

IncludEd Learning

Independent Specialist Education Provider



BEHAVIOUR AND COMMUNICATION POLICY

Under the Public Sector Equality Duty, IncludEd Learning Learning has due regard to the need to eliminate discrimination, harassment and victimisation and any other conduct prohibited by the Equality Act 2010; to advance equality of opportunity between those who share a relevant protected characteristic and those who do not share it and to foster good relations across all protected characteristics. IncludEd Learning Learning will take into account equality considerations when policies are being developed, adopted and implemented.

IncludEd Learning Learning serves the needs of a very large and diverse range of children, pupils and their families at times when they are extremely vulnerable. Our core purpose as a school is to uphold the child's right to Education and our policies and procedures are necessary to keep staff and children safe. We acknowledge that our pupils are often living with a range of very complex needs including mental ill health and therefore we keep the needs of the pupil at the heart of all decisions. We will, therefore, work within the parameters of all statutory policies whilst seeking to understand and support the child's long term education and health needs.

All children have rights and we encourage our children to support the rights of others (UNCRC 1989). In our school we work together to promote the rights of everyone in our school. We strive to ensure that all behaviour in school from adults and children will demonstrate our approach to rights and being respectful to each other. This policy reflects our school mission statement, ethos and cultural fit.

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1. Introduction

IncludEd Learning Learning strives to enhance the academic, social, emotional, and behavioural achievements of our pupils. Demonstrating positive behaviours for learning is the foundation of a good education. Raising pupils' self-esteem through the development of significant relationships and the celebration of progress is central to the work of IncludEd Learning and to the achievement of appropriate behaviours and effective learning. This policy is based on the most recent guidance from the DfE; Behaviour in Schools (September 2022).

2. Purpose of the policy

We seek to create a school which is calm and nurturing through a culture that promotes excellent behaviour. We are clear in our expectations for all of our pupils, though we acknowledge that regulating behaviour is a challenge for some highly vulnerable pupils.

All behaviour is a form of communication. We aim to support pupils to develop their emotional and communication skills to enable them to express themselves in a way that maintains a safe environment for themselves and others. In this policy we set out the standards for behaviour in our school. As part of pupils' personal development we will help them to reflect and learn from their behaviour when needed and develop strategies to self regulate these behaviours.

Regardless of underlying needs, we want to manage pupil behaviour effectively and we routinely use the assess, plan, do and review cycle in all of our work across the school. We want to create a positive, safe environment for pupils and for staff. Bullying, threats, abuse and intimidation are not tolerated.

We want all members of the school community to feel safe and treated with dignity and respect. We recognise that being consistent is not about using the same behaviour management systems for every pupil. A bespoke approach is adopted for each pupil to ensure that each pupil is supported. This is how IncludEd Learning ensures that there is a consistent approach.

This policy is aligned to our legal duties relating to the welfare of children and is one of the key policies linked to our Safeguarding and Child Protection policy. We have a whole school approach across all sites and processes and procedures ensure that any incidences of bullying, discrimination, aggression or derogatory language are dealt with quickly and effectively.

3. Behaviour Principles

Our behaviour principles align with the Key principles of Trauma informed practice as stated in the DfE Guidance on the working definition of such practice (November 2022).

Safety

We want our pupils to know they are safe or be able to ask for what they need to feel safe. We will support pupils to find ways to ask for help if this is something they find difficult.

Trustworthiness

We want our policies and practice to be transparent so that we can build a culture based on trust in our school community. Staff will be consistent and do what they say they will do to develop trust.

Choice

We want our pupils and their parents to work with us to set goals to shape our action plan (behaviour support plan) when a pupil is struggling with regulating their own behaviour.

Collaboration

We will listen to pupils and parents to understand their lived experience. This will enable us to work with our pupils and external agencies to understand what needs the pupil has and how best to support them.

Empowerment

We acknowledge that people who have experienced or are experiencing trauma may feel powerless to control what happens to them. Their behaviour may be a way for them to communicate these feelings. We will listen to the pupil and help them to reflect on the reasons behind the behaviours. We will support them to understand the impact that their behaviour has on others. We will support them to develop skills to manage their behaviour in ways that align with our school values. These will be important life skills for when they transition to their next destination.

Cultural Considerations

We will ensure our pupils are not restricted from 'being themselves' by any cultural stereotypes or bias. We will support them and advocate for the right to be who they are without fear.

4. High Expectations

At IncludEd Learning we have high expectations for all pupils. Pupils should;

- Attend school regularly when well enough to do so
- Follow the school's rules and procedures
- Engage in all lessons when well enough to do so
- Treat others with respect
- Cooperate with staff to ensure that they reach their full potential.

5. Rules and Routines

Ready

Respectful

Safe

At IncludEd Learning we have clear routines for pupils to follow. Staff will ensure that pupils are aware of the routines and implement these. Examples include, the start of the day, the start of the lesson and lesson change over.

6. Leadership and Management - the Role of the Advisory Panel and the Head

The Advisory Panel are responsible for ensuring the behaviour policy does not cause any disadvantage to a disabled pupil or those with protected characteristics (Equality Act 2010) and to ensure school uses its 'best endeavours' to meet the needs of those with SEND (Children and Families Act 2014).

The Head is responsible for ensuring an excellent standard of behaviour across the school and that;

- staff are appropriately trained to implement the policy by understanding the complex influences on pupil's behaviour
- there are clear processes for staff to follow if there are any concerns about behaviour.
- pupils and parents are fully aware of the school value and culture and support school to maintain this.
- the behaviour policy is implemented in a fair and consistent manner
- the senior lead for behaviour, usually reporting to the whole school DSL, has regular opportunities to work with the lead for mental health and the strategic lead for SEND.

7. The Role of the Senior and Leadership team

SLT are expected to be highly visible around the school, regularly engaging with pupils, parents and staff and are key to setting and maintaining the behaviour culture so that everyone feels safe and supported.

The SLT will also ensure that staff receive training so that they understand how the SEN needs of pupils attending our school can impact on a pupil's behaviour.

The Head must ensure the staff understand the importance of consistently upholding high standards of behaviour. This includes inducting new staff so they understand the rules and routines and how best to support pupils.

8. The Role of Teachers and Staff

Teachers and staff have an important role in establishing clear boundaries of pupil behaviour. Staff should teach and model expected behaviour and relationships so that pupils can see examples of good habits and are confident to ask for help when they need it.

Staff should routinely support pupils where there are concerns about their behaviour. Staff should consider the needs of the pupils, as detailed in Pupil Risk Assessment documents. This should be done in a non-judgemental way to avoid shame and embarrassment.

9. The Role of Pupils

Pupils will be given the most appropriate induction so that they understand the rules and the routines based on the principles in this policy. Extra support is available to those pupils who find it difficult to follow the basic school rules and expectations. An example of this is the use of Social Stories. Pupils' role in managing their behaviour will be supported depending on their skills and needs. We recognise that this is part of pupils' development of life skills. They will be encouraged to work towards independently recognising what behaviour fits with the culture and ethos of the school.

10. The Role of Parents

As appropriate, depending on setting, parents are encouraged to understand the expectations and support school when they are being implemented. We are keen for parents to be involved both in celebrating successes and in developing support plans if and when behaviour interventions are required.

11. Responding to Positive Behaviour

We expect all our staff to take opportunities to reinforce our expectations, the school's culture and our ethos. Because of complexities of the large variety of SEND needs, including anxiety, our rewards are mainly based on:-

- verbal praise to the pupil
- praise communicated to parents either in person, by phone or postcard home

12. Responding to Concerns About Behaviour

When a member of school staff has concerns about behaviour, they should respond calmly, promptly and assertively ensuring that pupils and staff are safe and keeping the environment calm. This should be done with kindness and compassion. De-escalation techniques can be used and calm established quickly.

The way we respond to behaviour has a variety of purposes which include:

- Deterrent - being clear about expectations and what is and is not acceptable behaviour can act as a deterrent to the pupil themselves and to other pupils as appropriate
- Protection - it is a legal duty of all staff to keep pupils safe
- Improvement - Pupils will be supported to understand and follow the rules through reflective conversations and individual support. This may involve support to reflect on the impact of behaviour on others and develop empathy.
- Consistency – In order to ensure consistency staff are provided with strategies and scripts to support a variety of different behaviours - Appendix A - Behaviour Regulation Toolkit.

Low level disruptions

Teachers will use strategies to ensure that low level disruption does not impact on the teaching and learning of others. Examples of low level disruption are;

- talking whilst teacher is talking
- the use of mobile phones in lessons
- lateness to lesson
- being off task
- not following basic instructions
- calling out in lesson
- chewing gum
- defiance

Some behaviours that can be seen as low level disruption are, in fact, as a result of the SEND and it is more about how we manage this low level disruption rather than sometimes challenging it as a behaviour issue. There are systems in place to support pupils where their behaviour can sometimes impact on other learners in the classroom e.g. quiet room.

We will use appropriate sanctions such as giving a verbal reprimand and a reminder of expectations, sharing these with parents, creating a behaviour support plan and or putting the pupil 'on report' to a senior member of staff (Appendix B - Report Card). We will not routinely use detention outside of school hours, loss of privileges or community service though we will do so if these are suitable and appropriate.

Exclusion at our school is used as an absolute last resort and after all other strategies have been unsuccessful. We will use exclusion in response to serious incidents or consistent poor behaviour which has not improved despite interventions and support. We will always consider the pupil's SEND needs during this process. Please refer to our Exclusion Policy.

If the behaviour is likely to cause harm to another pupil we will follow the Child on Child abuse policy and involve the DSL as appropriate.

13. Reasonable Adjustments

In any interactions in relation to behaviour we will always consider how the pupil's SEND has contributed to the situation, if it is correct to issue a sanction and then how to ensure the sanction has a productive effect on the pupil.

14. Support for Pupils

We want all our pupils to develop skills to enable them to manage their own behaviour. We will invest time after an incident and discuss with the pupil what went wrong and why. A restorative conversation will take place, if this is required. This may be with another pupil or it may be with a member of staff. We will usually discuss our support with parents to stress the importance of supporting change. We have suitably trained and qualified staff who are equipped to put interventions in place with pupils when required.

15. The Use of Reasonable Force

All school staff are expected to read the guidance on the [‘Use of Reasonable Force.’](#) They understand that they are permitted to use reasonable force, as in no more force than is needed, to keep pupils safe. Members of staff are permitted to use reasonable force to prevent a pupil injuring themselves, another pupil, a member of staff or damaging property.

Team Teach trained staff are permitted to use reasonable force when conducting a search for sharps, knives, weapons, alcohol, drugs, stolen goods, tobacco, fireworks, pornography or articles they suspect may be or are likely to be used to commit an offence or harm. They are not permitted to use force to search for any other items. When using reasonable force, they should consider the mental and physical health needs of the pupils. All our pupils have SEND.

16. Behaviour Outside of School

We will not tolerate bullying on or off our premises though we do understand that in our settings bullying can be linked to the pupil’s own vulnerabilities and mental health. We will follow our anti bullying and or our child on child abuse policy if it is reported to us that bullying has occurred off the premises or on line. Pupils are made aware of how to report bullying in PSHE lessons, mentoring sessions and on admission to IncludEd Learning.

Outside of school includes travelling to and from school or any activity organised by the school. We will work with the police and other agencies as appropriate.

17. Behaviour Incidents Online

We are proactive in dealing with any incidents taking place between pupils online and intervene as early as possible, working with parents to keep pupils safe. We expect all pupils to treat each other with respect and to be kind. If this does not happen we will talk with the pupils involved and set out our high expectations. If incidents repeat, we will invite parents into a meeting and discuss the issue with them.

If a member of staff finds out that pupils have been sharing nude or semi nude images/videos they must immediately report this to the DSL. If there is any criminal activity suspected the school will call the police and children’s social care without delay. We will follow the guidance **Sharing nudes and semi-nudes: advice for education settings working with children and pupils.**

18. Mobile phones

Phones are to be handed in before the start of the school day and will be returned at lunch time depending on a pupil's level of engagement. Phones will be handed back over to staff at the end of lunch and returned at the end of the school day. Phones should not be used during lesson time and should never be used to photograph or video record a member of staff or another pupil with or without their consent.

19. Managing Sexualised Behaviours

We recognise the impact that sexualised behaviours can have on our pupils. When investigating any reports of sexualised behaviours, our DSL's will follow the guidance that is set out in the book titled 'Understanding and Managing Sexual Behaviours in Educational Settings, 4th Edition, A guide for education staff in school and colleges.'

20. Monitoring and Evaluating School Behaviour

School leaders regularly review individual pupil achievements including their attendance, any behaviour incidents and academic progress. Behaviour incidents are logged on Arbor. We analyse our Arbor categorisation. We present frequent updates to the Advisory Panel on school's behaviour within the Head's regular report. We also undertake anonymous surveys at least annually for staff, parents and pupils.

Date of Adoption: Autumn 2023

Date of Review: Autumn 2024

→ Appendix A - Home-School Agreement



1.3 HOME – SCHOOL AGREEMENT

We aim to offer a service to meet the educational needs of all our students. We continually strive to achieve and maintain quality teaching and learning experiences which promote social, emotional and educational well-being of each Individual. We will:

- ❖ Raise standards of attainment allowing students to achieve their full potential
- ❖ Develop aspiring, confident and independent young people
- ❖ Support reintegration into mainstream schools or other educational establishments
- ❖ Provide a safe welcoming environment and create opportunities

As your child becomes a student of IncludEd, we agree to work together to uphold the values and character of the school to the benefit of students, staff and parents/carers.

- ❖ We, the parent/carer, recognise the importance of good behaviour and will do our best to ensure that our son/daughter follows IncludEd's policy on behaviour, i.e;
 - To adhere to IncludEd's policies and procedures
 - No banned items for example: cigarettes/vapes/alcohol
 - To respect all staff at all times
 - Not to leave class during lesson time
 - No energy drinks (including lucozade) / fizzy drinks / chewing gum
 - Stick to set lunch and break times
 - No mobile phones, ipods, music players or headphones in class
 - To adhere to the E-Safety guidelines and Acceptable User Policy
 - To respect the building and not to cause any wilful damage
 - Not to go off-site without permission from staff members

If the above policies and procedures are not adhered to IncludEd will impose suitable sanctions, as follows;

- Detention after school;
- Confiscation of mobile phones at lunch/break time and overnight if your child displays persistent disruptive behaviour;
- Confiscation of all banned items;
- Part-time timetable including Twilight sessions (after school sessions);
- Exclusions;
- Placement withdrawal;

→ We will provide parents/carers with the relevant information required so that they can encourage their son/daughter to take advantage of all that IncludEd has to offer.

→ We the parent/carer recognise that regular and punctual attendance is the starting point for success and will do our best to ensure that my son/daughter attends on time every day.

→ We both recognise that close communication between the school and parents helps the school to monitor progress and maintains trust even when things go wrong.

→ We agree to keep each other informed about all matters relating to your son/daughter's well-being and progress.

All students will be searched on their way into the centre on a daily basis and at any time during the school day where deemed necessary. Banned items will be confiscated and it is the parents/carers responsibility to retrieve the items.

Signed Parent/Carer: _____ Signed Pupil: _____

→ Appendix B - Exclusions/Suspensions Policy

Contents

1. Aims

Our school aims to ensure that:

- The suspensions (formerly known as exclusions) process is applied fairly and consistently;
- The suspensions process is understood by Advisory Panel, staff, parents, and students;
- Students in school are safe and happy;
- Students do not become NEET (not in education, employment or training).

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 - September 2023](#)

It is based on the following legislation, which outline schools' powers to exclude students:

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

In addition, the policy is based on:

- Part 7, chapter 2 of the [Education and Inspections Act 2006](#), which looks at parental responsibility for excluded students;
- 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](#).

3. Definition

The DfE Exclusion guidance provides the following definitions:

- 'Parents' refers to parent(s)/legal guardian(s)/foster carer(s) of students under 18, as well as to students over 18.
- A suspension is when a student is barred from the school for a fixed amount of time (including suspensions during lunchtime).
- A permanent exclusion is when a pupil is permanently barred from the school premises.
- The school day is defined as any day on which there is a school session. Therefore, INSET or staff training days do not count as a school day.

4. The decision to exclude

A suspension must be 'lawful, reasonable, fair, and proportionate' 'in response to a serious breach or persistent breaches of the school's behaviour policy' or 'where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school' [Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - September 2022](#)

'Informal' or 'unofficial' exclusions are unlawful. We must formally record all suspensions, even if they only happen for a short period of time. This means that 'informal' suspensions, like sending a student home to 'cool off', still count as a formal suspension.

A suspension may be considered 'lawful, reasonable, fair, and proportionate' if we can answer 'yes' to the following questions:

- Have we established the facts and there is enough evidence that they are more likely to have happened than not (this is called the 'civil standard of proof')?
- Have we met our responsibilities under the Equality Act 2010? We must not discriminate against students because of their sex, race, disability, religion or belief, sexual orientation, pregnancy/maternity or gender reassignment.
- Are there no external factors that may have contributed to the behaviour incident? For example, the student may have suffered a bereavement or been subject to bullying.
- Is the student not part of a group with disproportionately high exclusion rates? We need to consider current and potential interventions and extra support for the student before excluding them.
- Have we given the student an opportunity to present their case before we decide to suspend them?

5. Assessment process

At IncludEd Learning the Head of Centre or Deputy Heads, manage all potential and actual behaviour incidents. Incidents that can be characterised by the following may be considered for a suspension:

- Physical aggression towards a peer or staff member.
- Discriminatory behaviour.
- Harmful sexual behaviour.
- Use of prohibited items on site, such as smoking paraphernalia, drugs, weapons.
- Intentional destruction of or damage to property.

This list is not exhaustive.

Immediately following an incident, the Head of Centre/Deputy Head will undertake a risk assessment to establish if, with additional support, it is possible for the student(s) to remain on site whilst the investigation into the incident is carried out. Wherever possible, IncludEd Learning protocol is to carry out the investigation whilst the student remains on site before reaching a decision to suspend or not.

If the assessment concludes that allowing the student(s) to remain in school would seriously harm the education or welfare of the student(s) or others in the school, and that the student(s) must be sent home, a suspension must be issued based on the evidence available. This suspension cannot be extended unless, in exceptional cases, where further evidence has come to light, a further suspension may be issued to begin immediately after the first period ends. Conversely, the Headteacher may withdraw a suspension that has not been reviewed by the governing body.

All staff must ensure that both student and staff statements plus any supporting evidence (such as photos of damage) are completed and submitted to the Head of Centre/Deputy Head by 3:15pm on the same day. Arbor is used to collect statements and CPOMS to store all visual or audio evidence and statutory documents.

Once the evidence has been gathered and submitted, the Head of Centre/Deputy Head will recommend next steps which may or may not include a suspension dependent on the evidence presented.

All suspensions above 0.5 days will be discussed with the referring school.

6. Statutory duties

Notifying parents

In the event of a suspension, parents must be notified without delay of:

- the period of the suspension and the reason(s) for it;
- parents' right to make representations about the suspension to the governing board and how any representations should be made;
- the days on which they must ensure that the pupil is not present in a public place at any time during school hours.

Notification should be in person or by telephone in the first instance to give parents an opportunity to ask any initial questions or raise concerns.

Sending a student home following an exclusion

If it is not possible for a student to remain on site, parents must be contacted and asked to collect the student from school. If parents are unable to collect, they may provide verbal or written permission to send the student home independently. They must confirm that there will be an adult present at home to supervise the student.

Parents are able to give permission for the student to travel home alone as long as the student usually travels home alone as part of a prior agreement with the school. Parents must still confirm that there will be an adult present at home.

Students' right to education

Our students' right to education is protected by the European Convention on Human Rights (Article 2, Protocol 1). Therefore, a student may only have this right removed (i.e. sent home from school) through the suspension process as set out in this protocol.

In the event of a suspension, the attendance code 'E' must be used for all sessions for which the student has been suspended. If a suspension occurs before afternoon registration is closed, a half day suspension may be issued, and an 'E' code used to represent the suspension for the afternoon session. If a student has been suspended after afternoon registration has been closed, a note must be placed on the register indicating the time the student has left site and a minimum of one full day suspension must start the following day using the 'E' code.

In addition, during this period schools should take reasonable steps to set and mark work during the period of the suspension.

Our school is aware that off-rolling is unlawful. Ofsted defines off-rolling as:

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

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

7. Returning from a suspension

IncludEd Learning seeks to employ a restorative approach to resolving conflict and preventing harm. Restorative practice focuses on building positive relationships based on responsibility, respect, fairness, and an understanding of the impact of your own behaviour on others.

Our reintegration process provides students with structured and skilled adult mediated opportunities to explore how parties involved in an incident relate to each other and how they can find positive ways of repairing harm caused, rather than focusing solely on punishing poor behaviour or individuals avoiding taking responsibility for their actions. Students and adults are encouraged to put things right together.

Following a suspension, a reintegration meeting will be held involving the student, parents, and either the Head of Centre/Deputy Head or a trusted member of staff chosen by the student. Should a student's parents fail to attend the reintegration process will still take place with the student. The reintegration toolkit* will be used within all reintegration meetings. The toolkit is used to explore and identify emotions and feelings around the restorative questions listed below. The toolkit has been produced by a collaboration of SALT, Remedi and MSPRU colleagues and has been produced in order for the process to be accessible to all students. (Student questions 1-9, teacher questions 10 and 11)

1. What do I feel happened on the day of my suspension
2. How do I feel following my suspension?
3. How would I like to feel?
4. Who has been affected?
5. How would I like these people to feel?
6. What might make things difficult to return?
7. Who would I like to help me return?
8. Things that I am already good at?
9. Things that will help me do well when I return?
10. What impact did the incident have?
11. What will support the student's return?

This toolkit is used to also identify:

- assessments required to explore potential underlying need and function of the behaviour;
- independent strategies that the student can implement in order to prevent a recurrence of the behaviour;
- bespoke support and/or intervention that the school will put in place in order to prevent a recurrence of the behaviour;
- timescales and support required in order to facilitate a successful restorative post incident process between all parties involved.

8. Monitoring arrangements

The Deputy Head with responsibility for Behaviour monitors the number and type of suspensions every half term and reports directly to the Head of Centre.

This policy will be reviewed by the Deputy Head for Behaviour annually. At every review, the policy will be shared with the Head of school and the school Advisory Panel.

9. Links with other policies

This Exclusions policy is linked to and should be read alongside the school's

- Behaviour and Communication policy inclusive of IncludEd Learning's behaviour principles.
- Attendance policy.
- Safeguarding and Child Protection policy.

- SEND policy and information report.

→ Appendix C - Exclusions/Suspensions Letter

Appendix B



Date

Parent / Carer name
Address

Mersey Valley Campus
Barlow Hall Road
Chorlton
Manchester
M21 7JJ

Tel: 0161 696 7955

Dear Parent/Carer

I am writing to inform you of the decision to exclude **[young person's full name]** for a fixed period of **[number]** days. The exclusion is from **[date]** until **[date]**. This means that **[s/he]** will not be allowed to attend **[centre name]** for this period.

I realise that this exclusion may well be upsetting for you and your family, but the decision to exclude **[young person's name]** has not been taken lightly. **[Young person's name]** has been excluded for this fixed period due to:

- **Primary reason for suspension category**

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

You have the right to make representations about this decision to the management committee. If you wish to make representations, please contact me on the above telephone number as soon as possible. Whilst the management committee has no power to direct reinstatement, they must consider any representations you make and may place a copy of their findings on **[young person's name]** school record.

You should also be aware that if you think the exclusion relates to a disability **[young person's name]** has, and you think disability discrimination has occurred, you have the right to appeal, and/or make a claim, to the Special Educational Needs and Disability Tribunal (SENDIST, which is scheduled to become part of the Health, Education and Social Care Chamber of the First Tier Tribunal from November 3 2008 under the new tribunal arrangements). The address to which appeals should be sent

is SENDIST, Mowden Hall, Staindrop Road, Darlington DL3 9DN.

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

You may wish to contact Colin Rigby, Manchester Secondary Pupil Referral Unit's Head of School, on 0161 696 7965 who can provide advice. You may also find it useful to contact the Advisory Centre for Education (ACE) which is 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 020 7704 9822 or at www.ace-ed.org.uk. Alternatively, or in addition, you may wish to contact any local law centre for advice.

[Young person's name] exclusion expires at 3pm on **[date]** and I expect **[young person's name]** to be back in **[centre name]** to attend a Reintegration Interview on **[date]** at **[time]**.

Yours sincerely

Head of School
Manchester Secondary Pupil Referral Unit

cc [Centre manager's name] [Centre name]

