewer in one term, and where a public examination is not missed.

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 **he/she** will not be allowed in school for this period. The suspension starts 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)

You have a duty to ensure that your child is not present in a public place in school hours during the suspension on **(specify dates)** unless there is reasonable justification for this. I must warn 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 **(Name of Child)** during the **(first 5)** school days of **(His or her)** suspension, Please ensure that work set by the school is completed and returned to us promptly for marking. **(Specify the arrangements for this)**.

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.

At the meeting you have the right to be accompanied by a friend or representative. Taking into account your child's age and understanding, **[he/she]** may also attend the meeting to speak on **[his/her]** own behalf and is entitled to bring a friend. Alternatively your child may wish to communicate **[his/her]** views by other means.

You should also be aware that if you think the suspension relates to a disability your child has, and you think disability discrimination has occurred, you have the right to appeal, and/or make a claim, to the First Tier Tribunal (Special Educational Needs and Disabilities)

www.tribunals.gov.uk/tribunals/Firsttier/firsttier.htm Making a claim would not affect your right to make representations to the governing body/PRU management committee.

[Paragraph below is optional]

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

You also have the right to see a copy of **(Name of Child)**'s school record. Due to confidentiality restriction, 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,

For your information the following sources of advice are available to you;

- Family Connect at Telford and Wrekin Council, Family Connect Contact Centre, Darby House, Telford, TF3 4JA on 01952 385385 or familyconnect@telford.gov.uk who can provide advice on what options are available to you.
- You may also find it useful to contact the Advisory Centre for Education (ACE) – an independent national advice centre for parents of children in state schools. They offer information and support on state education in England and Wales, including on exclusion from school. They can be contacted on 0300 0115 142 or at <http://www.ace-ed.org.uk/>.
- Statutory guidance on exclusion can be found here:
<https://www.gov.uk/government/publications/school-exclusion>
- You may wish to explore Coram Children’s Legal Centre,
<https://childlawadvice.org.uk/information-pages/school-exclusion/>, phone 0300 330 5485.
- Support and advice are also available from IASS, Information, Advice and Support Service Network. 01952 457176.

(Name of Child)’s suspension expires on **(date)** and we expect **(Name of Child)** to be back in school on **(date)** at **(time)**.

Yours sincerely
(Name)
Headteacher

Appendix 5 – Model Letter, suspension of between 5 and 15 days

From head teacher notifying parent(s) of a pupil of that pupil's fixed period suspension of more than 5 school days (up to and including 15 school days) in a term.

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 **(he/she)** will not be allowed in school for this period. The suspension starts on **(date)** and the ends on **(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 exclude **(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)

You have a duty to ensure that your child is not present in a public place in school hours during this suspension on **(specify dates)**. It will be for you to show that 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 specific dates without reasonable justification.

We will set work for **(Name of Child)** during the **(first 5)** school days of **(his or her)** exclusion and would kindly ask that work set by the school is completed and returned promptly for marking. **(Specify the arrangements for this)**.

From the **(6th school day of the pupil's suspension (specify date))** until the expiry of his/her suspension we will provide suitable full-time supervised education. On **(date)** **(he/she)** should attend at **(give name and address of the alternative provider if not the home school)** at **(specify the time)** and report to **(staff member's name)**. **(If applicable – say something about transport arrangements from home to the alternative provider)**.

You have the right to request a meeting of the school's discipline committee to whom you may make representations, and my decision to suspend can be reviewed. As the period of this suspension has accumulated to more than five school days in a term the discipline committee must meet if you request it to do so. The latest date by which the discipline committee 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 **[governing body]** please contact **[name of contact]** on/at **[contact details — address, phone number, email]**, as soon as possible.

At the meeting you have the right to be accompanied by a friend or representative. Taking into account your child's age and understanding, **[he/she]** may also attend the meeting to speak on **[his/her]** own behalf and is entitled to bring a friend. Alternatively your child may wish to communicate **[his/her]** views by other means.

Please advise if you have a disability or special needs which would affect your ability to attend or take part in a meeting at the school. Also, please inform **(contact)** if it would be helpful for you to have an interpreter present at the meeting.

You should also be aware that if you think the suspension relates to a disability your child has, and you think disability discrimination has occurred, you have the right to appeal, and/or make a claim, to the First Tier Tribunal (Special Educational Needs and Disabilities) www.tribunals.gov.uk/tribunals/Firsttier/firsttier.htm. Making a claim would not affect your right to make representations to the governing body/PRU management committee.

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)** 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.

You have the right to see a 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. There may be a charge for photocopying.

For your information the following sources of advice are available to you;

- Family Connect at Telford and Wrekin Council, Family Connect Contact Centre, Darby House, Telford, TF3 4JA on 01952 385385 or familyconnect@telford.gov.uk who can provide advice on what options are available to you. Who can provide advice on what options are available to you.
- You may also find it useful to contact the Advisory Centre for Education (ACE) – an independent national advice centre for parents of children in state schools. They offer information and support on state education in England and Wales, including on exclusion from school. They can be contacted on 0300 0115 142 or at <http://www.ace-ed.org.uk/>.
- Statutory guidance on exclusion can be found here: <https://www.gov.uk/government/publications/school-exclusion>
- You may wish to explore Coram Children's Legal Centre, <https://childlawadvice.org.uk/information-pages/school-exclusion/>, phone 0300 330 5485.
- Support and advice are also available from IASS, Information, Advice and Support Service Network. 01952 457176.

Yours sincerely

(Name)
Headteacher

Appendix 6 – Model Letter Permanent Exclusion

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

Dear **(Name(s) of parent(s))**

(Child's name) (Child's Date of birth)

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 **he/she** is reinstated by the **Governing Body/The Discipline Committee** or by recommendation of a review panel

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. **(Child's Name)** has been excluded because **(reasons for the exclusion – include any other relevant previous history here)**.

You have a duty to ensure that your child is not present in a public place at any time in school hours during the first five school days of this exclusion, that is 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 normal school hours on the specified dates. It will be for you to show reasonable justification.

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 supervised 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 or by phone)**.

(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 governing body must meet to consider it. At the review meeting you may make representations to the **Governing Body/Management Committee** if you wish and ask them to reinstate your child in school. The **Governing Body/Management Committee** have the power to reinstate your child immediately or from a specific date, or, alternatively, they have the power to uphold the exclusion in which case you may appeal against their decision to an independent appeal panel. The latest date by which the **Governing Body/Management Committee** must meet is **(specify the date – the 15th school day after the date on which the governing body was notified of the exclusion)**. If you wish to make representations to the **Governing Body/Management Committee** and wish to be accompanied by a friend or representatives please contact **(name of contact)** on/at **(contact details – address, phone number, email)**, as soon as possible. You will, whether you choose to make representatives or not, be notified by the Clerk to the **Governing Body/Management Committee** of the time, date and location of the meeting.

At the meeting you have the right to be accompanied by a friend or representative. Taking into account your child's age and understanding, **[he/she]** may also attend the meeting to speak on **[his/her]** own behalf and is entitled to bring a friend. Alternatively your child may wish to communicate **[his/her]** views by other means.

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 should also be aware that if you think the exclusion relates to a disability your child has, and you think disability discrimination has occurred, you have the right to appeal, and/or make a claim, to the First Tier Tribunal (Special Educational Needs and Disabilities)

www.tribunals.gov.uk/tribunals/Firsttier/firsttier.htm Making a claim would not affect your right to make representations to the governing body/PRU management committee.

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

For your information the following sources of advice are available to you;

- Family Connect at Telford and Wrekin Council, Family Connect Contact Centre, Darby House, Telford, TF3 4JA on 01952 385385 or familyconnect@telford.gov.uk who can provide advice on what options are available to you.
- You may also find it useful to contact the Advisory Centre for Education (ACE) – an independent national advice centre for parents of children in state schools. They offer information and support on state education in England and Wales, including on exclusion from school. They can be contacted on 0300 0115 142 or at <http://www.ace-ed.org.uk/>.
- Statutory guidance on exclusion can be found here:
<https://www.gov.uk/government/publications/school-exclusion>
- You may wish to explore Coram Children's Legal Centre,
<https://childlawadvice.org.uk/information-pages/school-exclusion/>, phone 0300 330 5485.
- Support and advice are also available from IASS, Information, Advice and Support Service Network. 01952 457176.

Yours sincerely

Name
Headteacher

Appendix 7 - Permanent Exclusion – Guide for parents

The Headteacher of your child's school has made a decision to permanently exclude, they will have sent you a letter to explain why. This can be a difficult, upsetting and worrying time for you and your family. This guide will explain what will happen next, who will be contacting you and why, and who you can contact for help.

What is a Permanent Exclusion?

The Headteacher can decide to Permanently Exclude a young person if:

They have seriously or persistently breached the school's behaviour policy

AND

It would seriously harm the education or welfare of themselves or others in school if they remained in school.

What happens next?

Day 1 to 5 of the Permanent Exclusion – the school will set work for your child to complete at home. You have a duty to ensure that your child is not found in a public place. If your child is found in a public place during normal school hours whilst excluded, without reasonable justification, you may receive a fixed penalty notice from the Local Authority or face prosecution.

Day 6 of the Permanent Exclusion – the Local Authority (Telford & Wrekin Council) has a duty to provide education for your child from Day 6 of the Permanent Exclusion. This would normally be at the **Linden Centre** for young people in Key Stages 1 to 3 and **Kickstart Academy** for young people in Key Stage 4.

Here are links to their websites, you might like to take a look:

The Linden Centre – www.lindencentre.co.uk

<https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&ved=2ahUKEwjA9unbgPIVaxVNd0EAHbBFINsQFnoECDUQAQ&url=http%3A%2F%2Fwww.lindencentre.co.uk%2F&usg=AOvVaw2n4WScsFNEvuSxKg5Y1Hli&opi=89978449>

Kickstart Academy – [Kickstart Academy - A Learning Community Trust Academy](http://www.kickstartacademy.co.uk)

Who will be in contact with me?

Apart from your child's school, the main person who will be in contact is the SEMH Inclusion Officer. Her name is **Maria Steed**, she will contact you using the contact details sent to her by the school. If you do need to contact her, here's the best email address to use:

maria.steed@telford.gov.uk

You might also receive a call from either The Linden Centre or Kickstart to discuss a welcome meeting to ensure your child has appropriate education from Day 6 of the permanent exclusion.

What about if my child has an Education Health and Care Plan?

If your child has an Education Health and Care Plan, a SEND Officer from the Local Authority might also be in contact with you. They might discuss holding an Emergency Annual Review where you will be invited to consider whether the Education Health and Care plan fully supports your child's needs or whether this needs to be modified.

Contact:

What about if my child is in care to the Local Authority or we have support from Social Services?

For Children in Care and for children who have a social worker allocated, the Virtual School might also be in touch to discuss alternatives to Permanent Exclusion with you. You might also discuss this with the social worker.

Contact:

Is the Permanent Exclusion final?

No.

When Sara gets in touch with you, she might well discuss alternatives to the permanent exclusion, the school might want talk to you about these as well. Some of the alternatives to the permanent exclusion might include:

- A Managed Move to a new school – this is where your child would go straight on roll in a new school for a fresh start. You need to consider which alternative schools would be possible for you to send your child to.
- An 'Intervention Place' at The Linden Centre or at Kickstart – your child might attend one of these setting for a few weeks to give them additional support. They would then normally return to their school. You will be asked to sign a form for the Fair Access Panel (FAP) if this option is being considered.
- Going on roll at Kickstart – the Fair Access Panel will sometimes consider that the child going straight on roll at Kickstart will be the best option for them to access GCSEs.

If you agree to one of these option, the school may decide to withdraw (rescind) the permanent exclusion, so it won't be on your child's record. However, you won't then get the opportunity to appeal against the decision at a Pupil Disciplinary Committee meeting (see below).

Can I appeal against the Permanent Exclusion?

Yes.

The governing body of the school must hold a meeting of the governors, called a **Pupil Disciplinary Committee**, within 15 school days of the exclusion being issued. You will be invited to attend this meeting, you can take a friend, or other representative, to support you. If you are unsure who to take then you can talk to Sara about this. It might also be appropriate for you to take your child as well if you believe they are in a position to give their own views of the incident that led to the exclusion.

There would normally be three governors at the meeting, a clerk to record the meeting, the Headteacher and possibly a representative from the Local Authority. You should be sent all paperwork at least 5 days in advance of the meeting, you need to read this carefully so that you are prepared to ask any questions. At the meeting, the Headteacher will present the evidence that led to the decision to permanently exclude. You will then get a chance to question the Headteacher over this evidence. You will also get a chance to present your own views about the exclusion.

You don't have to attend this meeting, you can present your views in written form instead, however, we would always recommend that you attend as this provides an opportunity for you to ask questions as well as to present your views.

What should I prepare for the Pupil Disciplinary Meeting?

Some questions you might like to consider in preparing for the meeting:

- How do you feel about the exclusion and are there any points that you disagree with?
- Does your child have a view about what happened?
- Has the school kept you fully informed about your child's behaviour?
- Does your child have special educational needs? (If yes, do they have a support plan and when was it last reviewed?)
- What support has the school put in place to help your child before deciding to exclude?
- Was excluding your child reasonable given your child's age, health and any personal issues?
- Was anything upsetting your child?

- Was there pressure from others?
- Have they been bullied, racially or sexually harassed or faced discrimination inside or outside of school?
- If others were involved, were their sanctions in line with your child's?

What happens after the Pupil Disciplinary Meeting?

The governors can make one of two decisions:

1. They can decide to reinstate your child – so your child can return to school, they will normally specify a date when this should happen.
2. They can uphold the Headteacher's decision to Permanently Exclude your child.

If they decide to uphold the decision to permanently exclude, your child will stay where they are currently for their education (for example The Linden Centre or Kickstart). The current setting and Sara might then also talk to you about next steps and the possibility of a new school.

You can still appeal against the outcome of the Pupil Disciplinary Meeting, you can request an Independent Review; you have 15 school days from the Pupil Disciplinary Meeting to request this.

Contact:

Where can I go for further help or advice?

Sources of free and impartial advice include:

- The Statutory Guidance <https://www.gov.uk/government/publications/school-exclusion>
- Coram Children's Legal Centre, <https://childlawadvice.org.uk/information-pages/school-exclusion/>, phone 0300 330 5485
- ACE education, <http://www.ace-ed.org.uk/> , phone 0300 0115 142
- Family Connect 01952 385385
- IASS, Information, Advice and Support Service Network. 01952 457176

Appendix 8 – Suspensions and Exclusions, Frequently Asked Questions

Who can make the decision to suspend or exclude?	Only the Head can make this decision, or the Acting Head. Other members of staff such as Heads of Year or Pastoral Leads cannot exclude, although they may provide information to support the Heads decision.
What are the reasons a school can suspend or exclude?	All exclusions must be for disciplinary reasons only. All schools must have a behaviour policy setting out what the school rules are.
Is there any 'criteria' that needs to be applied when considering an exclusion?	All decisions should be Lawful, rational, reasonable, fair and proportionate. In making the decisions, Heads should apply the civil standard of proof. i.e. 'on the balance of all probabilities.'
Does our Chair of Governors need to be consulted about the decision to permanently exclude?	Only the Head has the power to exclude a pupil. Any Governor who is consulted about the decision cannot take part in the Pupil Disciplinary Committee.
What are the occasions when suspension or exclusion is not allowed?	It is unlawful to exclude or extend an exclusion for a non-disciplinary reason. For example: • if a child has special educational needs and the school say it can't meet those needs. It should look at putting more or different support in place instead. • If a child is not doing well in school or is not as able as other children. A child cannot be excluded because they are not likely to get good exam results. • Because of something the parents have done. That might be something like making a complaint or not going to a meeting at school. • Not allowing a child back into school after a fixed period exclusion unless they meet particular conditions. Once the exclusion is ended a child must be allowed to go back. For example the head teacher can't extend the exclusion because a child won't admit their guilt. • poor attendance or failure to attend another school or alternative provision
Can we suspend or exclude for something that has not happened in school?	Pupils can be excluded for behaviour outside the school, this may include behaviour on school visits, on the way to and from school and behaviour that might bring the school into disrepute. This would include situations where the pupil has been wearing their school uniform at the time or cyber – bullying which takes place out of school.
We have a pupil who is at risk of suspension or exclusion what can we do to prevent it?	Where children are at risk of exclusion, schools should look at early intervention to address the underlying causes of poor behaviour.

	If the behaviour is persistent then schools need to consider whether a multi-agency assessment is appropriate. This may pick up any unidentified special educational needs but also wider family issues affecting the child. Once you have looked at early intervention, you could consider presenting the case at the Fair Access Panel for further advice, consideration for an inclusion mentor or a possible place at one of the assessment and intervention centres.
Do we have to hold a reintegration meeting when the child returns from a suspension?	It can be difficult for a child to return after a suspension. Schools should have a strategy for reintegrating pupils. In many cases a reintegration meeting is appropriate. It is a way to ensure that the school, parents and child are working to avoid future problems. We would advise that schools do, where possible, hold a reintegration meeting with the child and their parents.
Can we refuse to readmit a pupil if the parents do not attend the reintegration meeting?	Schools cannot exclude a child for the behaviour of their parents. Whilst a reintegration meeting is recommended, it is illegal to make this a pre-condition on the child returning to school.
We are considering whether a permanent exclusion is appropriate but have not yet been able to investigate everything fully, what do we need to do?	It is important to demonstrate that the Head has considered the decision in a measured manner. We would therefore always advise that the best course of action would be to initially exclude for '5 days in the first instance.'
What can we do to prevent permanently excluding a pupil with an EHCP?	If a pupil has an EHCP, then schools should be contacting their SEND officer. It would be expected that an Annual Review is considered urgently and the SEND officer invited.
We have a Child In Care that we are intending to permanently exclude. Is there anything we can do to prevent doing so?	As a matter of urgency contact the Virtual School Head from the child's home authority or Telford and Wrekin's Virtual School Team.
Can we exclude a child for lunchtime only?	Yes. If you exclude for lunchtimes it counts as 1 sessions (1/2 day) for statistical purposes.
What do we need to do on the day we exclude.	If it is a suspension or permanent exclusion, you need to notify the parents/carers as soon as possible of the decision. Informing parents of the decision cannot be left until the next day. You need to organise appropriate work for the pupil and indicate how the work is to be returned to school and marked.

	You must also notify the LA immediately. If the child is in care or has a social worker, notify the social worker and the Virtual School immediately.
When do we need to organise a Pupil Disciplinary Committee?	• If the exclusion is permanent. • If it is fixed term and it will take the pupils total number of schools days lost due to exclusion over 15 in one term. • If it would result in the pupil missing a public examination. • If the exclusions in the term total between 5.5 and 15 days and the parent requests it.
What information do we need to provide for a Pupil Disciplinary Committee?	We would suggest you provide as appropriate to the case: A copy of all witness statements. – Ensure that you have redacted all the names of other pupils in these statements. A copy of all recent fixed term exclusion letters. A summary statement by the Head about the rationale for the exclusion. Evidence of the interventions that have been tried. Reference to any multiagency support– It is not appropriate to include the actual documents as these cannot be shared without consent. Pupil's attendance record.
When do we circulate the papers for the Pupil Disciplinary Committee	Governors, parents and the LA must have received the papers at least 5 working days before the meeting. Not doing so could be challenged at an Independent Review Panel.
Who needs to attend a Pupil Disciplinary Committee	3 Governors Head SEND officer if it is a pupil with an EHCP. LA Exclusions officer Parents Any witnesses may be invited to attend or you may present their statements. The child may attend Please make sure that the date is convenient to all parties. This could be an issue if the case goes to an Independent Review Panel.
Can the parents bring a friend to the Pupil Disciplinary Committee	Yes they can bring a friend or representative.
What do the governors need to consider in making their decision	When they make their decision, governors must: • consider the interests and circumstances of the excluded pupil

	• have regard to the interests of other pupils and people working at the school. They will look at the facts on the balance of probabilities and consider whether the head's decision was lawful, reasonable and procedurally fair.
What decisions can the Pupil Disciplinary Committee take?	For exclusions of less than 5 school days the Governors can uphold the exclusion or note their findings on the child's school record - they cannot reinstate. For exclusions over 5 school days they can uphold the exclusion or reinstate your child. For permanent exclusions the governors may either • uphold the exclusion or • direct reinstatement immediately or on a particular date
Who can clerk the Pupil Disciplinary Committee	We advise that whoever clerks the meeting is conversant with the law around exclusions as they remain with the governors through-out. There are experienced clerks within the school governance clerk's team if you wish to use them.
Can we send a pupil home without excluding them?	Sometimes schools may ask parents to keep their child at home without excluding them. This is often considered to be doing the parent and child a favour by not making it official. This is not lawful, even if the parents agree to it. If the Headteacher does not want a child in school for disciplinary reasons they must go through the formal suspension process. Be aware that children should not be asked to stay at home because the school can't provide for their special educational needs. If this happens, it would amount to an unlawful unofficial exclusion.