

Milton Keynes Exclusions guidance



www.milton-keynes.gov.uk/inclusion

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Section 1 – Introduction

Explanation of Milton Keynes Guidance

This guidance is in addition to the DFE guidance on exclusions: ***Improving behaviour and attendance: guidance on exclusion from schools and Pupil Referral Units – September 2008*** (called “the statutory guidance” in this document). The Milton Keynes guidance must be read and considered alongside the statutory guidance which can be found at:

www.education.gov.uk/schools/pupilsupport/behaviour/exclusion

Details of Local Authority Officers

For advice: Head of Inclusion: Maggie Bovair
01908 252792

maggie.bovair@milton-keynes.gov.uk

Milton Keynes Secondary Behaviour Partnership:
inclusion@st-pauls.org.uk

To notify the Local Authority contact Rebecca Packwood 01908 253190

Rebecca.packwood@milton-keynes.gov.uk

Governors' Services as part of their traded services can offer guidance on the role and responsibilities of the Pupil Disciplinary Committee including a clerking service for the process. To contact Head of Governor Services Melonie.hussey@milton-keynes.gov.uk

Model letters are attached to this guidance. You may choose to write your own letters but you

must ensure the wording covers all the points covered by the statutory guidance.

Section 2 – Promoting positive behaviour and early intervention

(this section should be read in conjunction with part 1 of the statutory guidance)

1. Schools must have policies, procedures and staff training to promote good behaviour. Many schools in Milton Keynes have adopted the principles of Restorative Practices with a view to developing sound relationships and good behaviour. The local authority is promoting and supporting this model. The Secondary Behaviour Partnership has developed a range of strategies which provide alternatives to exclusion and the Inclusion and Behaviour policies developed by Milton Keynes during 2009-10 promote early intervention which provides opportunities for young people to succeed. In most cases permanent exclusion will be the last resort after a range of measures have been tried to improve the pupil's behaviour. Such measures may include

- the school engaging with parents
- the Special Educational Needs Co-ordinator (SENCo) considering possible interventions
- temporary adapted curriculum to engage positive behaviour
- temporary or part time placement in a Pupil Referral Unit (PRU) or Personalised Education Centre (PEC)
- assessment of special educational needs

2 Many schools find Pastoral Support Programmes (PSPs) (see appendix 3) useful, particularly for pupils whose behaviour is deteriorating rapidly.

In Milton Keynes we would expect schools to have consulted specialist services where there are concerns about a pupil being at risk of exclusion. A PSP may be used; alternatively an IEP or IBP might be used. The Common Assessment Framework (CAF) may be useful to consider involving support from other agencies.

A managed move may be an alternative to a permanent exclusion. (See Appendices 4 and 5)

Section 3 – The decision to exclude

(this section should be read in conjunction with part 2 of the statutory guidance)

- 3 The decision to exclude a pupil permanently should only be taken:
- in response to serious breaches to the school's behaviour policy; and
 - if allowing the pupil to remain in school would seriously harm the education or the welfare of the pupil or others in the school
- 4 A decision to exclude a pupil for a fixed period should be taken only in response to breaches to the school's behaviour policy where these are not serious enough to warrant permanent exclusion and where lesser sanctions are considered inappropriate.

5 Only the Head teacher, or teacher in charge of a PRU (or, in the absence of the Head teacher or teacher in charge, the acting Head teacher or teacher in charge) can exclude a pupil. The Head teacher's check lists (see *appendix 1*) will help to ensure that decisions to exclude have been carefully considered.

6 A managed move instead of a permanent exclusion may be suitable and preferable for some pupils. The protocol for managed moves can be found in Appendices 4 and 5 of this document and must be followed for all managed moves.

7 Pupils whose behaviour at lunchtime is disruptive may be excluded from the school premises for the duration of the lunchtime period. Lunchtime exclusions are counted as one half of a school day for exclusion purposes. (See *paragraph 36 of the statutory guidance*)

8 Maintained schools (but not PRUs) must continue to provide education during fixed term exclusion. Parents are not responsible for making educational provision for their excluded child, but are expected to co-operate with schools in this regard. Where a pupil is given a fixed period of exclusion of 6 school days or longer, the school has a duty to arrange suitable, full time educational provision from and including the 6th school day. Provision should normally be off site but schools may make arrangements with the governing body of another school as part of a reciprocal arrangement. Further detail is given in paragraphs 37 to 39 of the statutory guidance.

9 Head teachers may exclude pupils for one or more fixed periods which, when aggregated, do not exceed more than 45 school days in any one

school year. The limit of 45 school days applies to the pupil and not the institution.

Section 4 - The role of the Head teacher/teacher in charge

(this section should be read in conjunction with part 3 of the statutory guidance)

10 The role of the Head teacher is clearly outlined in the statutory guidance. Following the guidance will reduce the chance of any successful legal challenge to the exclusion at a later date. All exclusion cases should be treated in the strictest confidence. Only those who need to know the details should be told them.

11 Care should be taken with regard to timings outlined in the statutory guidance for permanent and fixed term exclusions.

12 Guidance on marking the register following an exclusion is given in paragraphs 94 and 95 of the statutory guidance.

13 The local authority has a duty to monitor the use of exclusion by all maintained schools and PRUs. This is done with Head teachers and the Secondary Behaviour Partnership and helps to develop policies and plan appropriate use of resources. All exclusions, both fixed term and permanent should be reported to the local authority. This should be done by providing a copy of :

- the appropriate notification form (see appendix 6), and
- the standard letter sent to parents.

Please forward these to the local authority at the same time as they are sent to the parent(s). They should be sent to:

Rebecca.packwood@milton-keynes.gov.uk

or at

Children and Families
Saxon Court
502 Avebury Avenue
Central Milton Keynes MK9 3HS

The SIMS/EMS software package enables schools to record exclusions in each pupil's school record. Schools should update the pupil information as events occur, including exclusions.

Section 5 – The responsibilities of the governing body/ management committee

(this section should be read in conjunction with part 4 of the statutory guidance)

14 The Pupil Discipline Committee has delegated responsibility for reviewing the decision of the Head teacher to exclude a pupil. The Head teacher check lists (appendix 1) may be useful in reviewing the decision in addition to the following considerations.

It is important that the Pupil Discipline Committee provides all parties with a fair hearing and that the rules of natural justice are adhered to. Every effort should be made to ensure that this happens.

- The case should be clearly stated and evidence produced
- Confidentiality should be respected
- All parties should:

- ❖ Have the right to be represented or accompanied

- ❖ Have time to prepare and the right of reply
- ❖ Be able to ask questions and call witnesses
- ❖ Be given reasonable opportunity to state their case without unreasonable interruption
- Written material must have been seen by all parties
- If a new issue arises during the hearing, parties should be offered the opportunity to consider/comment
- No committee member should have
 - *had any involvement in an earlier stage of the proceedings, or
 - * been party to the original decision, or
 - * vested interest in the outcome of the proceedings.

15 Discipline committee agenda

- Chair welcomes and introduces all parties
- Head teacher puts case for exclusion
- Parents may question Head teacher
- Committee may question Head teacher
- LA representative may question Head teacher
- Parents make representation
- Head teacher may question parents
- Committee may question parents
- LA representative may question parents
- LA may make representation
- Parents may question LA representative
- Head teacher may question LA representative
- Panel may question LA representative
- Head teacher's concluding remarks
- Parents' concluding remarks

- Headteacher, parents and LA representative leave the meeting
- Committee makes decision

16 The local authority is not required (and it may not be practical) to send a representative to all Pupil Discipline Committee/management committee exclusion meetings but it should send a representative to all permanent exclusion meetings and to longer fixed period exclusion meetings if possible. Schools should inform the local authority promptly of the date of an exclusion meeting in order that a representative may arrange to attend.

Section 6 – Independent Appeal Panels

(this section should be read in conjunction with part 5 of the statutory guidance)

17 The role of the Independent Appeal Panel is to review the permanent exclusion and Pupil Discipline Committee decision. Independent Appeal Panels must review the exclusion with the same considerations as the Pupil Discipline Committee.

Independent appeals are heard by panel members who are independent of the school and any student involved. Panels usually consist of three members but can be as many as five.

The chair will be a lay person. One or two members (depending on the size of the panel) must have been a governor of a maintained school or part of a PRU management committee. One or two members (depending on the size of the panel) must have been a Head teacher or a teacher in charge of a PRU. All panel members receive training from the

local authority.

An appeal panel may:

- Uphold the decision to exclude; or
- Direct immediate reinstatement or reinstatement at some future date; or
- Decide that because of exceptional circumstances or other reasons it is not practical to give a direction requiring reinstatement, but that it would otherwise have been appropriate to give such direction

Please see paragraphs 162-167 of the statutory guidance for further details of IAP decision making powers

Section 7 – Police involvement and parallel criminal proceedings

(this section should be read in conjunction with part 6 of the statutory guidance)

18 Sometimes a school related incident may be the subject of a police investigation. This may mean that evidence available to Head teachers may be limited. The police and the courts will be applying criminal standards of proof whereas the Head teacher and Pupil Discipline Committee/ management committee must apply the civil standards of proof (the balance of probabilities). The Head teacher need not postpone his or her decision to exclude because of the possibility that criminal proceedings may be brought in respect of the same incident.

Section 8 – Arrangements for money to follow excluded pupils

(this section should be read in conjunction with part 7 of the statutory guidance)

19 There are legal and administrative arrangements to ensure that funding promptly follows a permanently excluded pupil from the excluded school to the new school. There are arrangements for funding to pass to the local authority to provide the education of a pupil for the period of time when they are out of school.

Funding will transfer out of the excluding school's budget on the 6th school day following permanent exclusion and will transfer to the new school from the date of entry to the new school (providing this is after the 6th day)

Section 9 - Frequently asked questions

Q Does this guidance apply to Academies?

A This guidance applies to all maintained schools, including 6th forms which are part of a maintained school, and Pupil Referral Units. Academies must also have regard to this guidance and their procedures should not depart significantly from this guidance without good reason.

Q What provision should be made if the parents of an excluded pupil do not have a good understanding of English?

A The school or LA should arrange for an interpreter to be present at any meetings about

the exclusion and documentation relating to the exclusion should be translated into their mother tongue.

Q Is it legal to require pupils to leave the school site?

A There are 4 sets of circumstances where this may take place where -

1) a pupil has committed a disciplinary offence and allowing them to stay on site would seriously harm the education or welfare of the pupil or others in the school.

2) a pupil is accused of a serious criminal offence which occurred outside the school's jurisdiction but the Head teacher considers it is in the best interests of the pupil to be educated off site for a period of time- this is not an exclusion see paragraphs 31-33 of the official guidance.

3) for medical reasons the pupil's presence on site represents a serious risk to the health or safety of other pupils. In consultation with parents the Head teacher may send the pupil home – this is not exclusion- (see *paragraph 34*) of the statutory guidance.

4) a pupil is given permission by the Head teacher to briefly remedy breaches of the school's rules on appearance or uniform. The absence should be for no longer than it takes to remedy the breach – (see *paragraph 12 of the statutory guidance*)

Q What is a reasonable period of time for fixed term exclusion?

A Fixed term exclusions should be for the shortest time only, bearing in mind that exclusions of more than a day or two make it more difficult for the pupil to reintegrate into the school afterwards. Ofsted inspection evidence suggests that 1-3 days are often long enough to secure the benefits of exclusion without adverse educational consequences.

Q What is an unofficial exclusion?

A Unofficial or informal exclusions are illegal, regardless of whether they are done with the agreement of parents or carers. (see section 27 of the statutory guidance)

Q Can parents still appeal to an Independent Appeal Panel?

A Consultation on this matter is to take place now that the Bill has Royal Assent. New provisions come into force 1st September 2012. Until then current guidance applies.

Appendix 1 - Head teacher's checklist

Head teachers should give consideration to the following check list before deciding to exclude for any period of time

Has the Pupil Committed the Offence?	Yes	No
Has there been a serious breach/es of the school behaviour policy?		
Does the pupil's presence seriously harm the education/welfare of pupils/others?		
Is this as a last resort following a wide range of other strategies that have been unsuccessful? Or Is this a serious first or 'one off 'offence?		
Is exclusion the appropriate response? Factors to Consider <ul style="list-style-type: none"> • Decision to exclude not taken in the heat of the moment • A thorough investigation has been carried out • Evidence has been considered in the light of policies and discrimination (see paragraph 70 and 74 of the statutory guidance) • The pupil's views have been encouraged, heard and recorded • Mitigating circumstances and provocation (bullying etc) have been considered • Appropriate wider consultation has been considered 		
Has there been involvement from specialist teachers (SENDIS) or (primary schools only) PBST or an Educational Psychologist?		
Has a pastoral support programme been tried?		
Have alternatives to exclusion been considered (e.g. restorative justice, mediation, internal exclusion, managed move)?		
On the balance of probabilities, did the pupil do it? For more serious allegations the evidence must be more substantiating		
Special Considerations		
Does this pupil have a statement of special educational needs (SEN)? Have you contacted the special needs officer? Has an emergency annual review been called? (see paragraphs 63-67 of the statutory guidance)		
Is this pupil currently a child in the care of the Local Authority? Have you contacted the Head of the Virtual School and Social Worker? (see paragraphs 77-83 of the statutory guidance)		
Is this pupil subject to Child Protection procedures or a Child In Need? Have you spoken to the Social Worker?		
Is there a CAF for this pupil? Have you spoken to the CAF co-ordinator?		
Have issues of SEN (see paragraphs 63-67), disability (paragraphs 68-72), race (paragraphs 73-76) and care (paragraphs 77-83) been fully considered? See separate check list for considerations around the exclusion of children with SEN/disability		
Has the appropriate length of exclusion been considered? Is this for the shortest possible time?		

Head teacher’s check list for pupils with a SEN/disability

Head teachers should give consideration to the following check list before deciding to exclude a pupil with SEN/disability for any period of time.

(see paragraphs 63-67 of the statutory guidance)

<p>Does the pupil have a Statement of Special Educational Needs? (see paragraphs 63-67 of the statutory guidance)</p> <ul style="list-style-type: none"> • Has the Special Needs Officer been contacted? • Has an emergency annual review been called? <p>Not all pupils with statements of special educational needs will have a disability but there is a significant overlap.</p>		
<p>Is this pupil school action or school action plus?</p> <ul style="list-style-type: none"> • Has extra assistance from the LA been explored (specialist teachers etc)? 		
<p>Does the pupil have a disability (paragraphs 68-73 of the statutory guidance) For example, do they have a mental or physical impairment which has a substantial, adverse effect on their ability to carry out normal day to day activities? In law “substantial” means more than minor or trivial In law “long term” means at least a year Not all pupils with a disability will have a statement of special educational needs, but many will. “Disability” includes physical disabilities, speech and language needs, memory and ability to concentrate, perception of the risk of danger when these are adverse, long term and substantial</p>		
<p>Has the pupil been treated less favourably? Would a pupil without a disability have been dealt with in the same way? You will need to consider</p> <ul style="list-style-type: none"> • What is less favourable treatment? • What is the reason for less favourable treatment? • Is the reason directly related to their disability? • Can less favourable treatment be justified? • Is the justification material and substantial? 		
<p>Have reasonable adjustments been made for this pupil? You will need to consider:</p> <ul style="list-style-type: none"> • Would failure to make reasonable adjustments place the pupil at a substantial disadvantage? • Could the need to make reasonable adjustments have been anticipated? • Has the school reviewed policies, practices and procedures (continuing responsibility)? • Does reasonable adjustment involve removal/alteration of physical features? • Does reasonable adjustment involve provision of auxiliary aids/services (SEN framework)? • Have relevant factors been explored and balanced? <ul style="list-style-type: none"> ❖ Need to maintain standards? ❖ Financial resources available? 		

<ul style="list-style-type: none">❖ Cost of taking particular step?❖ Extent to which it is practical to take particular step?❖ Extent to which auxiliary aid/services will be provided under SEN framework?❖ Health and safety requirements?❖ Interests of other pupils/prospective pupils?• Could the school have been reasonably expected to know about the disability (confidentiality; lack of knowledge)?• Can actions or omissions be materially and substantially justified?		
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Appendix 2 – Model letters: Model letter 1

From Head teacher (or teacher in charge of a PRU) notifying parent(s) of a fixed period exclusion of 5 school days or fewer in one term, and where a public examination is not missed (paragraph 101 in statutory guidance).

{ } brackets to be included/omitted as appropriate

Dear **Parent/Carer**,

I am writing to inform you of my decision to exclude **Child's Name** for a fixed period of **specify period**. **Child's Name** has been excluded for this fixed period because **reason/s for exclusion**. This means that **he/she** will not be allowed in school between **date** and **date**. {This brings the total number of days excluded this term to ...}.

I realise that this exclusion may well be upsetting for you and your family, but the decision to exclude **Child's Name** has not been taken lightly. We have taken the following steps to try to avoid this exclusion **state actions taken**.

{I am aware of **Child's name's** Special Educational Needs. The following steps have been taken to make reasonable adjustments for this **state adjustments made**.}

[For pupils of compulsory school age]

I must advise you that during the period for which your child is excluded you are responsible for ensuring that **he/she** is not present in a public place during school hours. If your child is found in a public place at such times, without reasonable justification, you may be liable to a fixed penalty notice issued by the local authority.

We will set work for **Child's Name** during this exclusion period, and will arrange for this to be marked.

You have the right to make written representation about this decision to the **{pupil discipline committee of the governing body/ management committee}**. If you wish to make representation please contact **my secretary, include contact details – address, phone number, email**, as soon as possible. Whilst the **{pupil discipline committee of the governing body/management committee}** has no power to direct reinstatement, they must consider any representations you make and may place a copy of their findings on your child's school record.

You have the right to see a copy of your child's school record in advance of any meeting of the discipline committee. If you do wish to view them please contact **my secretary** who will be able to make the necessary arrangements.

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

(<http://www.justice.gov.uk/guidance/courts-and-tribunals.tribunals/send/index.htm>)

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

You and **child's name** are requested to attend a reintegration interview with me **alternatively, specify the name of another staff member** at **place** on **date** at **time**. The purpose of the reintegration interview is to discuss how best your child's return to school can be managed.

You may wish to contact Maggie Bovair, Head of Inclusion, at Milton Keynes Council, she can provide advice and can be contacted on 01908 252792 or at maggie.bovair@milton-keynes.gov.uk. If your child has a Statement of Special Educational Needs, you should contact the casework officer. You may also find it useful to contact the Children's Legal Centre. They aim to provide free legal advice and information to parents on state education matters. They can be contacted on 0808 802 0008 or on <http://www.childrenslegalcentre.com/>. The advice line is open from 8 am to 8 pm Monday to Friday, except Bank Holidays and 24th December to the 1st January. Additionally Parent Partnership based at the Galley Hill education Centre is available for advice and support on 01908 254518.

Yours sincerely

Name

Headteacher

cc. Chair of Governors
Rebecca Packwood, SEN Data Officer

Model letter 2

From Head teacher (or teacher in charge of a PRU) notifying parent(s) of a fixed period exclusion of more than 5 school days (up to and including 15 school days) in a term (paragraph 103a in statutory guidance).

{ } brackets to be included/omitted as appropriate

Dear **Parent/Carer**,

I am writing to inform you of my decision to exclude **Child's Name** for a fixed period of **specify period**. **Child's Name** has been excluded for this fixed period because **reason/s for exclusion**. This means that **he/she** will not be allowed in school between **date** and **date**. {This brings the total number of days excluded this term to ...}.

I realise that this exclusion may well be upsetting for you and your family, but the decision to exclude **Child's Name** has not been taken lightly. We have taken the following steps to try to avoid this exclusion **state actions taken**.

{I am aware of **Child's name's** special educational needs. The following steps have been taken to make reasonable adjustments for this **state adjustments made**}

[For pupils of compulsory school age]

I must advise you that during the first five days of the period for which your child is excluded you are responsible for ensuring that he/she is not present in a public place during school hours. If your child is found in a public place at such times, without reasonable justification, you may be liable to a fixed penalty notice issued by the local authority.

We will set work for **Child's Name** during the first 5 school days of **his/her** exclusion and we will arrange for this to be marked.

From the 6th school day of the pupil's exclusion **specify date** until the expiry of his/her exclusion we will provide suitable full-time education.

[For PRUs this will be the local authority] – 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.

You have the right to request a meeting of the **{Governors' Pupil Discipline Committee/management committee}**, at which you may make representation and the decision to exclude can be reviewed. As the period of this exclusion is more than 5 school days the **{Pupil Discipline Committee/ management committee}** must meet if you request it to do so. Alternatively, you may make written representation. If you request a meeting, the latest date by which the **{Pupil Discipline Committee/management committee}** must meet is **specify date – no later than the 50th school day after the date on which the discipline committee were notified of this exclusion**.

To request a meeting please contact **my secretary, include contact details – address, phone number, email**, as soon as possible. Please inform **contact** if you wish to be accompanied by a friend or representative, or if it would be helpful for you to have an

interpreter present at the meeting. Please advise if you have a disability or special needs which would affect your ability to attend or take part in a meeting at the school.

You have the right to see a copy of your child's school record in advance of any meeting of the discipline committee. If you do wish to view them please contact **my secretary** who will be able to make the necessary arrangements.

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

(<http://www.justice.gov.uk/guidance/courts-and-tribunals/tribunals/send/index.htm>)

[The following paragraph applies to all fixed period exclusions of more than 5 days for primary and secondary-aged pupils]

You and **child's name** are requested to attend a reintegration interview with me **alternatively, specify the name of another staff member** at **place** on **date** at **time**. The purpose of the reintegration interview is to discuss how best your child's return to school can be managed.

You may wish to contact Maggie Bovair, Head of Inclusion, at Milton Keynes Council, 01908 252792 or at maggie.bovair@milton-keynes.gov.uk for further advice. If your child has a statement of special educational needs, you should contact the casework officer. You may also find it useful to contact the the Children's Legal Centre. They aim to provide free legal advice and information to parents on state education matters. They can be contacted on 0808 802 0008 or on <http://www.childrenslegalcentre.com/>. The advice line is open from 8am to 8pm Monday to Friday, except Bank Holidays and 24th December to the 1st January. Additionally Parent Partnership based at the Galley Hill Education Centre is available for advice and support. They can be contacted on 01908 254518.

Yours sincerely

Name

Headteacher

cc. Chair of Governors
Rebecca Packwood, SEN Data Officer
Clerk to the Pupil Discipline Committee

Model letter 3

From Head teacher (or teacher in charge of a PRU) notifying parent(s) of a fixed period exclusion of more than 15 school days in total in one term (paragraph 103b in statutory guidance).

{ } brackets to be included/omitted as appropriate

Dear **Parent/Carer**,

I am writing to inform you of my decision to exclude **Child's Name** for a fixed period of **specify period**. **Child's Name** has been excluded for this fixed period because **reason/s for exclusion**. This means that **he/she** will not be allowed in school between **date** and **date**. {This brings the total number of days excluded this term to ...}.

I realise that this exclusion may well be upsetting for you and your family, but the decision to exclude **Child's Name** has not been taken lightly. We have taken the following steps to try to avoid this exclusion **state actions taken**.

{I am aware of **Child's name's** Special Educational Needs. The following steps have been taken to make reasonable adjustments for this **state adjustments made**}

[For pupils of compulsory school age]
[If current exclusion is 5 days or fewer]

I must advise you that during the period for which your child is excluded you are responsible for ensuring that **he/she** is not present in a public place during school hours. If your child is found in a public place at such times, without reasonable justification, you may be liable to a fixed penalty notice issued by the local authority. We will set work for **Child's Name** during **his/her** exclusion and we will arrange for this to be marked.

[If current exclusion is more than 5 days].

I must advise you that during the first five days in which your child is excluded you are responsible for ensuring that **he/she** is not present in a public place during school hours. If your child is found in a public place at such times, without reasonable justification, you may be liable to a fixed penalty notice issued by the local authority. We will set work for **Child's Name** during the first 5 days of **his/her** exclusion and we will arrange for this to be marked. From the 6th school day of the pupil's exclusion **specify date** until the expiry of **his/her** exclusion we will provide suitable full-time education.

[For PRUs this will be the local authority]– 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.

As the length of the exclusion brings the total number of days excluded to more than 15 school days in one term, the **{Pupil Discipline Committee/management committee}** must meet to consider the exclusion. At the review meeting you may make representations to the **{Pupil Discipline Committee/management committee}** if you wish. The latest date on which the **{Pupil Discipline Committee/management**

committee} can meet is **date – no later than 15 school days from the date the governing body is notified**. If you wish to make representations to the **{Pupil Discipline Committee/management committee}** please contact **the Clerk to the Pupil Discipline Committee – include contact details – address, phone number, email**, as soon as possible.

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

You will, whether you choose to make representations or not, be notified by the Clerk to the Pupil Discipline Committee/management committee of the time, date and location of the meeting.

You should also be aware that if you think the exclusion relates to a disability your child has, and you think disability discrimination has occurred, you have the right to appeal, and/or make a claim, to the First Tier Tribunal
(<http://www.justice.gov.uk/guidance/courts-and-tribunals.tribunals/send/index.htm>)

[The following paragraph applies to all fixed period exclusions for primary-aged pupils and for exclusions of more than 5 days for secondary-aged pupils.]

You and **Child's name** are requested to attend a reintegration interview with me **alternatively, specify the name of another staff member** at **place** on **date** at **time**. The purpose of the reintegration interview is to discuss how best your child's return to school can be managed.

You may wish to contact Maggie Bovair, Head of Inclusion, at Milton Keynes Council, 01908 252792 or at maggie.bovair@milton-keynes.gov.uk for further advice. If your child has a statement of special educational needs, you should contact the casework officer. You may also find it useful to contact the the Children's Legal Centre. They aim to provide free legal advice and information to parents on state education matters. They can be contacted on 0808 802 0008 or on <http://www.childrenslegalcentre.com/>. The advice line is open from 8am to 8pm Monday to Friday, except Bank Holidays and 24th December to the 1st January. Additionally Parent Partnership based at the Galley Hill Education Centre is available for advice and support. They can be contacted on 01908 254518.

Yours sincerely

Name
Headteacher

cc. Chair of Governors
Rebecca Packwood, SEN Data Officer

Model letter 4

From Head teacher (or teacher in charge of a PRU) notifying parent(s) of a fixed period exclusion *in the first instance* pending further investigation/reflection. (Signals possibility that exclusion may become permanent).

{ } brackets to be included/omitted as appropriate

Dear **Parent/Carer**,

I am writing to inform you of my decision to exclude **Child's Name** for a fixed period of **specify period** in the first instance to give me an opportunity to investigate the incident fully and decide if he/she should be permanently excluded. **Child's Name** has been excluded for this fixed period because **reason/s for exclusion** I shall be writing to you again in the next few days {following the completion of my investigations} to explain my decision on what should happen next. This means that he/she will not be allowed in school between **date** and **date**. {This brings the total number of days excluded this term to ...}.

I realise that this exclusion may well be upsetting for you and your family, but the decision to exclude **Child's Name** has not been taken lightly. We have taken the following steps to try to avoid this exclusion **state actions taken**.

{I am aware of **Child's name's** special educational needs. The following steps have been taken to make reasonable adjustments for this **state adjustments made**}

***[For pupils of compulsory school age]
[If current exclusion is likely to be 5 days or fewer]***

I must advise you that during the period for which your child is excluded you are responsible for ensuring that he/she is not present in a public place during school hours. If your child is found in a public place at such times, without reasonable justification, you may be liable to a fixed penalty notice issued by the local authority. We will set work for **Child's Name** during **his/her** exclusion and we will arrange for this to be marked.

[If current exclusion is likely to be for more than 5 days].

I must advise you that during the first five days in which your child is excluded you are responsible for ensuring that **he/she** is not present in a public place during school hours. If your child is found in a public place at such times, without reasonable justification, you may be liable to a fixed penalty notice issued by the local authority. We will set work for **Child's Name** during the first 5 school days of **his/her** exclusion and we will arrange for this to be marked. From the 6th school day of the pupil's exclusion **specify date** until the expiry of **his/her** exclusion we will provide suitable full-time education.

[For PRUs this will be the local authority] – 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.

[Select from the following 3 paragraphs depending on your decision in the first instance; 5 days or fewer, more than 5 days, this exclusion brings total days of exclusion to 15 days or more in a term.]

[Up to 5 days]

You have the right to make written representation about this decision to the **{Pupil Discipline Committee/management committee}**. If you wish to make representation please contact **the Clerk to the Pupil Discipline Committee, include contact details – address, phone number, email**, as soon as possible. Whilst the **{Pupil Discipline Committee/management committee}** has no power to direct reinstatement, they must consider any representations you make and may place a copy of their findings on your child's school record.

[More than 5 days]

As the period of this exclusion is more than 5 school days the **{Pupil Discipline Committee/ management committee}** must meet if you request it to do so. Alternatively, you may make written representation. If you request a meeting, the latest date by which the **{Pupil Discipline Committee/management committee}** must meet is **specify date – no later than the 50th school day after the date on which the discipline committee were notified of this exclusion**. To request a meeting please contact **the Clerk to the Pupil Discipline Committee, include contact details – address, phone number, email**, as soon as possible. Please inform **contact** if you wish to be accompanied by a friend or representative, or if it would be helpful for you to have an interpreter present at the meeting. Please advise if you have a disability or special needs which would affect your ability to attend or take part in a meeting at the school.

[Total of 15 days or more in one term]

As the length of the exclusion brings the total number of days excluded to more than 15 school days in one term, the governing body/management committee must meet to consider the exclusion. At the review meeting you may make representations to the **{Pupil Discipline Committee/management committee}** if you wish. The latest date on which the **{Pupil Discipline Committee/management committee}** can meet is **date here – no later than 15 school days from the date the governing body is notified**. To request a meeting please contact **the Clerk to the Pupil Discipline Committee, include contact details – address, phone number, email**, as soon as possible. Please inform **contact** if you wish to be accompanied by a friend or representative, or if it would be helpful for you to have an interpreter present at the meeting. Please advise if you have a disability or special needs which would affect your ability to attend or take part in a meeting at the school.

[For all]

You have the right to see a copy of your child's school record in advance of any meeting of the discipline committee. If you do wish to view them please contact **my secretary** who will be able to make the necessary arrangements.

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

(<http://www.justice.gov.uk/guidance/courts-and-tribunals.tribunals/send/index.htm>)

You may wish to contact Maggie Bovair, Head of Inclusion, at Milton Keynes Council, 01908 252792 or at maggie.bovair@milton-keynes.gov.uk for further advice. If your child has a statement of special educational needs, you should contact the casework officer. You may also find it useful to contact the the Children's Legal Centre. They aim to provide free legal advice and information to parents on state education matters. They can be contacted on 0808 802 0008 or on <http://www.childrenslegalcentre.com/>. The advice line is open from 8am to 8pm Monday to Friday, except Bank Holidays and 24th December to the 1st January. Additionally Parent Partnership based at the Galley Hill Education Centre is available for advice and support. They can be contacted on 01908 254518.

Yours sincerely

Name

Headteacher

cc. Chair of Governors
Rebecca Packwood, SEN Data Officer

Model letter 5

From a Head teacher primary, secondary or special (or the teacher in charge of a PRU) notifying the parent(s) of a permanent exclusion (paragraph 103b in the statutory guidance).

{ } brackets to be included/omitted as appropriate

Dear **Parent/Carer**,

I regret to inform you of my decision to permanently exclude **Child's Name** with effect from **date**. **Child's Name** has been excluded for this fixed period because **reason/s for exclusion include any relevant previous history**. This means that **he/she** will not be allowed in **{school/the PRU}** unless **he/she** is reinstated by the **{Pupil Discipline Committee/discipline committee/management committee}** or by an appeal panel.

I realise that this exclusion may well be upsetting for you and your family, but the decision to exclude **Child's Name** has not been taken lightly. We have taken the following steps to try to avoid this exclusion **state actions taken**.

{I am aware of **Child's name's** Special Educational Needs. The following steps have been taken to make reasonable adjustments for this: **state adjustments made**}

[For pupils of compulsory school age, include two paragraphs below]

I must advise you that during the first five days of the period for which your child is excluded you are responsible for ensuring that he/she is not present in a public place during school hours. If your child is found in a public place at such times, without reasonable justification, you may be liable to a fixed penalty notice issued by the local authority.

Alternative arrangements for **Child's name's** education will continue to be made. We will set work for **Child's Name** during the first 5 school days of **his/her** exclusion and we will arrange for this to be marked. From the 6th school day of the pupil's exclusion **date** the local authority will provide suitable full time education. **Set out the arrangements if known at time of writing, if not known say that the arrangements will be notified shortly by a further letter.**

[Where pupil lives in a local authority other than Milton Keynes local authority]

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

As this is a permanent exclusion the **{Pupil Discipline Committee/ management committee}** must meet to consider it. At the review meeting you may make representations to ask them to reinstate your child in school. The governing body/ management committee 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 appeal against their decision to an Independent Appeal Panel. The latest date by

which the **{Pupil Discipline Committee/ management committee}** must meet is **specify date – no later than the 15th school day after the date on which the discipline committee were notified of this exclusion.**

If you wish to make representations to the **{Pupil Discipline Committee/ management committee}** please contact **the Clerk to the Pupil Discipline Committee, include contact details – address, phone number, email**, as soon as possible. Please inform **contact** if you wish to be accompanied by a friend or representative, or if it would be helpful for you to have an interpreter present at the meeting. Please advise if you have a disability or special needs which would affect your ability to attend or take part in a meeting at the school.

You have the right to see a copy of your child's school record in advance of any meeting of the discipline committee. If you do wish to view them please contact **my secretary** who will be able to make the necessary arrangements.

You should also be aware that if you think the exclusion relates to a disability your child has, and you think disability discrimination has occurred, you have the right to appeal, and/or make a claim, to the First Tier Tribunal
(<http://www.justice.gov.uk/guidance/courts-and-tribunals.tribunals/send/index.htm>)

You may wish to contact Maggie Bovair, Head of Inclusion, at Milton Keynes Council on 01908 252792 or at maggie.bovair@milton-keynes.gov.uk for further advice. If your child has a statement of special educational needs, you should contact the casework officer. You may also find it useful to contact the the Children's Legal Centre. They aim to provide free legal advice and information to parents on state education matters. They can be contacted on 0808 802 0008 or on <http://www.childrenslegalcentre.com/>. The advice line is open from 8am to 8pm Monday to Friday, except Bank Holidays and 24th December to the 1st January. Additionally Parent Partnership based at the Galley Hill Education Centre is available for advice and support. They can be contacted on 01908 254518.

Yours sincerely

Name

Headteacher

cc. Chair of Governors
Rebecca Packwood, SEN Data Officer

Model letter 6

From the Clerk inviting the parent(s) to a Pupil Discipline Committee meeting to review a fixed period or permanent exclusion.

{ } brackets to be included/omitted as appropriate

Dear **Parent/Carer**,

I refer to the letter from the Head teacher dated **date** concerning **Child's name's** exclusion from school.

[Select from the following 3 paragraphs; fixed period of more than 5 school days or 10 lunchtimes, 15 school days or more in one term, permanent exclusion]

[Fixed period of more than 5 school days or 10 lunchtimes]

{The Pupil Discipline Committee/Management Committee} must meet if requested by parents where an exclusion exceeds 5 school days/10 lunchtimes.

The meeting to review **Child's name's** exclusion will be held at **place** on **date** at **time**. Please inform **contact** if you wish to be accompanied by a friend or representative, or if it would be helpful for you to have an interpreter present at the meeting. Please advise if you have a disability or special needs which would affect your ability to attend or take part in a meeting at the school. **Child's name** is welcome to attend the meeting.

[Fixed period of 15 school days or more in one term]

{The Pupil Discipline Committee/Management Committee} must meet where an exclusion exceeds 15 school days in one term. The meeting to review **Child's name's** exclusion will be held at **place** on **date** at **time**. Please inform **contact** if you wish to be accompanied by a friend or representative, or if it would be helpful for you to have an interpreter present at the meeting. Please advise if you have a disability or special needs which would affect your ability to attend or take part in a meeting at the school. **Child's name** is welcome to attend the meeting.

[Permanent exclusion]

The **{The Pupil Discipline Committee/Management Committee}** must meet when a pupil has been permanently excluded. They must decide whether to reinstate **Child's name** or confirm the Head teacher's decision to exclude.

The meeting will be held at **place** on **date** at **time**. If you intend to submit a written report, please send it to me to be received no later than **date**. This will enable me to circulate it to all parties in advance of the meeting, together with relevant information from the Head teacher, which I will be sending to you at the same time. Please send your report to:

The Clerk to the Pupil Discipline Committee,

School Name and Address or Local Authority Governor Services

[Please return the slip below to advise us whether or not you will be attending.]

Yours sincerely,

Clerk to the Pupil Discipline Committee

Reply slip here if appropriate

NOTE

It is important is to ensure that all parties receive information at the same time at least 5 days in advance of the hearing. This enables parents the opportunity to prepare fully in response to the Head teacher's statement

Model letter 7

From the Clerk to parent(s) following a meeting of the Pupil Discipline Committee (to which parents have made representation) and governors have decided a fixed period exclusion was inappropriate.

{ } brackets to be included/omitted as appropriate

Dear **Parent/Carer**,

I refer to the meeting of the Pupils Discipline Committee which took place on **date** when the question of **Child's name**'s fixed term exclusion from this school was considered.

The Pupil Discipline Committee considered the case presented by the Head teacher very thoroughly. They {also considered the representations made by yourself and the representative of the Local Authority and} came to the conclusion that in the circumstances the Head teacher's decision to exclude **Child's name** was inappropriate.

The Pupil Discipline Committee has therefore asked the Head teacher to attach the following note to the letter recording **Child's name**'s exclusion on **his/her** file.

The Pupil Discipline Committee which met on **date** to consider the fixed term exclusion of **Child's name** decided not to support this exclusion for the following reasons: **State reasons** and instructed the Head teacher to attach this note to the record of exclusion on **his/her** file.

{Thank you for taking time to meet with the governors}. We are pleased that **Child's name** is now back in school and hope that **he/she** continues with **his/her** school career in a positive and purposeful way.

Yours sincerely

Clerk to the Pupil Discipline Committee

Model letter 8

From the Clerk to parent(s) following a meeting of the Pupil Discipline Committee (to which parents have made representation) and governors have decided fixed period exclusion was appropriate.

{ } brackets to be included/omitted as appropriate

Dear **Parent/Carer**,

I refer to the meeting of the Pupil Discipline Committee which took place on **date** when the question of **Child's name's** fixed term exclusion from this school was considered.

The Pupil Discipline Committee considered the case presented by the Head teacher very thoroughly. They {also considered the representations made by yourself and the representative of the Local Authority and} came to the conclusion that in the circumstances the Head teacher's decision to exclude **Child's name** was appropriate. The governors came to this decision for the following reasons: **state reasons**.

{Thank you for taking time to meet with the governors}. We are pleased that **Child's name** is now back in school and hope that **he/she** continues with **his/her** school career in a positive and purposeful way.

Yours sincerely

Clerk to the Pupil Discipline Committee

Model letter 9

From the Clerk to parent(s) upholding a permanent exclusion (paragraph 115 in the statutory guidance).

{ } brackets to be included/omitted as appropriate

Dear **Parent/Carer**,

I refer to the meeting of the Pupil Discipline Committee which took place on **date** when the question of **Child's name**'s permanent exclusion from this school was considered. You are aware that the governing body has the power to order re-instatement, but I regret to inform you that on this occasion the panel has decided that the Headteacher's decision to exclude should be upheld.

The governors have come to this decision for the following reasons. **State reasons in as much detail as possible explaining how they were arrived at.**

You have a right to make representations to an independent appeals panel. If you wish to appeal, please notify **name of the Clerk to the Appeal Panel** of your wish to appeal. You must set out the reasons for your appeal in writing, and if appropriate may also include reference to any disability discrimination claim you may wish to make, and send this notice of appeal to **address** by no later than **specify the latest date – the 15th school day after receipt of this letter**. If you have not lodged an appeal by [repeat latest date] you will lose your right to appeal. {You have a right to make this appeal even though you did not attend the meeting of the Discipline Committee}.

Please advise if you have a disability or special needs which would affect your ability to attend the hearing. Also, please inform **name of the Clerk to the Appeal Panel** if it would be helpful for you to have an interpreter present at the hearing.

Your appeal will be heard by an Independent Appeal Panel, which can also hear disability discrimination claims. A three-member panel will comprise one serving, or recently retired (within the last five years), Head teacher, one serving, or recently serving, experienced governor/management committee members and one lay member who will be the Chairman.

[Use the following if there is a possibility that a five-member panel may sit]

A five-member panel will comprise two serving, or recently retired (within the last 5 years), Head teachers, two serving, or recently serving, experienced governors/ management committee members and one lay member who will be the Chairman.] The appeal panel will rehear all the facts of the case – if you have fresh evidence to present to the panel you may do so. The panel must meet no later than the 15th school day after the date on which your appeal is lodged. In exceptional circumstances panels may adjourn the hearing until a later date.

In determining your appeal the panel can make one of three decisions: they may uphold your child's exclusion; they may direct your child's reinstatement in school, either immediately or by a particular date; or they may decide that the exclusion should not have taken place, but that reinstatement in the school is not in the best interests of all concerned.

You have the right to make representation to an independent appeal panel where you can make oral and written statements. If you wish to appeal please complete the appeal form and return it with supporting documentation to the Clerk of the Appeal Panel, Democratic Services Division, Civic Office, 1 Saxon Gate East, Centre Milton Keynes MK9 3EJ. You must set out the reasons for your appeal and may set out any claim to disability discrimination you may wish to make. You must do this by **date** [15 days from notification of the decision].

You may wish to contact Maggie Bovair, Head of Inclusion, at Milton Keynes Council on 01908 252792 or at maggie.bovair@milton-keynes.gov.uk for further advice. If your child has a statement of special educational needs, you should contact the casework officer. You may also find it useful to contact the the Children's Legal Centre. They aim to provide free legal advice and information to parents on state education matters. They can be contacted on 0808 802 0008 or on <http://www.childrenslegalcentre.com/>. The advice line is open from 8am to 8pm Monday to Friday, except Bank Holidays and 24th December to the 1st January. Additionally Parent Partnership based at the Galley Hill Education Centre is available for advice and support. They can be contacted on 01908 254518.

Yours sincerely,

Name

Clerk to the Pupil Discipline Committee
(or clerk to the Management Committee in case of a PRU)

Model letter 10

From the Clerk to parent(s) overturning a permanent exclusion.

Dear **Parent/Carer**,

I refer to the meeting of the Pupil Discipline Committee which took place on **date** when the question of **Child's name**'s permanent exclusion from this school was considered.

The Pupil Discipline Committee considered the case presented by the Head teacher very thoroughly and has overturned the Head teacher's decision to exclude **Child's name** from school.

{Thank you for taking time to meet with the governors}. **Child's name** will therefore be expected back on school on **Date of Child's Return**.

Yours sincerely,

Clerk to the Pupil Discipline Committee
(or clerk to the Management Committee in case of a PRU).

cc: Headteacher
Rebecca Packwood, SEN Data Officer

Model letter 11

From the Head teacher (or teacher in charge of a PRU) notifying parent(s) of a lunchtime exclusion. (paragraph 36 in the statutory guidance)

{ } brackets to be included/omitted as appropriate

Dear **Parent/Carer**,

I am writing to inform you of my decision to exclude **Child's Name** at lunchtime for a fixed period of **specify number of days**. **Child's Name** has been excluded for this fixed period because **reason/s for exclusion**. This means that **he/she** will not be allowed in school at lunchtime between **date** and **date**. {This brings the total number of days excluded this term to ...}.

I realise that this exclusion may well be upsetting for you and your family, but the decision to exclude **Child's Name** has not been taken lightly. We have taken the following steps to try to avoid this exclusion **state actions taken**.

{I am aware of **Child's name's** Special Educational Needs. The following steps have been taken to make reasonable adjustments for this **state adjustments made**.}

You and **Child's name** should attend a re-integration interview with me (alternatively specify the name of another staff member) on **date** at **time**. If that is not convenient, please contact the school to arrange a suitable alternative date and time. The purpose of the re-integration interview is to discuss how best **Child's name's** return to school at lunchtime can be managed.

*You have a right to make written representations to the Pupil Discipline Committee of the governing body. If you wish to make representations you should contact the Clerk to The Pupil Discipline Committee at the school/Local Authority Governor Services.

Lunchtime exclusions 'count' as half a day, so if the lunchtime exclusion extends for a period in excess of 10 school days the following paragraph should be substituted....

You have the right to request a meeting of the Pupil Discipline Committee at which you may make representations and the decision to exclude can be reviewed. The latest date the Committee can meet is **date** **[no later than 50 days from the date the Committee is notified]**.

Please let us know as soon as possible if you wish to meet the Committee, or make a written statement, by contacting the Clerk to the Pupil Discipline Committee at the school/Local Authority Governor Services.

You may see your child's school records in advance of any meeting of the Discipline Committee. If you do wish to view them, please contact [my secretary] who will be able to make the necessary arrangements.

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

(<http://www.justice.gov.uk/guidance/courts-and-tribunals/tribunals/send/index.htm>)

You may wish to contact Maggie Bovair, Head of Inclusion, at Milton Keynes Council on 01908 252792 for advice and information or maggie.bovair@milton-keynes.gov.uk. If your child has a statement of special educational needs, you should contact the casework officer. You may also find it useful to contact the the Children's Legal Centre. They aim to provide free legal advice and information to parents on state education matters. They can be contacted on 0808 802 0008 or on <http://www.childrenslegalcentre.com/>. The advice line is open from 8am to 8pm Monday to Friday, except Bank Holidays and 24th December to the 1st January. Additionally Parent Partnership based at the Galley Hill Education Centre is available for advice and support. They can be contacted on 01908 254518.

Yours sincerely

Headteacher

cc. Chair of Governors
Rebecca Packwood, SEN Data Officer

Model letter 12

From Head teacher to parent(s) following agreement of a managed move. (paragraph 11 in the statutory guidance)

{ } brackets to be included/omitted as appropriate

Dear **Parent/Carer**,

Following our meeting on **date of meeting where managed move was agreed**. I am writing to confirm to you that we will be seeking a managed move for **Child's name**. This means that **Child's name** will be permanently transferring to another school. **Child's name** is being managed moved for the following reasons: **State reasons**

We have taken the following steps to try to avoid this managed move: **State steps taken**
{We are aware of **Child's name's** special educational needs. The following steps have been taken to make reasonable adjustments for this: **State steps taken.**}

Whilst **Child's name's** managed move is being arranged he will remain on our roll. His education will be provided **[insert here how the student will receive education. It may be that they remain in school, attend off site provision etc. It must be clear how the student will access their education].**

You may wish to contact a local authority officer with responsibility for exclusions on 01908 252792 or at maggie.bovair@milton-keynes.gov.uk for advice on the managed move process. You may also find it useful to contact the the Children's Legal Centre. They aim to provide free legal advice and information to parents on state education matters. They can be contacted on 0808 802 0008 or on <http://www.childrenslegalcentre.com/>. The advice line is open from 8am to 8pm Monday to Friday, except Bank Holidays and 24th December to the 1st January. Additionally Parent Partnership based at the Galley Hill Education Centre is available for advice and support on 01908 254518.

Yours sincerely

Headteacher

cc. Chair of Governors
Maggie Bovair, Head of Inclusion

Appendix 3 – Model PSP

Pastoral Support Programme



A Pastoral Support Programme is a “school-based intervention to help individual pupils better manage their behaviour... for those whose behaviour is deteriorating rapidly... It should be short and practical, and administration should be kept to a minimum”

Name		Date of Birth	Year	Form / Class	SEN CoP provision
School	PSP Number:	Date PSP Starts		Pastoral Support Programme Co-ordinator	

Planning

Involved in planning this PSP:	PSP meeting chaired by:
	PSP recorded by:
	Date of meeting

Overview

Strengths	Outside interests	School interests and responsibilities	Successful motivators

Problem areas	Detail	Strategies	Multi-agency Action
<i>Social, emotional and behavioural concerns</i>	<i>Specific behaviours observed (prioritised)</i>	<i>To develop skills and reduce difficulties (written as targets on IEP)</i>	<i>Support offered by parents and professionals at home and school</i>

Review

Reviews should take place fortnightly, and after eight weeks and sixteen weeks.

Review	Purpose	Dates and times	Venue	Expected to attend
Fortnightly checks Core group	<i>Ensure procedures are operating</i>			
Eight week appraisal	<i>Initial evaluation; modify programme if necessary</i>			
Sixteen week review	<i>Evaluate the progress made to keep pupil in school</i>			

IEP to be attached

Appendix 4 – Managed moves protocol (Primary)

1. Purpose

The purpose of managed moves will be to provide an alternative to permanent exclusion. It will be underpinned by a data collection exercise to ensure that, in compliance with the Code of Practice on Admissions, there is fairness in the number of approaches made to individual schools. This data will be available to schools on request. No one school is expected to admit a disproportionate number of students with challenging behaviour over time in proportion to the number of students moving out of the school as part of managed moves.

2. Definition

A managed move is where a student may transfer to another school or provider where the Head teacher would otherwise permanently exclude. It requires the agreement of the parent/carer of the student, the schools, and the LA. It is likely to be a strategy considered in the later stages of a Pastoral Support Programme (PSP) where there is little or no evidence of success.

The requirements before a managed move can take place are that the parents and the LA agree to the managed move. If a managed move is being considered, grounds for permanent exclusion should already apply and, therefore, if a parent or the LA does not agree to a managed move the permanent exclusion process would apply. However, it should be noted that parents should never be pressured into removing their child from a school under threat of permanent exclusion outside of the managed move process.

3. Situations where a managed move may be appropriate

A managed move will normally only be considered when all of the following are in evidence:

- The Head teacher is confident that there are valid grounds for permanent exclusion and the Local Authority (LA) agrees with that position. (It may on rare occasions be the case that the LA disagrees with the school's assessment. The LA would not sanction a managed move in such circumstances but expect the school to exclude the pupil permanently so that the school's decision could be tested through formal processes);
- The parent/carer of the student has agreed to a managed move;
- Professionals working with the student believe that a change in school may result in improved behaviour;
- It is agreed the school has exhausted all its own strategies as outlined in the PSP or the Individual Education Plan (IEP) (with involvement from specialist teachers or Educational Psychologists);
- Mainstream education is still thought to be appropriate

The exception to the application of the fourth criterion is where there has been a serious one-off incident.

Note that this protocol does not apply for students with a Statement of Special Educational Needs who are subject to separate guidance.

4. Criteria for selection of receiving school

It is important that all schools are asked to admit a balance of pupils under the managed move protocol. An approach to a possible alternative school or provider will usually be made by the Head of Inclusion or the Head of Behaviour following advice

from Admissions. Admissions will make a decision on the basis of the following factors and taking account of professional advice from the referring school and appropriate professionals:

- Parental preference;
- Geographical proximity
- Frequency of approach to alternative schools;
- The number of inward moves in the relevant year group;
- Published Admission Number (PAN) and the number of moves in proportion to the size of the school.

Pupils subject to a managed move will not be placed in a school with an intervention plan from the Local Authority

A parent does not have a choice of school but parental preference should be taken into account in this process where possible. If a parent is supportive this is more likely to make the placement successful and parents may have relevant reasons for preferring specific schools (e.g. previous relationships between pupils). These considerations should be included on the managed move form that is completed once the move has been agreed.

- Transport may be provided where the alternative provision is beyond statutory walking distance of the walking route to school is deemed unsafe and there is no appropriate provision available within statutory walking distance or via a safe walking route.
- When transfer to the receiving school is agreed, the student will be placed on that school's roll after the trial period of 6 weeks.
- The receiving school should initiate a PSP process to ensure a high level of support for the student on transfer if all parties deem that to be necessary. Attention should also be paid to the CAF if one is in place.

5. Funding and registration arrangements

While a managed move is being arranged the referring school retains responsibility for full time education of the child. It must be clear where the education is being provided and how it will be provided. Attendance registers will be marked accordingly.

During the first six weeks of the managed move, the original school maintains the pupil's record with an Enrolment Status of "M" (Main dual-registration).

The receiving school maintains the pupil's record with an Enrolment Status of "S" (Subsidiary dual-registration). The receiving school must liaise with the original school re: provision and attendance so that both rolls can be accurately marked.

Funding will follow the pupil at the current agreed rate. When a pupil is placed in another school, through a managed move, the receiving school will invoice the referring school for the appropriate pro-rata amount at the end of the next calendar month after transfer.

If the pupil placement breaks down within six weeks of the date of the transfer the pupil will return to the original referring school.

6. Schools' responsibilities

- Before referring a student for a managed move, the original school should have initiated and conducted a full PSP process. The school's specialist teacher or Educational Psychologist should have been involved in the PSP. The exception to this would be a serious one-off incident which would merit consideration of permanent exclusion;
- Schools must not suggest to parents that they should seek another school to avoid permanent exclusion. It is the responsibility of the Head

teacher to ensure that this does not happen.

- Schools are expected to respond positively to requests to accept students on managed moves. Whilst arranging a meeting with the student and his/her parents is acceptable and possibly desirable; legally it cannot impact on the student's right to a place in the receiving school. This should not delay acceptance onto the school roll.

7. Monitoring and quality assurance arrangements

The LA will collect information termly on the Number of managed moves made and accepted on a school by school basis.

The LA will collect termly the number of Transfers being made on a school by school basis where the address of the student has not changed.

Whilst the principles above will continue to apply the LA will review from time to time the detailed Arrangements in consultation with Head teachers.

8. Responsibility for the coordination of managed moves

LA Responsible Officer: Maggie Bovair

Appendix 5 – Managed moves protocol (Secondary)

1. Principles

All mainstream secondary schools, as full members of Milton Keynes behaviour Partnership, agree to take up to five students per school year on managed moves from other mainstream schools within the Partnership. There will be a maximum of two students going into any year group within the agreed quota of five unless the receiving school agrees to exceed this limit – agreement to exceed the two students per year group will be solely at the discretion of the receiving school. Any school within the Partnership can veto up to two proposed managed moves from the annual quota of five without having to give any reason for the decision.

All managed move requests will go through Milton Keynes Behaviour Partnership and students being proposed for the managed move should be deemed appropriate by the Partnership at the point of referral. Furthermore this system will ensure that there is complete transparency around the numbers and types of managed moves being undertaken and information around moves will be shared on a monthly basis.

2. Timelines

All partners will respond to a request for a managed move coming via the Partnership from another school within five days of the receipt of the request by email. If the receiving school agrees to the move the student and their parent/carer will be offered an interview within five school days of the decision to accept the managed move. A

place at the receiving school will be made available no more than five school days after the interview has taken place.

3. Information Sharing

The sending school must complete a Managed Move request form and a Managed Move Pastoral Support Plan document that has to be submitted to the Partnership prior to the move being considered by another partner school. Any previous PSPs, IEPs or other educational support plans should also be supplied in electronic format for the Partnership to pass on to the proposed receiving school and to inform the Managed Move database. The Managed Move PSP will have a maximum of three targets that the sending school has identified as being crucial to the success of the managed move.

Once the managed move has begun, progress against these targets will be reviewed fortnightly and progress reported to the Partnership and the sending school. There will be a final review after six school weeks when the receiving school will decide whether or not it will take the student on roll. At this point the receiving school can extend the trial period by up to four school weeks but must inform the Partnership and the sending school that it is doing so and the reasons for this. At the end of six school weeks plus up to four school weeks the receiving school must make a final decision as to whether or not it will take the student on roll. Reasons for rejection could include a one off serious incident in the receiving school, incidents of a less serious nature that led to fixed term exclusions or a failure of the student to meet the agreed targets in the Managed Move PSP despite the documented efforts of the receiving school.

INTEGRATION FROM PECs

1. Agreement

This agreement only applies to students integrating into a mainstream school partner from a PEC or the Medical Service which was not the student's original referring school. All partner schools agree to take up to three integrations from the PECs/Medical Service in any school year. Any integrations in excess of this number will solely be at the discretion of the receiving school. Any school within the Partnership can veto up to one request for an integration place and does not need to give any reason for the decision. All requests will firstly be communicated by the referring PEC or the Medical Service to the Partnership, which will moderate the referral before passing it on to the identified school. All information regarding integrations from PECs and the Medical Service will be shared with schools on a monthly basis.

Before an integration request is made the student will have attended a PEC or the Medical Service for at least six school weeks on a full time basis unless it can be shown that there are good educational reasons for this stipulation to be overlooked. The student being proposed for integration will have an attendance of at least 85% unless the PEC or Medical Centre can show good reason why this stipulation should be waived.

2. Timelines

All requests for an integration from a PEC or the Medical Service which will be in electronic format will elicit a response from the identified school within five school days of the receipt of the request. If the school agrees to a trial placement then an interview will be offered within five days of agreeing to the trial. A place will be offered by the receiving school within five school days of the interview taking place.

3. Information Sharing

The referring PEC or the Medical Service will provide the proposed receiving school with a copy of a Student Passport document that will include a PSP with up to three targets for the reintegration. Progress against these targets will be reviewed fortnightly and progress reported to the Partnership and the PEC/Medical Service. There will be a final review after six school weeks after which the receiving school will decide whether or not it will take the student on roll. At this point the receiving school can extend the trial period by up to four school weeks but must inform the Partnership and the PEC/Medical Service that it is doing so and the reasons for this. At the end of six school weeks plus up to four school weeks the receiving school must make a final decision as to whether or not it will take the student on roll. Reasons for rejection may include a one off serious incident in the receiving school, incidents of a less serious nature that led to fixed term exclusions or a failure of the student to meet the agreed targets in the Student Passport PSP despite the documented efforts of the receiving school.

Appendix 6 – Notification of exclusion from school

School: _____ Headteacher: _____

Name of pupil: _____ dob: _____

Type of exclusion: Fixed term/permanent (delete as applicable)

Number of days _____ Dates of exclusion from _____ to _____

From the list below select the primary reason for exclusion as number 1. Number any additional reasons from 2 onwards.

Reason	Description
	Absconding from school
	Alcohol abuse
	Behaviour/safety
	Bullying
	Damage to property
	Discipline
	Drugs
	Other
	Physical aggression to staff
	Physical aggression to children
	Racism
	Refusal to accept school rules
	Sexual harassment
	Smoking
	Theft
	Threatening or aggressive
	Verbal abuse

www.milton-keynes.gov.uk/inclusion



Available in audio, large print,
Braille and other languages
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