

	Section Applies	Other Information
Introduction		
Purpose:	√	
Aim(s):	√	
Wider Trust aims/ethos:	√	
Consultation:	√	
Sources and references:	√	DfE guidance and legislation
Principles/values:	√	
Procedures		
Definition:	√	
Equality Impact:	√	
Health and safety:	√	
Teaching:	√	
Organisation:	√	For Trust wide use.
Homework/parent partnership:	√	
Resources:	No	
Monitoring and evaluation:	√	
Policy Key Information	Date	Other Information
Owned By		Samantha Bullen
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Amended dates		
Minimum Review date	2 year	



HCAT Suspension, Exclusion and Off Site Provision Policy

Date issued: January 2023
Review Date: January 2025

Other related academy policies that support this Behaviour policy include the Child Protection policy, Anti-Bullying Policy, Physical Intervention Policy and E safety Policy, SEND Policy, Staff Code of Conduct and Restorative Practice Policy.

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1. Aims and HCAT Ethos

HCAT Ethos

HCAT's strapline is 'Children First'. This is central to the organisation's vision, ethos and culture and informs every decision we make. We are fully committed to ensuring pupils within the trust receive the highest quality education and acquire the necessary skills and characteristics to enable them to be happy and successful in life.

HCAT schools we do not discriminate against any child, young person or adult on the grounds of race, disability, age, gender reassignment, pregnancy, maternity, marriage or civil partnership, religion or belief, sex, or sexual orientation. We embrace the individuality of all our community members and comply fully with the Equality Act 2010.

At HCAT, we see suspensions and exclusions as the very last resort and actively work with all stakeholders to ensure that everything possible is put into place to avoid suspending and excluding a child from our schools. This policy sets out our proactive approach to avoiding suspensions and exclusions alongside the formal framework for them within a restorative philosophy.

HCAT schools embrace Restorative Practice (RP) as a means of empowering all members of the school community to be successful within the classroom, raising standards and achievement across the school and developing aspirational, motivated and responsible pupils. Restorative practices aim to build our community and to repair and strengthen relationships within it.

In HCAT schools we believe that:

- Everyone has the right to be heard/listened to
- Everyone has the right to feel safe
- Everyone has the right to learn
- Everyone (adult and pupil) should strive to be the best they can

Aims

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

Our schools aim to:

- Ensure that there is a clear supported graduated approach that supports a pupils needs prior to suspensions and exclusions being a consideration
- Ensure that the suspensions and exclusions process is applied fairly and consistently
- Help trustees, staff, parents and pupils understand the suspensions and exclusions process
- Ensure that pupils in school are safe and happy
- Ensure all suspensions and permanent exclusions are carried out lawfully

2. Legislation and statutory guidance

This policy is based on statutory guidance from the Department for Education: [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#).

It is based on the following legislation, which outlines schools' powers to exclude pupils:

- Section 51a 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 sets out 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](#)
- [The Equality Act 2010](#)
- [Children and Families Act 2014](#)

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

3. Definitions

Suspension – when a pupil is removed from the school for a fixed period. This was previously referred to as a 'fixed-term exclusion'.

Permanent exclusion – when a pupil is removed from the school permanently and taken off the school roll. This is sometimes referred to as an 'exclusion'.

Off-site direction – when a governing board of a maintained school requires a pupil to attend another education setting temporarily, to improve their behavior.

Parent – any person who has parental responsibility and any person who has care of the child.

Managed move – when a pupil is transferred to another school permanently. All parties, including parents and the admission authority for the new school, should consent before a managed move occurs.

4. The Proactive Approach – Preventative measures to school exclusion

HCAT have a very clear graduated response to ensuring children who display challenging behavior are supported at the earliest stage. Schools should ensure that as part of this approach intervention at school level is put in place at the earliest opportunity to help pupils manage their behaviour. Initial intervention at school level will address any factors leading to challenging behaviour and include an assessment (first stage of the graduated approach) of whether appropriate provision is in place to support and SEND that a pupil may have. This assessment will be supported by senior leaders within the school and include an analysis of quality first teaching.

HCAT High Needs Panel - Primary

Following a school implementing their interventions the school may then continue to have serious concerns about a pupils behaviour. In this case a pupil will then be referred to the HCAT High Needs Panel. Every month HCAT has a high needs panel in which children with high needs including if they are displaying challenging behavior are brought to the panel to be discussed. The panel consists of the following key staff

- The Trust CEO / Vice CEO
- The Trust Lead for SEND and Behaviour
- The Trust Safeguarding Lead
- The Trust Family Support Team
- The Trust Provisions Lead
- A representative from the school bringing the child to panel

Within this panel schools bring the cases of pupils who are needing more than in school support. Each pupil is discussed and actions are decided on moving forward. This is part of the graduated response to consider what further intervention is needed to support the child. All the meetings are minuted. The actions following presentation at the panel could be any of the following:

- Recommendations from the panel for the school to put further things in place
- An outreach visit to the school and the child to provide support
- Support from the HCAT family team for the family
- A placement in the Wizards classroom based at Wansbeck Primary School
- Referral to local authority FAP for support from alternative provision
- Any other action deemed appropriate by the panel

Parents and Carers are informed that their child is being presented at panel and the purpose of the panel is fully explained to them to ensure that they know that the purpose is to support their child.

If the pupil has a social worker the social worker must also be informed prior to the pupil being presented at panel.

If the pupil is a looked after child (LAC), then the virtual school will also be informed that the pupil is being presented at panel

If the pupil has an EHCP, the SEND team must also be informed that the child is being presented at panel.

HCAT High Needs Panel – Secondary

Following the school implementing their interventions the school may then continue to have serious concerns about a pupils behaviour. In this case the pupils would then be discussed at the weekly Pastoral Meeting in school. The weekly Pastoral Meeting comprises of the schools Senior Pastoral Team who will discuss the behaviours and possible actions to support the student of concern. The meeting involves the following staff:

- The Headteacher
- The Deputy Headteacher Pastoral Care
- The Assistant Headteacher Behaviour and Attitudes
- The Assistant Headteacher Pupil Welfare and Designated Safeguarding Lead
- The Assistant Headteacher Alternative Pathways
- The Assistant Headteacher Personal Development
- Other key stakeholders by invitation

At these meeting pupils are discussed individually and actions assigned. This is part of the graduated response to determine whether further intervention is required. Actions could include:

- School report – Tutor, Head of Year, SLT
- ARC Support/Intervention
- Managed Move
- Referral to specialist service
- Mental Health and well-being referral to school wellbeing officer
- School Commissioned place at and Alternative/Specialist Provision
- Any other action deemed appropriate

Parent/Carers will be informed and invited to a meeting to discuss any of the interventions named above.

HCAT Outreach Team - Primary

If a school feels like they need further support as their intervention strategies are not working they can request support from the HCAT outreach team. This is done through directly contacting the trust SEND lead or through recommendations from the high needs panel. A member of the outreach team will then visit the school to provide further support on intervention strategies for the pupil. The outreach team can support with upskilling staff to provide this intervention. Upskilling of key staff is also done through a high quality program of CPD.

TMC Educational Welfare Team – Secondary

Students and their families may require additional support which can be requested by any stakeholder in that child. Our Education Welfare Officer, and Mental Health/Wellbeing Officer can conduct home visits to support families and students engage in school. In some instances the Welfare team will make and support with specialist referrals to appropriate agencies. In some circumstances TMC may utilise the support of the HCAT Outreach Team.

Off Site Provision – The Wizards Classroom (Primary)

Off-site direction is when a school requires a pupil to attend another educational setting to improve their behavior. Where interventions or targeted support have not been successful in improving behavior, off site direction will be used to arrange time limited placements at an AP or other mainstream school. Off-site direction is only used as a way to improve future behaviours

The Wizards provision is a classroom within the mainstream school at Wansbeck Primary School. Wansbeck Primary School is a lead school for the DfE Behaviour Hub and has developed expertise in the area of supporting children with complex needs.

If the panel recommend that the pupil needs to be supported by accessing off site provision at The Wizards, a meeting with the parents and carers of the child will take place within 1 working day. If the pupil has a social worker or is looked after, their social worker and virtual school must also be invited to the meeting. At this pre-meeting the provision leader and the Trust's Family Support Worker will attend with the home school.

At this meeting the support which will be given to the pupil will be outlined and an initial timescale put in place for the placement. Parents and carers are invited to visit The Wizards, along with the child at this pre induction phase. Within our restorative philosophy the Trust aims to work together with all parties and listen to the voice of everyone and secure agreement of the best ways forward for the pupil, the support that will be offered and needed in The Wizards. The parents and carers will be given information about the provision. A model letter to inform parents of offsite provision is found at Appendix 9

The length of time a child spends in the Wizards classroom is kept under regular review. The high needs panel which meets monthly will discuss all pupils who are accessing The Wizards or another off site provision for as long as the placement is in effect. These meetings will continue to look at the needs of the pupil and consider at the support that they need.

In addition, there will be a review meeting with parents every half term that children are in the Wizards classroom. The provisions lead, home school and family team will attend these meetings with parents and any other agency involved with the pupil will be invited.

The aim for the child is for reintegration back to their home school. As such, a maximum period of time will be outlined at the start of the placement. To support with reintegration, The Wizards classroom will ensure that the pupil continues to receive a broad and balanced curriculum whilst developing the social and emotional aspects which may be their barriers to learning. The length of time a pupil spends within The Wizards will depend on what best supports the pupil's needs and potential improvement in behaviour.

Off Site Provision – Local Authority Alternative Provision Primary

In some instances, despite working through the Trust's primary graduated response, plus outreach support, there may be occasions when a referral for support from the Local Authority alternative provision is required. However, any decisions for such a request would be made at the HCAT High Needs Panel for primary pupils. For secondary pupils this is done through the pastoral senior leadership team.

If a pupil is in an alternative provision, the home school will work with the provider ensuring there are regular visits to the child and that they are meetings with parents and carers working alongside the AP.

Offsite Provision – Secondary

Off-site direction is when a school requires a pupil to attend another educational setting to improve their behavior. Where interventions or targeted support have not been successful in improving behavior, off site direction will be used to arrange time limited placements at an AP or other mainstream school. Off-site direction is only used as a way to improve future behaviours.

The Marvell College utilises a variety of offsite provision to support students to be successful in school.

Specialist Settings

On occasions, it may become apparent quickly that the pupil's needs would be best met in a specialist setting and that the pupil would not benefit from returning to their home school. Sometimes this could be because parents are requesting a specialist placement or it could be that following discussions with all agencies it is felt that a special school will meet the child's needs in

the long term. In this case if a child has an EHCP an annual will be called as soon as possible and we will work alongside parents and carers to find the most appropriate placement. In some cases, children will then be allocated a specialist school, however if no places are available, it may be in the pupil's best interest to remain at The Wizards until a placement can be secured. In these circumstances the child will continue to be discussed monthly at the High Needs panel and termly TAFs will continue. If a child does not have an EHCP an ECHNAR must be submitted at the earliest opportunity to ensure that the pupil has the right support moving forward to support their needs. Within this process if parents / carers felt a specialist setting was appropriate for their child this would be named in this process.

Keeping in touch

The home school will ensure that there are regular visits to the pupil whilst they are at the Wizards. Home schools will visit the child as a minimum of 2 times per half term. Appendix 3 has the proforma for the visit.

As a pupil moves towards the end of their placement, they will be discussed at the High Needs Panel and at the panel the exit and reintegration plan will be considered. Provision staff will work with the home school, family team, parents and carers and any other professionals to support the reintegration.

Managed Moves (Primary)

A managed move is used to initiate a process which leads to the transfer of a pupil to another mainstream school permanently. Managed moves will be voluntary and agreed with all parties involved, including the parents / carers. On occasions, this high needs panel can recommend a managed move between HCAT schools as a planned intervention. If this is the case all parties will be invited to the panel to discuss the move and agreed with all parties.

Managed Moves (Secondary)

A managed move is used to initiate a process which leads to the transfer of a pupil to another mainstream school either for a short planned period of time or for a permanent transfer. Managed moves will be voluntary and agreed with all parties involved, including the parents / carers. When a managed move takes place parents carers will be invited to a meeting at the receiving school where pastoral colleagues will outline the support being offered. A member of TMC staff will also be in attendance to support as required.

Short Term Alternative Placements

Short term off site provision may be used in individual circumstances. Within our primary schools children may attend another HCAT school for a short placement in order to give a short period of time to reflect on their behaviors. This also will allow time for the school to put in place bespoke support that the pupil may need to return to the school successfully. Within our Secondary school there are local agreements with other local school to facilitate short term placements

In our primary schools a school uses an alternative placement the form at Appendix 5 must be completed and sent to the receiving school and the Trust SEN and Behaviour Lead. The clear purpose for the alternative placement must be outlined.

The flowchart outlining the full graduated response can be found at Appendix 2 for Primary and Secondary Schools

Part Time Timetables

Part time timetables should not be used to manage a pupils behaviour and must also only be used for the shortest time necessary.

A note on off-rolling

Our schools are 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 will not suspend or exclude pupils unlawfully by directing them off site, or not allowing pupils to attend school:

- Without following the statutory procedure or formally recording the event, e.g. sending them home to 'cool off'
- Because they have special educational needs and/or a disability (SEND) that the school feels unable to support
- Due to poor academic performance
- Because they haven't met a specific condition, such as attending a reintegration meeting
- By exerting undue influence on a parent to encourage them to remove their child from the school

5. Roles and responsibilities

4.1 The headteacher

The Graduated Approach to Behaviour

The headteacher must ensure this graduated response process has been followed. As outlined above children who are having difficulty managing their behavior will be identified early in order to put the appropriate support in place for the child. HCAT schools will be proactive in this in order to work together with parents and external services to ensure the right support is put in place to improve behaviour. We will work with parent, carers, internal and external services to provide support for the child at the earliest opportunity. Internal services include the Trust High Needs Panel and Outreach Team. External services include social care, the virtual school, local authority outreach services.

Deciding whether to suspend or exclude

Only the headteacher, or acting headteacher, can suspend or permanently exclude a pupil from school on disciplinary grounds. The headteacher of all primary HCAT schools must make this decision in collaboration with the trust CEO or Vice CEO. The decision can be made in respect of behaviour inside or outside of school. The headteacher of a secondary school will make the decision to permanently exclude in collaboration with the Trust CEO or Vice CEO and will provide termly suspensions data to the trust.

Prior to a decision being made to suspend or exclude an investigation will take place. There may be further investigation into the incident once the child has been excluded. Either prior or after the suspension or exclusion pupil voice will be heard. Within the restorative framework the five key questions can be used to gain the pupil voice and hear all sides of what has happened. A decision to suspend or exclude a pupil will be taken only:

- In response to serious or persistent breaches of the school's behaviour policy, **and**

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

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

- Consider all the relevant facts and evidence on the balance of probabilities, including whether the incident(s) leading to the exclusion were provoked
- Allow the pupil to give their version of events
- Consider whether the pupil has special educational needs (SEN)
- Consider whether the pupil is especially vulnerable (e.g. the pupil has a social worker, or is a looked-after child (LAC))
- Consider whether all alternative solutions have been explored such as off-site direction (Wizards provision) or managed moves

The headteacher will consider the views of the pupil, in light of their age and understanding, before deciding to suspend or exclude, unless it would not be appropriate to do so.

Pupils who need support to express their views will be allowed to have their views expressed through an advocate, such as a parent or social worker.

The headteacher will not reach their decision until they have heard from the pupil, and will inform the pupil of how their views were taken into account when making the decision.

Safeguarding

The headteacher and school have statutory duty to safeguard and promote the welfare of pupils, including a duty to cooperate with the local statutory safeguarding partnership agencies, and any decision to exclude a pupil must be made with due regard to the most recently published version of Keeping Children Safe in Education. Any decisions to exclude should be made with the support and advice of the Designated Safeguarding Lead in order to ensure any known additional risk of harm to the pupil that might arise or be exacerbated by an exclusion are considered.

Informing parents

If a pupil is at risk of suspension or exclusion the headteacher will inform the parents as early as possible.

The parents **must** also be provided with the following information in writing, without delay:

- The reason(s) for the suspension or exclusion
- The length of the suspension or, for a permanent exclusion, the fact that it is permanent
- Information about parents' right to make representations about the suspension or permanent exclusion to the governing board and how the pupil may be involved in this
- How any representations should be made
- Where there is a legal requirement for the Trustees to hold a meeting to consider the reinstatement of a pupil, and that parents (or the pupil if they are 18 years old) have a right to attend the meeting, be represented at the meeting (at their own expense) and to bring a friend

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

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

If alternative provision either in another mainstream school or an alternative provision is being arranged, the following information will be included.

- The start date for any provision of full-time education that has been arranged
- The start and finish times of any such provision, including the times for morning and afternoon sessions, where relevant
- The address at which the provision will take place
- Any information the pupil needs in order to identify the person they should report to on the first day

If the headteacher does not have the all the information about the alternative provision arrangements by the end of the afternoon session on the first day of the suspension or permanent exclusion, they can provide the information at a later date, but without delay and no later than 48 hours before the provision is due to start.

The only exception to this is where alternative provision is to be provided before the sixth day of a suspension or permanent exclusion, in which case the school reserves the right to provide the information with less than 48 hours' notice, with parents' consent.

Model letters for informing parents and carers can be found at Appendix 6 - 8

Informing the trustees

The headteacher will, without delay, notify the Governance Professional of:

- Any permanent exclusion, including when a suspension is followed by a decision to permanently exclude a pupil
- Any suspension or permanent exclusion which would result in the pupil being suspended or permanently excluded for a total of more than 5 school days (or more than 10 lunchtimes) in a term
- Any suspension or permanent exclusion which would result in the pupil missing a National Curriculum test or public exam

The Trust SEND lead will notify the trustees once per term of any other suspensions of which they have not previously been notified, and the number of suspensions and exclusions which have been cancelled, including the circumstances and reasons for the cancellation.

Informing the local authority (LA)

The headteacher will notify the LA of all suspensions and permanent exclusions without delay, regardless of the length of a suspension.

The notification will include:

- The reason(s) for the suspension or permanent exclusion
- The length of a suspension or, for a permanent exclusion, the fact that it is permanent

For a permanent exclusion, if the pupil lives outside the LA in which the school is located, the headteacher will also, without delay, inform the pupil's 'home authority' of the exclusion and the reason(s) for it. The process for reporting to the LA is at Appendix 5

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

If a:

- **Pupil with a social worker** is at risk of suspension or permanent exclusion, the headteacher will inform **the social worker** as early as possible
- **Pupil who is a looked-after child (LAC)** is at risk of suspension or exclusion, the headteacher will inform **the VSH** as early as possible

This is in order to work together to consider what factors may be affecting the pupil's behaviour, and what further support can be put in place to improve the behaviour.

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

- They have decided to suspend or permanently exclude the pupil
- The reason(s) for the decision
- The length of the suspension or, for a permanent exclusion, the fact that it is permanent
- The suspension or permanent exclusion affects the pupil's ability to sit a National Curriculum test or public exam (where relevant)

The social worker / VSH will be invited to any meeting of the trustees about the suspension or permanent exclusion. This is so they can provide advice on how the pupil's background and/or circumstances may have influenced the circumstances of their suspension or permanent exclusion. The social worker should also help ensure safeguarding needs and risks and the pupil's welfare are taken into account.

Cancelling suspensions and permanent exclusions

The headteacher may cancel a suspension or permanent exclusion that has already begun, but this will only be done where it has not yet been reviewed by the Trustees. Where there is a cancellation:

- The parents, trustees, trust SEND lead and LA will be notified without delay
- Where relevant, any social worker and VSH will notified without delay
- Parents will be offered the opportunity to meet with the headteacher to discuss the cancellation
- As referred to above, Trust SEND lead will report to the trustees once per term on the number of cancellations
- The pupil will be allowed back in school

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

During the first 5 days of a suspension, if the pupil is not attending alternative provision (AP), the headteacher will take steps to ensure that achievable and accessible work is set and marked for the pupil. Online pathways such as Google Classroom or Oak Academy may be used for this. If the pupil has a special educational need or disability, the headteacher will make sure that reasonable adjustments are made to the provision where necessary.

If the pupil is looked after or if they have a social worker, the school will work with the LA to arrange AP from the first day following the suspension or permanent exclusion. Where this isn't possible, the school will take reasonable steps to set and mark work for the pupil, including the use of online pathways.

Criminal investigations

The headteacher will not postpone taking a decision to suspend or exclude a pupil due to a police investigation being underway, or any criminal proceedings that are in place. Particular consideration will be given by the headteacher when deciding to suspend or exclude a pupil where evidence is limited by a police investigation, to ensure that any decision made is fair and reasonable. If the Trustees are required to consider the headteacher's decision in these circumstances, they will not postpone the meeting and will make a decision based on the evidence available.

4.2 The trustees board

Considering suspensions and permanent exclusions

Responsibilities regarding exclusions are delegated to the exclusions panel of the trustees – this will be a panel of three trustee.

The exclusions panel has a duty to consider parents' representations about a suspension or permanent exclusion. It has a duty to consider the reinstatement of a suspended or permanently excluded pupil in certain circumstances.

Within 14 days of receiving a request, the exclusions panel will provide the secretary of state with information about any suspensions or exclusions within the last 12 months.

For any suspension of more than 5 school days, the exclusions panel will arrange suitable full-time education for the pupil. This provision will begin no later than the sixth day of the suspension.

The governing board does not have to arrange such provision for pupils in their final year of compulsory education who do not have any further public exams to sit.

Headteachers responsibilities to the trustees board

Suspension Less than 5 days in a term

- inform parents and send the letter the same day
- Inform social worker or virtual school if applicable
- Inform the LA
- Provide work for the 5 days
- no notification to trustee board

5- 15 days in one term

- inform parents and send the letter the same day
- Inform social worker or virtual school if applicable
- Inform the LA
- Provide work for the first 5 days
- If the suspension days total more than 5 days on the 6th day full time education must be found
- Inform the Governors professional
- **Parent have a right to ask for a meeting of the HCAT exclusion panel**

More than 15 days

- inform parents and send the letter the same day
- Inform social worker or virtual school if applicable
- Inform the LA
- Provide work for the first 5 days

- If the suspension days total more than 5 days on the 6th day full time education must be found
- **Inform the Governors professional and a HCAT exclusional panel must meet within 15 school days of being notified**

Permanant Exclusion

Day of exclusion

- inform parents and send the letter Inform social worker or virtual school if applicable the same day
- Inform the LA
- Inform the Governors professional and they will forward the procedures and the contents needed for the pack to be presented to the exclusions panel. This must be done on the same day as the permanent exclusion has taken place For the first 5 days of exclusion set work
- Exculsions panel must meet within 15 school days to consider the permanent exclusion

Prior to the exclusion panel meeting

- Provide all supporting documentation to the Governors professional 5 working days prior to the meeting.

Documentation needed icludes

- Student Information
- Permenent Exclusion letter to parents
- Incident relating to exclusion
- Previous Incidents
- Incident summary
- Incident distribution
- Previous exclusion letters
- Individual risk assessment and positive handling plan
- Academic Pupil profile
- Attendnace printout

If SEND

- Support plan
- EHCP
- Annual review

Monitoring and analysing suspensions and exclusions data

The trustee board will challenge and evaluate the data on the school's use of suspension, exclusion, off-site direction to alternative provision and managed moves. This information will be presented termly to Trustees by the Trust's SEND and Behavior Lead

Trustees will consider:

- How effectively and consistently the trusts and individual annex of the schools behaviour policy is being implemented

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

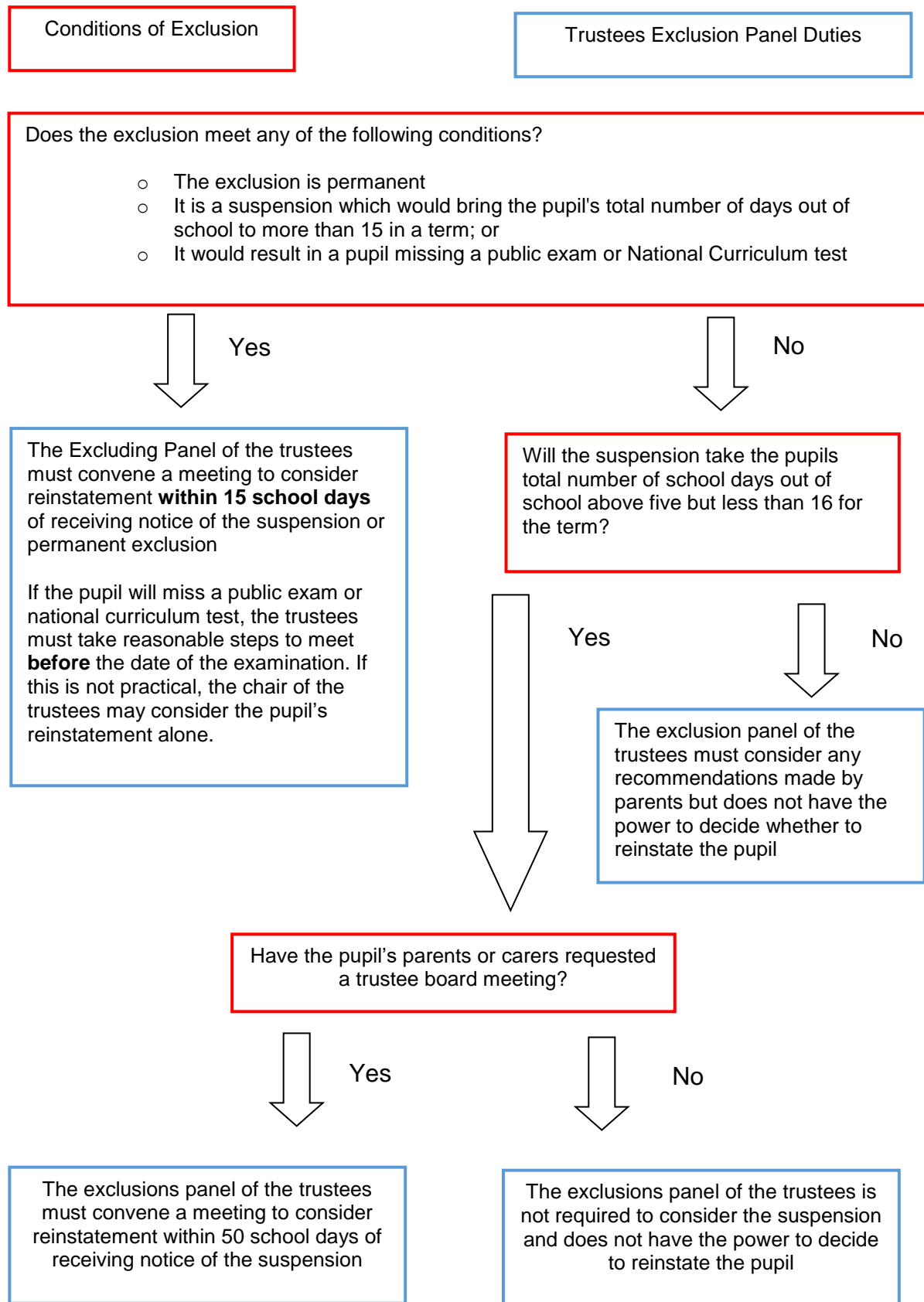
4.3 The local authority (LA)

For permanent exclusions, the LA will arrange suitable full-time education to begin no later than the sixth school day after the first day of the exclusion.

For pupils who are LAC or have social workers, the LA and the school will work together arrange suitable full-time education to begin from the first day of the exclusion.

6. Considering the reinstatement of a pupil

A Summary of the Exclusion Panels duties to review the headteachers exclusion decisions



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

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

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

The Board of Trustees can either:

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

In reaching a decision, The Board of Trustees will consider:

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

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

Minutes will be taken of the meeting, and a record kept of the evidence that was considered. The outcome will also be recorded on the pupil's educational record, and copies of relevant papers will be kept with this record.

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

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

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

- The fact that it is a permanent exclusion
- Notice of parents' right to ask for the decision to be reviewed by an independent review panel
- The date by which an application for an independent review must be made (15 school days from the date on which notice in writing of the trustee's decision is given to parents)
- The name and address to which an application for a review and any written evidence should be submitted

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

7. Independent review

If parents apply for an independent review within the legal timeframe, the trust will arrange for an independent panel (the review panel) to review the decision of the trustees 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 of its decision to not reinstate the pupil **or**, if after this time, within 15 school days of the final determination of a claim of discrimination under the Equality Act 2010 regarding the permanent exclusion.

A panel of 3 members will be constituted with representatives from each of the categories below. At all times during the review process there must be the required representation on the panel.

- A lay member to chair the panel who has not worked in any school in a paid capacity, disregarding any experience as a trustee, school governor or volunteer
- Current or former trustee who has served as a trustee 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 the headteacher of the excluding school, or have held this position in the last 5 years
- Are an employee of the academy trust or the governing board, of the excluding school (unless they are employed as a headteacher at another school)
- Have, or at any time have had, any connection with the academy trust, governing board, parents or pupil, or the incident leading to the exclusion, which might reasonably be taken to raise doubts about their impartiality
- Have not had the required training within the last 2 years (see appendix 1 for what training must cover)

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

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

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

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

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

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

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

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

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

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

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

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

This notification will include:

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

8. School registers

Where a pupil is attending The Wizards off-site provision, they will be dual registered with Wansbeck Primary School using Code D on the registers. Where alternative provision has been made for a pupil, code B (education off-site) or code D (dual registration) will be used on the attendance register.

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

- 15 school days have passed since the parents were notified of the decision to not reinstate the pupil and no application has been made for an independent review panel, or
- The parents have stated in writing that they will not be applying for an independent review panel

Where an application for an independent review has been made within 15 school days, the trustees will wait until that review has concluded before removing a pupil's name from the register.

While the pupil's name remains on the school's admission register, the pupil's attendance will still be recorded appropriately. Where alternative provision has been made for an excluded pupil and they attend, 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 (excluded) will be used.

Making a return to the LA

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

- The pupil's full name
- The full name and address of any parent with whom the pupil normally resides
- At least 1 telephone number at which any parent with whom the pupil normally resides can be contacted in an emergency
- The grounds upon which their name is to be deleted from the admissions register (i.e., permanent exclusion)
- Details of the new school the pupil will attend, including the name of that school and the first date when the pupil attended or is due to attend there, if the parents have told the school the pupil is moving to another school
- Details of the pupil's new address, including the new address, the name of the parent(s) the pupil is going to live there with, and the date when the pupil is going to start living there, if the parents have informed the school that the pupil is moving house

This return must be made as soon as the grounds for removal is met and no later than the removal of the pupil's name.

8. Returning from a suspension

8.1 Reintegration strategy

Following suspension, the school will put in place a strategy to help the pupil reintegrate successfully into school life and full-time education. Where necessary, the school will work with the Trust SEND team and third-party organisations to identify whether the pupil has any unmet special educational and/or health needs.

The following measures may be implemented, as part of the strategy, to ensure a successful reintegration into school life following a suspension.

- A planned reintegration meeting within a restorative framework with every person having their voice within the meeting.
- Maintaining regular contact during the suspension or off site direction and welcoming the pupil back to school
- Daily contact in school with the emotional well-being worker
- A clear support plan with clear targets and strategies to support to be put in place and agreed at the meeting
- Regular reviews with the pupil and parents to praise progress being made and raise any concerns at an early stage.
- Discussing with the pupil, parents and carers and external support.

Part-time timetables will not be used as a tool to manage behaviour and, if used, will be put in place for the minimum time necessary.

The strategy will be regularly reviewed and adapted where necessary throughout the reintegration process in collaboration with the pupil, parents, and other relevant parties.

8.2 Reintegration meetings

The reintegration meeting will be done within a restorative framework. The school will explain the reintegration strategy to the pupil in a reintegration meeting before or on the pupil's return to school. During the meeting the school will communicate to the pupil that they are getting a fresh start and that they are a valued member of the school community.

The pupil, parents, a member of senior staff, and any other relevant staff will be invited to attend the meeting. The meeting can proceed without the parents in the event that they cannot or do not attend. The school expects all returning pupils and their parents to attend their reintegration meeting, but pupils who do not attend will not be prevented from returning to the classroom.

9. Monitoring arrangements

The school will collect data on the following:

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

The data will be analysed every term. The HCAT SEND Lead will work with schools to consider this data and to analyse whether there are patterns across the trust. All trust school must report this data to the Trust SEND lead termly. The Trust SEND lead will report this data to trustees.

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

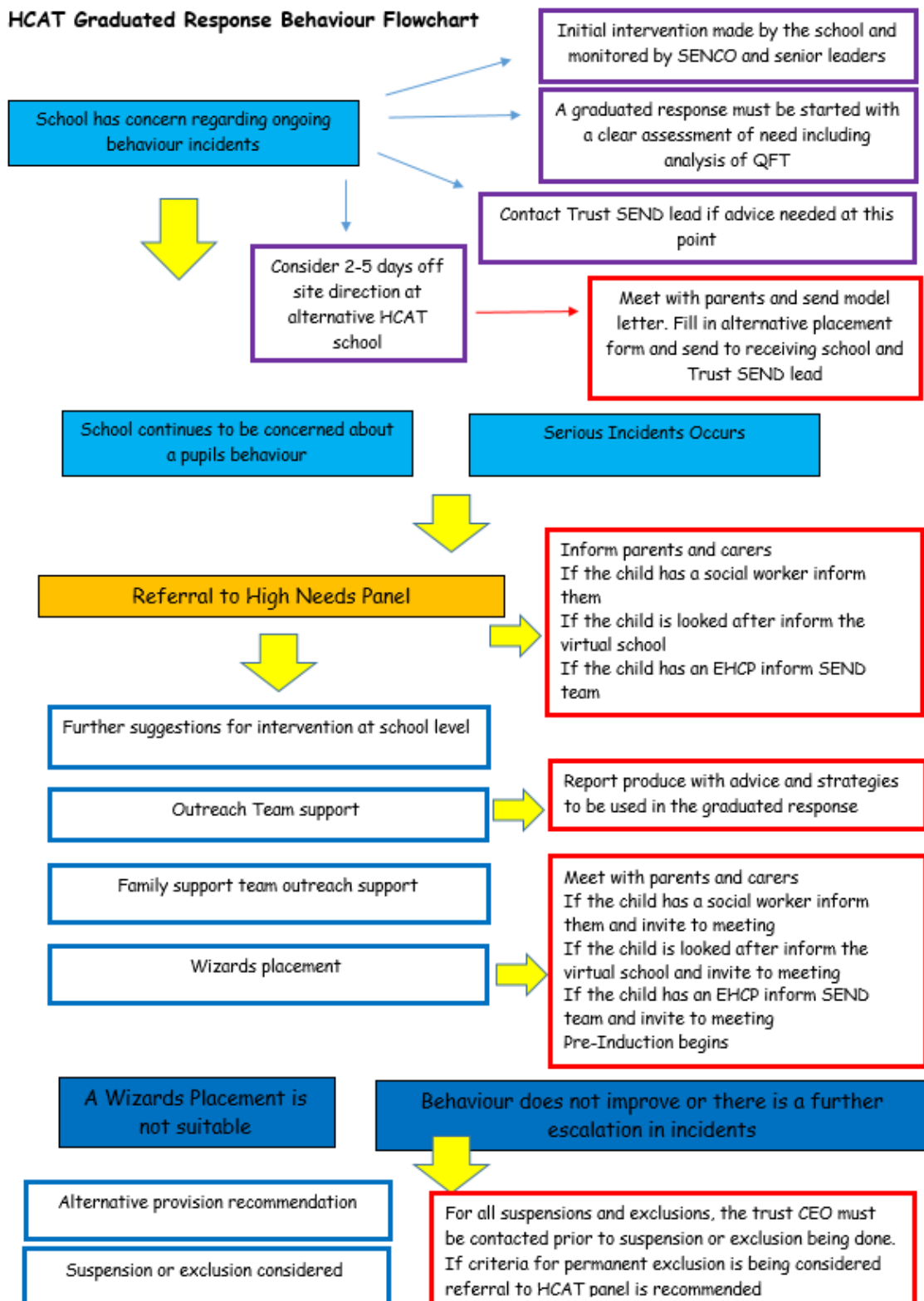
Appendix 1: independent review panel training

HCAT must make sure 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 must have covered:

- The requirements of the primary legislation, regulations and statutory guidance governing suspensions and permanent exclusions on disciplinary grounds, 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, governing 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: HCAT Primary Graduated Response Behaviour Flowchart



HCAT Secondary Graduated Response Behaviour Flowchart

Appendix 3: Wizards Visit Pro-forma

Check in with the child summary - Pupil voice

Welfare and Safeguarding summary

Curriculum Provision in the Wizards

Reading - Phonics phase or reading band

Writing

Maths

Wider Curriculum

Progress made against targets on graduated response.

For children with an EHCP - Are Section F requirements being delivered

Behaviour Incidents

Appendix 4: Wizards Keeping in Touch Protocols

It is really important as home schools that contact is maintained with any child that comes into the Wizards. The contact needs to be documented so there is a running log of the relationship between the home school and the Wizards and shows the support for the child continues to come from both settings. Below is documented the responsibilities of each setting.

Home School

- Identify a key worker for the child for their time at Wizards
- Visit the child every two weeks (to be arranged with Ben) and gather evidence on the pro-forma
- Weekly phone / email contact with the Wizards to know progress of their child against the targets set - this must be logged on CPOMS every time
- Logging of any contact with the Wizards on CPOMS (including emails and phone calls) throughout the placement

Attendance and Safeguarding

- Children will be dual registered but the responsibility will be with the home school for safeguarding and attendance.
- Home school office must ring Wansbeck every day for attendance information by 9:30am
- To respond to safeguarding issues immediately when the Wizards contacts them with a cause for concern. It is the home school's responsibility for any safeguarding referrals
- To add any safeguarding updates or contact with social workers to CPOMS and liaise with the Wizards regarding this.

The Wizards

- Liaise with the home school to plan the visits to ensure there is not an overlap of schools which could overwhelm the children
- Arrange one visit out of the three to be a lunch visit where the child will make lunch for their key worker.
- Will provide a two weekly update to the school for each child sent to the key worker
- Will forward any other records each Friday or as soon as practicable that relate to the child's week. e.g. behaviour records. If urgent they will send on the day, it happens if non urgent they will be sent on a Friday.

Attendance and Safeguarding

- Contact the home school if the child goes home from school within the school day

- Record attendance am and pm
- Pass on safeguarding concerns to the home school immediately (they will also pass to Wansbeck safeguarding team for information)
- Will liaise with social workers for day to day issues with the child however this will always be recorded and sent to the home school for their records.

Appendix 5: HCAT Short Term Alternative Provision Form

Dear,

As you are aware from the school's communications with you, **behaviour** has been causing us concern. Inappropriate Behaviour has included;

- **xxxxxxx**
- **xxxxxxx**

I am sure you will agree that his behaviour has seriously compromised the effective teaching and learning of others, their health safety, welfare and his own wellbeing.

xxxxx should attend another HCAT school, **xxxxx** Primary School, for **xxxxx** days (**DATES**), as an alternative and to avoid a fixed term exclusion and to give your child the opportunity to reflect on their behaviour choices and understand the effect their behaviour has on other staff and children in our school community.

You should bring **xxxxx** to the school office on **DATE** and collect him from the office at TIME.

School staff will take and collect **XXXX** to and from the alternative school each day. **xxxxx** should wear his usual school uniform and lunch will be provided for him or he can bring his own packed lunch. **He / She** will be accompanied by a teaching assistant from our school so **xxxxx** will have a friendly face from his own community.

You and **xxxxx** are invited to attend a reintegration interview at **xxxxx** on **xxxxx**. 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.

Yours Sincerely

Appendix 6: Model letter Suspension 5 days

Suspension of a pupil who will overall have received 5 school days of suspension 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 **[specify number of days]**. This means that s/he 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(s) 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]** 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 suspension 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 **[or set out the different arrangements if this is not correct]**.

You have the right to make representations about my decision to suspend to the HCAT Exclusion Panel. If you wish to make representations, please contact:

- FAO: HCAT Exclusion Panel /Tony Hammond, HCAT c/o Dorchester Primary School, Dorchester Road, Hull, HU76AH as soon as possible.

The HCAT Trustees must consider representations made by parents, but it cannot direct reinstatement and it is not required to arrange a meeting with parents.

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>).

You **[and your child or pupil's name]** are requested to attend a reintegration meeting 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. During your child's suspension the school will consider the strategies and ways

that support can be given to your child. The purpose of the reintegration meeting is to discuss and plan with you how best your child's return to school can be supported, to enable a fresh start, and ensuring that previous behaviour should not be seen as an obstacle to future success.

[Delete as applicable if the pupil is not eligible for FSM] As **[Child's Name]** is entitled to free school meals you can request a packed lunch from school by contacting **[staff name and contact]**. Although the school is obliged to provide a meal, it's your responsibility to request and collect it.

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.

The statutory guidance connected to suspension from school can be found at: <https://www.gov.uk/government/publications/school-exclusion>

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

SENDIAS provide information, advice and support to children and young people with SEND, including on exclusions. <https://www.kids.org.uk/hull-sendias>
(01482) 467541

- Coram's Child Law Advice service can be accessed through their website <https://childlawadvice.org.uk/information-pages/school-exclusion/> or contacted on 0300 330 5485 from Monday to Friday, 8am – 6pm.

- ACE education run a limited service and can be reached on 0300 0115 142 on Monday to Wednesday from 10am to 1pm during term time. Information can be found on the website: <http://www.ace-ed.org.uk/>

- Independent Provider of Special Education Advice (known as IPSEA – www.ipsea.org.uk) is a registered charity. It offers free and independent information, advice and support to help get the right education for children and young people with all kinds of special educational needs (SEN) and disabilities.

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

Yours sincerely

[Name]
Head teacher

CC
(Social worker if applicable)
(For Looked After Children please send a copy of the parent/carer letter to the virtual school)

Appendix 7: Model letter Suspension 5 – 15 days in a term

Suspension which takes the total suspensions to 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 **[specify number of days]**. This means that s/he 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(s) 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]** 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 suspension 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 **[or set out the different arrangements if this is not correct]**.

[If this particular suspension notification is for more than five days, or by issuing it, it will take the consecutive days of suspension above 5 days, use this paragraph]

From the sixth school day of the pupil's suspension **[specify date]** until the expiry of **pupil name's** suspension **[specify date]** we 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 including the information in bold/green below.]** On **[date]** she/he should attend at **[give name and address of the alternative provider 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 make representations and request a meeting in regards to my decision to suspend to the HCAT Exclusions Panel and my decision to suspend can be reviewed. As the period of this suspension means **[pupil name]** has more than five school days of suspension in a term the HCAT Exclusion Panel must meet if you request it to do so. The latest date by which the discipline

committee/management 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 about my decision to suspend to the panel and you wish to be accompanied by a friend or representative, please contact

- FAO: HCAT Exclusion Panel /Tony Hammond, HCAT c/o Dorchester Primary School, Dorchester Road, Hull, HU76AH 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 the panel if it would be helpful for you to have an interpreter present at the meeting.

The HCAT Trustees must consider representations made by parents, but it cannot direct reinstatement and it is not required to arrange a meeting with parents.

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>).

You **[and your child or pupil's name]** are requested to attend a reintegration meeting 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. During your child's suspension the school will consider the strategies and ways that support can be given to your child. The purpose of the reintegration meeting is to discuss and plan with you how best your child's return to school can be supported, to enable a fresh start, and ensuring that previous behaviour should not be seen as an obstacle to future success.

[Delete as applicable if the pupil is not eligible for FSM] As **[Child's Name]** is entitled to free school meals you can request a packed lunch from school by contacting **[staff name and contact]**. Although the school is obliged to provide a meal, it's your responsibility to request and collect it.

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.

The statutory guidance connected to suspension from school can be found at: <https://www.gov.uk/government/publications/school-exclusion>

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

SENDIAS provide information, advice and support to children and young people with SEND, including on exclusions. <https://www.kids.org.uk/hull-sendiass> (01482) 467541

- Coram's Child Law Advice service can be accessed through their website <https://childlawadvice.org.uk/information-pages/school-exclusion/> or contacted on 0300 330 5485 from Monday to Friday, 8am – 6pm.

- ACE education run a limited service and can be reached on 0300 0115 142 on Monday to Wednesday from 10am to 1pm during term time. Information can be found on the website: <http://www.ace-ed.org.uk/>

- Independent Provider of Special Education Advice (known as IPSEA – www.ipsea.org.uk) is a registered charity. It offers free and independent information, advice and support to help get the right education for children and young people with all kinds of special educational needs (SEN) and disabilities.

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

Yours sincerely
[Name]
Head teacher

CC
(Social worker if applicable)
(For Looked After Children please send a copy of the parent/carer letter to the virtual school)

Appendix 7: Model letter Exclusion More than 15 days in a term

Dear **[Parent's Name]**

I am writing to inform you of my decision to suspend **[Child's Name]** for a **[specify number of days]**. This means that s/he 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(s) 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]** 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 suspension 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 **[or set out the different arrangements if this is not correct]**.

[If this particular suspension notification is for more than five days, or by issuing it, it will take the consecutive days of suspension above 5 days, use this paragraph]

From the sixth school day of the pupil's suspension **[specify date]** until the expiry of **pupil name's** suspension **[specify date]** we 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 including the information in bold/green below.]** On **[date]** she/he should attend at **[give name and address of the alternative provider 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].**

[School and PRU] As **[pupil name]** has been suspended for more than 15 school days in total in one term the HCAT exclusion panel must convene a meeting to consider reinstatement. At the review meeting you may make representations to the HCAT exclusion panel if you wish. The latest date on which the HCAT exclusion panel can meet is **[date here — no later than 15 school days from the date the exclusion panel is notified]**.

If you do wish to make representations about my decision to suspend to the panel and you wish to be accompanied by a friend or representative, please contact

- FAO: HCAT Exclusion Panel /Tony Hammond, HCAT c/o Dorchester Primary School, Dorchester Road, Hull, HU76AH 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 the panel 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 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>).

You **[and your child or pupil's name]** are requested to attend a reintegration meeting 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. During your child's suspension the school will consider the strategies and ways that support can be given to your child. The purpose of the reintegration meeting is to discuss and plan with you how best your child's return to school can be supported, to enable a fresh start, and ensuring that previous behaviour should not be seen as an obstacle to future success.

[Delete as applicable if the pupil is not eligible for FSM] As **[Child's Name]** is entitled to free school meals you can request a packed lunch from school by contacting **[staff name and contact]**. Although the school is obliged to provide a meal, it's your responsibility to request and collect it.

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.

The statutory guidance connected to suspension from school can be found at: <https://www.gov.uk/government/publications/school-exclusion>

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

SENDIAS provide information, advice and support to children and young people with SEND, including on exclusions. <https://www.kids.org.uk/hull-sendiass> (01482) 467541

- Coram's Child Law Advice service can be accessed through their website <https://childlawadvice.org.uk/information-pages/school-exclusion/> or contacted on

0300 330 5485 from Monday to Friday, 8am – 6pm.

- ACE education run a limited service and can be reached on 0300 0115 142 on

Monday to Wednesday from 10am to 1pm during term time. Information can be found on the website: <http://www.ace-ed.org.uk/>

- Independent Provider of Special Education Advice (known as IPSEA – www.ipsea.org.uk) is a registered charity. It offers free and independent information, advice and support to help get the right education for children and young people with all kinds of special educational needs (SEN) and disabilities.

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

Yours sincerely

[Name]

Head teacher

CC

(Social worker if applicable)

(For Looked After Children please send a copy of the parent/carer letter to the virtual school)

Appendix 8: Model letter 4 – Permanent Exclusion

From the head teacher of a primary, secondary or special school (or the teacher in charge of a PRU) notifying the parent(s) cc'ing in the social worker, if a pupil has one, and the VSH, if the pupil is a LAC of that pupil's permanent exclusion.

Dear **[Parent'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 she/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. **[Child's Name]** has been excluded because: **[reasons for the exclusion — include any other relevant previous history]**.

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.

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 **[Set out arrangements for the work within the five day duty at home, this may be different if supervised education is being provided earlier than the sixth day, or if the issuing of exclusion is following a period of suspension as this will count within the schools' duty as a continuous number of days and school will be required to ensure full-time appropriate education over five days until the LA 6th day duty from the pex decision]**.

From the sixth school day of the decision on permanent exclusion onwards — i.e. from **[specify the date]** the local authority (Hull City Council) 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 further communication or letter.]**

As this is a permanent exclusion the HCAT exclusion panel must meet to consider it. At the review meeting you may make representations to the HCAT exclusion panel if you wish and ask them to reinstate your child in school. The HCAT exclusion panel 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 HCAT exclusion panel should meet is **[specify the date — the 15th school day after the date on which the governing body/PRU management committee was notified of the exclusion]**. If you wish to make representations to the trustees and wish to be accompanied by a friend or representative, please contact:

- FAO: HCAT Exclusion Panel /Tony Hammond, HCAT c/o Dorchester Primary School, Dorchester Road, Hull, HU76AH 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 the panel if it would be helpful for you to have an interpreter present at the meeting. Whether you choose to make representations or not, you will be notified by the Clerk to the Trustees of the time, date and location of the meeting.

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>).

[Delete as applicable if the pupil is not eligible for FSM] As **[Child's Name]** is entitled to free school meals you can request a packed lunch from school by contacting **[staff name and contact]**. Although the school is obliged to provide a meal, it's your responsibility to request and collect it.

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.

The statutory guidance connected to suspension from school can be found at: <https://www.gov.uk/government/publications/school-exclusion>

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

SENDIAS provide information, advice and support to children and young people with SEND, including on exclusions. <https://www.kids.org.uk/hull-sendias> (01482) 467541

- Coram's Child Law Advice service can be accessed through their website <https://childlawadvice.org.uk/information-pages/school-exclusion/> or contacted on 0300 330 5485 from Monday to Friday, 8am – 6pm.

- ACE education run a limited service and can be reached on 0300 0115 142 on Monday to Wednesday from 10am to 1pm during term time. Information can be found on the website: <http://www.ace-ed.org.uk/>

- Independent Provider of Special Education Advice (known as IPSEA – www.ipsea.org.uk) is a registered charity. It offers free and independent information, advice and support to help get the right education for children and young people with all kinds of special educational needs (SEN) and disabilities.

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

Yours sincerely

[Name]

Head teacher

CC

(Social worker if applicable)

(For Looked After Children please send a copy of the parent/carer letter to the virtual school)

Appendix 9: Model letter 5 – Off Site Direction Wizards

Dear **[Parent's Name]**

Following our meeting on **(state date)** and the HCAT High needs panel's recommendations on **(insert date) (child's name)** will be attending The Wizards classroom at Wansbeck Primary School.

The placement at the Wizards classroom will commence on **(insert date)** and will be reviewed monthly by the High Needs Panel. The next meeting of the High Needs Panel is on **(insert date)** The intention is for this placement to be in place until **(insert date or length of time)**. **During this placement we will have a review meeting with yourselves every 6 weeks and there will be a review meeting towards the end of the placement to consider the next steps.**

Wansbeck Primary School is a mainstream school that is part of the HCAT family of schools. It is a school with expertise in providing emotional and social interventions for children who may be struggling to manage their behaviour in a mainstream setting.

During the time that your child attends Wansbeck Primary School they will be dual registered at both their home school **(insert your schools name)** and Wansbeck Primary School.

This placement is part of HCAT's graduated response to supporting the individual needs of children with the aim of supporting your child with: **(insert individual children's needs)**

If your child is entitled to free school meals these will continue at Wansbeck Primary School. Transport arrangements for your child are **(insert transport arrangements)**

The contact details of the professionals of the Wizards are:

- Ben Walker (provisions and behaviour lead) (01482) 814171
- Sam Bullen (Executive Headteacher Wansbeck Primary School and Trust Lead for Behaviour and SEND) (01482) 814171

I would advise you of the following sources of free and impartial advice that can offer support to parents and children:

SENDIAS provide information, advice and support to children and young people with SEND and behaviour. <https://www.kids.org.uk/hull-sendiass> (01482) 467541

- Coram's Child Law Advice service can be accessed through their website <https://childlawadvice.org.uk/information-pages/school-exclusion/> or contacted on 0300 330 5485 from Monday to Friday, 8am – 6pm.

- ACE education run a limited service and can be reached on 0300 0115 142 on Monday to Wednesday from 10am to 1pm during term time. Information can be found on the website: <http://www.ace-ed.org.uk/>

- Independent Provider of Special Education Advice (known as IPSEA – www.ipsea.org.uk) is a registered charity. It offers free and independent information, advice and support to help get the right education for children and young people with all kinds of special educational needs (SEN) and disabilities.

Yours sincerely

[Name]

Head teacher

CC

(Social worker if applicable)

(For Looked After Children please send a copy of the parent/carer letter to the virtual school)

Appendix 9: HCAT Off Site Direction Letter - Wizards

Dear...

As you are aware from the school's communications with you, **behaviour** has been causing us concern.

I am sure you will agree that his behaviour has seriously compromised the effective teaching and learning of others, their health safety, welfare and his own wellbeing.

xxxxx should attend another HCAT school, **xxxxx** Primary School, for **xxxxx** days (**DATES**), as an alternative and to avoid a fixed term exclusion and to give your child the opportunity to reflect on their behaviour choices and understand the effect their behaviour has on other staff and children in our school community.

You should bring **xxxxx** to the school office on **DATE** and collect him from the office at **TIME**.

School staff will take and collect **XXXX** to and from the alternative school each day. **xxxxx** should wear his usual school uniform and lunch will be provided for him or he can bring his own packed lunch. **He / She** will be accompanied by a teaching assistant from our school so **xxxxx** will have a friendly face from his own community.

You and **xxxxx** are invited to attend a reintegration interview at **xxxxx** on **xxxxx**. 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.

Yours Sincerely