

Clapton Girls' Academy is committed to safeguarding and promoting the wellbeing of young people and expects all staff and volunteers to share this commitment.

Suspension and Permanent Exclusion Policy

Coordinator	Anna Feltham
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This policy is communicated by the following means:	
Trustees	Trustee consultation by e-mail when policy reviewed and agreed
Staff	Policy folders on staff SharePoint
Parents	Academy website, parent meetings
Students	Academy website

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1. Aims

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

Our academy aims to:

- Ensure that the exclusions process is applied fairly and consistently.
- Help trustees, staff, parents and students understand the exclusions process.
- Ensure that students in school are safe and well supported.
- Prevent students from becoming NEET (not in education, employment or training).
- Ensure all suspensions and permanent exclusions are carried out lawfully.

A note on off-rolling

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

“The practice of removing a student 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 student.”

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

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 student referral units in England, including student movement](#).

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

- Section 51a of the Education Act 2002, as amended by the Education Act 2011
- The School Discipline (Student Exclusions and Reviews) (England) Regulations 2012

In addition, the policy is based on:

- Part 7, chapter 2 of the [Education and Inspections Act 2006](#), which sets out parental responsibility for excluded students
- Section 579 of the [Education Act 1996](#), which defines 'school day'



- The [Education \(Provision of Full-Time Education for Excluded Students\) \(England\) Regulations 2007](#), as amended by [The Education \(Provision of Full-Time Education for Excluded Students\) \(England\) \(Amendment\) Regulations 2014](#)
- [The Equality Act 2010](#)
- [Children and Families Act 2014](#)

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

3. **Definitions**

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

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

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

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

4. **Roles and responsibilities**

4.1 **The Headteacher**

The roles and responsibilities outlined in this section will be undertaken by the headteacher or a deputy headteacher in their absence.

Deciding whether to suspend or exclude

Only the headteacher, or acting headteacher, can suspend or permanently exclude a student from the academy on disciplinary grounds. The decision can be made in respect of behaviour inside or outside of the academy. The headteacher will only use permanent exclusion as a last resort.

A decision to suspend or exclude a student will be taken only:

- In response to serious or persistent breaches of the school's behaviour policy, **and**
- If allowing the student to remain in school would seriously harm the education or welfare of others

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

- Consider all the relevant facts and evidence on the balance of probabilities, including whether the incident(s) leading to the exclusion were provoked.
- Allow the student to give their version of events.
- Consider whether the student has special educational needs (SEN).



- Consider whether the student is especially vulnerable (e.g. the student has a social worker, or is a looked-after child (LAC) or is being supported by a mental health professional).
- Consider whether all alternative solutions have been explored, such as off-site direction or managed moves.

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

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

The headteacher will not reach their decision until they have heard from the student, and will inform the student of how their views were considered when making the decision.

Informing parents

If a student is at risk of suspension or exclusion the headteacher will inform the parents as early as possible, in order to work together to consider what factors may be affecting the student's behaviour, and what further support can be put in place to improve the behaviour.

If the headteacher decides to suspend or exclude a student, the parents will be informed of the period of the suspension or exclusion and the reason(s) for it, without delay.

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

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

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

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



If alternative provision is being arranged, the following information will be included, if possible:

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

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

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

Informing the Board of Trustees

The headteacher will, without delay, notify the Board of Trustees of:

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

The headteacher will notify the Board of Trustees once per term of any other suspensions of which they have not previously been notified, and the number of suspensions and permanent exclusions which have been cancelled, including the circumstances and reasons for the cancellation.

Informing the local authority (LA)

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

The notification will include:

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

For a permanent exclusion, if the student lives outside the LA in which the school is located, the headteacher will also, without delay, inform the student's 'home authority' of the permanent exclusion and the reason(s) for it.

Informing the student's social worker and/or virtual school headteacher (VSH)

If a:



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

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

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

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

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

Cancelling suspensions and permanent exclusions

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

Where there is a cancellation:

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

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

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

If the student is looked after or if they have a social worker, the school will work with the LA to arrange AP from the first day following the suspension or permanent exclusion. Where



this isn't possible, the school will take reasonable steps to set and mark work for the student, including the use of online pathways.

4.2 The Board of Trustees

Considering suspensions and permanent exclusions

The Board of Trustees has a duty to consider parents' representations about a suspension or permanent exclusion. It has a duty to consider the reinstatement of a suspended or permanently excluded student (see sections 5 and 6) in certain circumstances.

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

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

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

Monitoring and analysing suspensions and permanent exclusions data

The Board of Trustees will challenge and evaluate the data on the academy's use of suspension, exclusion, off-site direction to alternative provision and managed moves.

The Board of Trustees will consider:

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

4.3 The local authority (LA)

Our local authority is Hackney and exclusions are managed by Hackney Education.



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

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

5. Considering the reinstatement of a student

The Board of Trustees will consider and decide on the reinstatement of a suspended or permanently excluded student within 15 school days of receiving the notice of the suspension or permanent exclusion if:

- The exclusion is permanent;
- It is a suspension which would bring the student's total number of days out of school to more than 15 in a term; or
- It would result in a student missing a public exam.

Where the student has been suspended, and the suspension does not bring the student's total number of days of suspension to more than 5 in a term, the Board of Trustees must consider any representations made by parents. However, it is not required to arrange a meeting with parents and it cannot direct the headteacher to reinstate the student.

Where the student has been suspended for more than 5 days, but less than 16 days, in a single term, and the parents make representations to the board, the Board of Trustees will consider and decide on the reinstatement of a suspended student within 50 school days of receiving notice of the suspension. If the parents do not make representations, the board is not required to meet and it cannot direct the headteacher to reinstate the student.

Where a suspension or permanent exclusion would result in a student missing a public exam, the Board of Trustees will, as far as reasonably practicable, consider and decide on the reinstatement of the student before the date of the exam or test. If this is not practicable, the Board of Trustees may consider the suspension or permanent exclusion and decide whether or not to reinstate the student.

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

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

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

The Board of Trustees can either:

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

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

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

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

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

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

- The parents, or the student, if they are 18 or older.
- The Headteacher.
- The student's social worker, if they have one.
- The VSH, if the student is looked after.
- The local authority.
- The student's home authority, if it differs from the academy's

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

- The fact that it is a permanent exclusion.
- Notice of parents' right to ask for the decision to be reviewed by an independent review panel.
- The date by which an application for an independent review must be made (15 school days from the date on which notice in writing of the Board of Trustee's decision is given to parents).
- The name and address to which an application for a review and any written evidence should be submitted.
- That any application should set out the grounds on which it is being made and that, where appropriate, it should include reference to how the student's special educational needs and/or disabilities (SEND) are considered to be relevant to the permanent exclusion.
- That, regardless of whether the excluded student has recognised SEND, parents have a right to require the academy trust to appoint a SEN expert to advise the review panel.
- Details of the role of the SEND expert and that there would be no cost to parents for this appointment.



- That parents must make clear if they wish for a SEND expert to be appointed in any application for a review.
- That parents may, at their own expense, appoint someone to make written and/or oral representations to the panel, and parents may also bring a friend to the review.
- That, if parents believe that the permanent exclusion has occurred as a result of unlawful discrimination, they may make a claim under the Equality Act 2010 to the first-tier tribunal (special educational needs and disability), in the case of disability discrimination, or the county court, in the case of other forms of discrimination. Also that any claim of discrimination made under these routes should be lodged within 6 months of the date on which the discrimination is alleged to have taken place.

6. Independent review

If parents apply for an independent review within the legal timeframe, the academy will arrange for an independent panel to review the decision of the Board of Trustees not to reinstate a permanently excluded student.

Applications for an independent review must be made within 15 school days of notice being given to the parents by the Board of Trustees of its decision to not reinstate the student **or**, if after this time, within 15 school days of the final determination of a claim of discrimination under the Equality Act 2010 regarding the permanent exclusion.

A panel of 3 or 5 members will be constituted with representatives from each of the categories below. Where a 5-member panel is constituted, 2 members will come from the school governor category and 2 members will come from the headteacher category. At all times during the review process there must be the required representation on the panel.

- A lay member to chair the panel who has not worked in any school in a paid capacity, disregarding any experience as a school **trustee** or volunteer.
- Current or former academy trustees who have served as a **trustee** for at least 12 consecutive months in the last 5 years, provided they have not been teachers or headteachers during this time.
- Headteachers or individuals who have been a headteacher within the last 5 years.
- A person may not serve as a member of a review panel if they:
- Are a member of the academy trust.
- Are the headteacher of the excluding school, or have held this position in the last 5 years.
- Are an employee of the academy trust, or the Board of Trustees, of the excluding school (unless they are employed as a headteacher at another school).
- Have, or at any time have had, any connection with the academy trust, Board of Trustees, parents or student, or the incident leading to the suspension or permanent exclusion, which might reasonably be taken to raise doubts about their impartiality.
- Have not had the required training within the last 2 years (see appendix 1 for what training must cover).



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

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

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

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

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

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

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

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

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

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

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

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

This notification will include:



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

7. Academy registers

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

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

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

While the student's name remains on the school's admission register, the student's attendance will still be recorded appropriately. Where alternative provision has been made for an excluded student and they attend it, code B (education off-site) or code D (dual registration) will be used on the attendance register.

Where excluded students are not attending alternative provision, code E (absent) will be used.

Making a return to Hackney Education

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

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



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

8. Returning from a suspension

8.1 Reintegration strategy

Following suspension, the academy will put in place a strategy to help the student reintegrate successfully into school life and full-time education.

Where necessary, the academy will work with external agencies to identify whether the student has any unmet special educational and/or health needs.

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

- Welcoming the student back to school.
- Ensuring a documented reintegration meeting is held, wherever possible with a parent and other relevant professionals present.
- Providing a reintegration placement in the Student Support Centre of at least one day to ensure that the student is effectively prepared for returning to lessons.
- Use of the red full school report to monitor the student's reintegration and ensure daily contact with a designated adult.
- Where relevant, mentoring by a trusted adult.
- Regular reviews with the student and parents to praise progress being made and raise and address any concerns at an early stage.
- Informing the student, parents and staff of potential external support.
- Requesting any additional assessments that may be needed.
- Part-time timetables will not be used as a tool to manage behaviour and, if used, will be put in place for the minimum time necessary.
- The strategy will be regularly reviewed and adapted where necessary throughout the reintegration process in collaboration with the student, parents, and other relevant parties.

8.2 Reintegration meetings

The school will explain the reintegration strategy to the student in a reintegration meeting before or on the student's return to school. During the meeting, the school will communicate to the student that they are getting a fresh start and that they are a valued member of the school community.

The student, parents, a member of senior staff, and any other relevant staff will be invited to attend the meeting.

The meeting can proceed without the parents in the event that they cannot or do not attend.

The academy expects all returning students and their parents to attend their reintegration meeting, but students who do not attend will not be prevented from returning to the classroom.



9. Monitoring arrangements

The academy will collect data on the following:

- Attendance, permanent exclusions and suspensions.
- Use of student referral units, off-site directions and managed moves.
- Surveys of staff, students, trustees and other stakeholders on their perceptions and experiences.

The data will be analysed every term by the headteacher and the Chair of the Board of Trustees. The headteacher will report back to the Board of Trustees.

The data will be analysed from a variety of perspectives including:

- Whole school level.
- By age group.
- By point in the term.
- By protected characteristic.

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

This policy will be reviewed by the headteacher every two years. At every review, the policy will be approved by the Board of Trustees.

10. Links with other policies

This policy is linked to our:

- Behaviour for Learning (Policy No. 34).
- Mental Health and Wellbeing (Policy No. 66).
- SEND and Inclusion (Policy No. 24).
- Child Protection, Safeguarding Children and Promoting Welfare (No. 14).
- The Use of Reasonable Force (No.37).



Appendix 1: Independent review panel training

The academy trust must make sure that all members of an independent review panel and clerks have received training within the 2 years prior to the date of the review.

Training must have covered:

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



Appendix 2: Reasons for a suspension/permanent exclusion

(Taken from statutory guidance from the Department for Education: [Suspension and permanent exclusion from maintained schools, academies and student referral units in England, including student movement](#).)

The reasons below are examples of the types of circumstances that may warrant a suspension or permanent exclusion:

- Physical assault against a student.
- Physical assault against an adult.
- Verbal abuse or threatening behaviour against a student.
- Verbal abuse or threatening behaviour against an adult.
- Use, or threat of use, of an offensive weapon or prohibited item that has been prohibited by academy's behaviour policy.
- Bullying.
- Racist abuse.
- Abuse against sexual orientation or gender reassignment.
- Abuse relating to disability.

This list is non-exhaustive and is intended to offer examples rather than be complete or definitive.



Appendix 3: Procedures relating to suspension and permanent exclusion

1. Signed and dated written accounts of the incident(s) using staff and student statement forms (see appendices 4, 5 and 6) are obtained from students and staff involved in, or who witnessed, the incident(s) as soon as possible; if a student refuses to write a statement this is noted.
2. Written records are kept of any interviews with students or staff.
3. Following an initial consultation with the headteacher, the Head of Year/Progress, with support from the Leadership Team line manager, completes a suspension/permanent exclusion request form (Appendix 7).
4. The suspension/permanent exclusion request form, all statements, any available CCTV footage and any other evidence e.g. photographs are collated into a pack and passed to the headteacher for a decision to be made regarding the suspension or permanent exclusion.
5. Where possible, staff should aim to collate information in the pack in chronological order and ensure that any gaps in information (e.g. statements that are unavailable because of student absence) are noted clearly. It is also helpful if any particularly important information can be highlighted.
6. No student should ever be sent home without confirmation from the Headteacher or Acting Headteacher that a suspension/permanent exclusion will be issued.
7. Contact is established, normally by Heads of Year/Progress, with parents as soon as possible to inform them of the pending suspension/permanent exclusion. In the case of a Looked After Child or a student where there are Child Protection concerns, the academy's Designated Safeguarding Lead (DSL), the Virtual School headteacher and relevant social worker will also be notified at the earliest opportunity by the Head of Year/Progress, their line manager or a member of the safeguarding team.
8. Students must have work set for them during the first 5 days of suspension on Satchel:One and arrangements made for marking such work. This is organised by Heads of Year/Progress. It is the responsibility of the parent to ensure the work is sent back to the academy. Where Heads of Year/Progress are concerned that, due to the timing of the decision regarding suspension, work will not be on Satchel:One in time for the start of the suspension, they can also provide a supplementary Day One work pack which is available from the Head's PA. Work for SEND students must be appropriate to need and accessible for the student to complete independently.
9. Heads of Year/Progress and Engagement Support Assistants (ESAs) are collectively responsible for ensuring that work is set for the suspended student through regular checks of Satchel:One. An initial check should also be made to ensure that the student



has regular ICT access at home and, if not, an academy laptop should be issued to the student.

10. For suspensions of 6 days or more, Heads of Year/Progress must complete a Restorative Learning School referral form (see appendix 8).
11. On return from suspension, all students should have a reintegration meeting, involving parents wherever possible. The paperwork for recording this meeting and the subsequent fortnightly review meetings must be used (see appendix 10 and 11). The letter from the reintegration meeting and review notes must be shared with the Head's PA who will send them to parents and save them in the student's linked documents file on SIMS.
12. All students who are suspended, will, on their return, spend a minimum of one day in the SSC completing planned reintegration work. This is to ensure that a student is ready to return to lessons and to avoid any difficulties which may lead to further suspension or permanent exclusion if not addressed.
13. In order to ensure a positive and focused return for students following a suspension, all students have a further review meeting agreed with parents two weeks after their readmission to the academy. In order to monitor progress with improving behaviour during these first two weeks, students are placed on red report to their respective Head of Year/Progress or Leadership line manager. Feedback on this report is then shared at the review meeting and used to help review progress in relation to improving behaviour and responding to any specific targets set at the readmission meeting.
14. If there are ongoing concerns regarding behaviour or engagement with learning at this review meeting, an Academic Support Plan may be put in place and a further parental review meeting agreed. Where relevant, referrals for external agency support e.g. from Young Hackney may also be considered (if not already in place).



Appendix 4: Staff statement template

Clapton Girls' Academy Incident Statement

Name of Student:

Tutor Group:

Date:

Time of incident:

Location of incident:

Name and role of staff member reporting incident:

Passed to:

Signature:

Date:

Description of incident:

Who was involved?

Any other information:



Appendix 5: Template email for requesting incident statements from staff

You are receiving this email because you witnessed an incident today which may lead to an internal exclusion, suspension or permanent exclusion for a student/s. Please reply to this email with your completed incident statement (template attached).

When writing an incident statement email, you need to be aware that it may eventually be shared with the parent and/or **trustee** governors, depending on the severity of the incident.

Key points for writing an incident statement:

1. All statements must note the **time and location of the incident**.
2. All statements should be written in the **first person, using formal Standard English**.
3. Staff codes should not be used in any incident statements. All references to staff members must use their **title and surname**.
4. When including the names of students, please include full names and tutor groups (where possible).
5. Incident statements must be **factual** and focus on the **key details** of the incident.
6. Statements should not include value judgements or emotive language.



Appendix 6: Statement Form: Student

Clapton Girls' Academy STATEMENT SHEET		
First name:	Surname:	Tutor Group :
Date:	Time of incident:	Location of incident:
1. What happened?		
.....		
.....		
.....		
.....		
.....		
.....		
.....		
.....		
.....		
.....		
2. What were you thinking at the time?		
.....		
.....		
3. What have you thought since?		
.....		
.....		
.....		
4. How did this make people feel?		
.....		
.....		
.....		
.....		



Clapton Girls' Academy
STATEMENT SHEET

5. Who has been affected?

.....

.....

.....

.....

6. How have they been affected?

.....

.....

.....

7. What should we do to put things right?

.....

.....

.....

8. How can we do things differently in the future?

.....

.....

.....

.....

Who was involved?

.....

.....

.....

Any Other Information?

.....

.....

.....

Signature..... Date.....



Appendix 7: Suspension/Permanent Exclusion Request form

CONFIDENTIAL

SUSPENSION/PERMANENT EXCLUSION REQUEST FORM

Head of Year/Progress (or Line Manager) should complete Sections 1,2, 5, 6 & 7 by 4pm on the day of the incident. This is to enable Head/Acting Head and HR team to complete letters and follow required procedures for Hackney Education. Suspensions/Permanent exclusions cannot be agreed without this form.

Section 1: STUDENT DETAILS (Head of Year/Progress or Line Manager)

STUDENT'S NAME:		TUTOR GROUP:	
Date of Incident:		Time of Incident (approx.):	

Section 2: FURTHER DETAILS OF STUDENT (Head of Year/Progress or Line Manager)

FSM: Y/N	LAC: Y/N	EHCP: Y/N SEN Support (K): Y/N	Known to Social Care: Y/N If yes, SW/CIN/CP
-----------------	-----------------	---	--

Support strategies tried/agencies involved (please tick as appropriate):

ESA mentoring:	Social Services:
Full School Report:	Young Hackney:
Use of SSC:	Early Help:
Parent meetings:	Behaviour consultant (Hazel Joseph):
Restorative conversations:	MHST:
Safer Schools Officer:	Speech and Language:
Other:	

Section 3: DETAILS OF INCIDENT (Head of Year/Progress or Line Manager)

Brief description of incident:

Action of any adults present:

Response of student at time of incident:

Extenuating circumstances at time of incident:

Brief details of any similar past behaviour:

Ongoing mitigating factors (e.g. bereavement? bullying? mental or physical health?):



Section 4: EVIDENCE (Head of Year/Progress or Line Manager)

Is there any physical evidence or photographs/CCTV? YES/NO

(If yes, please detail and include in exclusion pack)

Section 5: VIEW OF HEAD OF YEAR/PROGRESS OR LINE MANAGER

Suspension to last (*Number of days*):

Student to be brought by parent for reintegration meeting on (*date & time*):

Name of chair of reintegration meeting:

Other CGA staff invited to attend reintegration meeting:

External agency staff invited to attend reintegration meeting (please include emails where possible Y/N

I would like a representative from Hackney Education to attend the reintegration meeting if possible – Y/N

I would like a trustee governor to attend the reintegration meeting if possible Y/N

Previous internal exclusions? <i>no. of days</i> <i>Date</i>								

Any previous suspensions: <i>no. of days</i> <i>Date</i>								

Section 6: REASON FOR SUSPENSION/PERMANENT EXCLUSION (Headteacher/Acting Headteacher only)

For suspension/permanent exclusion letter, to be written by Headteacher/Acting Headteacher

Section 7: DECISION OF HEADTEACHER (Headteacher or Acting Headteacher only)

Suspension/Permanent Exclusion to start at 9.00am on:

Number of days of suspension: _____ OR Permanent Exclusion: YES/NO

If the suspension/permanent exclusion did not immediately follow the incident, why not?



Appendix 8: Suspension Letter for fewer than 6 days

<parent name>
<parent address>

<date>

Dear <parent salutation>

Suspension - <Student full name> D.O.B. <00.00.00>

I am writing to inform you of my decision to suspend <student forename> for a fixed period of <amount> days. This means that <student forename> will not be allowed in the academy for this period. The suspension will begin on <date and day> and will end on <date and day>. <Student forename> and yourself are requested to attend a readmission meeting with <staff name and title>, at Clapton Girls' Academy on <readmission date and day> at <time>. <Student forename> will then return to school on <date and day>.

<Student forename> has been suspended for <reason>.

I am sorry if this suspension is distressing for you but during the period of the suspension, you have a duty to ensure that your child is not present in a public place in school hours. I must warn you that you may receive a penalty notice from the Local Authority if your child is present in a public place during school hours on these specified dates.

We will set work for <student forename> to be completed on the days specified as school days during the period of their suspension. <Student forename>'s Head of Year will contact you regarding this. Please ensure that work set by the academy is completed and returned to the academy.

When returning from an external suspension, all students complete a reintegration placement in the Student Support Centre (SSC) to ensure that they are fully prepared for a smooth return to lessons. <Student forename> will spend one full day in the SSC on their return to school.

You will also be asked to attend a further review meeting two weeks after <student forename>'s return to the academy. <student forename> will continue to be on Red Report for monitoring and support until this meeting has been held.

Yours sincerely,



Ms A Feltham
Headteacher

cc:

- <name>, Head of Year
- <name>, Assistant Headteacher
- Hackney Education Exclusions Team

Appendix 8.1: Suspension Leaflet for fewer than 6 days

Information Regarding Suspensions of 5 Days or Less

If a suspension is between 5 days or less, you can state your case in writing to the academy's Student Discipline Committee of your school's Board of Trustees.

The Board of Trustees Student Disciplinary Committee will consider any written statement from you about the suspension and may place a copy of their findings on your child's school records. There are no statutory time limits regarding the meeting of the Trustees to consider such written statements.

The Board of Trustees has no power to direct reinstatement, however they must consider any representations you make and may place a copy of their findings on your child's record.

If you would like further advice about this suspension, you may wish to contact the Exclusions Officer at Hackney Education on 020 8820 7569 or exclusions.education@hackney.gov.uk who can provide advice.

You may also find it useful to contact Coram Children's Legal Centre - an independent national advice centre for parents of children in state schools. They offer information and support on state education in England and Wales, including on exclusion from school. They can be contacted on **0300 330 5485** or www.childrenslegalcentre.com

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

Hackney Parent Partnership Service is a confidential service offering information, advice and support to parents/carers of children with Special Educational Needs (SEN) and disabilities and can be contacted on **020 7014 7123**.

Government guidance on suspensions can be found at www.education.gov.uk/schools/pupilsupport/behaviour/exclusion
<https://www.gov.uk/government/publications/school-exclusion>



Appendix 9: Suspension Letter for more than 5 days but not more than 15 days

<parent name>
<parent address>

<date>

Dear <parent salutation>

Suspension - <Student full name> D.O.B. <00.00.00>

I am writing to inform you of my decision to suspend <student forename> for a fixed period of <amount> days. This means that <student forename> will not be allowed in the academy for this period. The suspension will begin on <day and date> and will end on <day and date>. You and <Student forename> are requested to attend a readmission meeting with <staff name and title>, at Clapton Girls' Academy on <readmission day and date> at <time>. <student forename> will then return to school after this meeting.

<student forename> has been suspended for <reason>.

I am sorry if this suspension is distressing for you but during the period of the suspension, you have a duty to ensure that your child is not present in a public place in school hours. I must warn you that you may receive a penalty notice from the Local Authority if your child is present in a public place during school hours on these specified dates.

We will set work for <student forename> to be completed on the days specified as school days up until day 5 of their suspension on Satchel:One. Please ensure that work set by the academy is completed.

From the sixth school day of <student forename>'s suspension <day and date> until the end of the suspension, we will provide suitable full time education at The Restorative Learning School, New Regents College, Nile Street, Hoxton, London N1 7RD. Contact telephone no: 020 8985 6833. I have enclosed a map with directions to New Regents College from your home address.

When returning from an external suspension, all students complete a reintegration placement in the Student Support Centre (SSC) to ensure that they are fully prepared for a smooth return to lessons. <Student forename> will spend one full day in the SSC on <readmission date>.

You will also be asked to attend a further review meeting two weeks after <student forename>'s return to the academy. <Student forename> will continue to be on Red Report for monitoring and support until this meeting has been held.

Yours sincerely,

Ms A Feltham
Headteacher

cc:

<name>, Head of Year
<name>, Assistant Headteacher
Hackney Education Exclusions Team

Appendix 9.1: Suspension Leaflet for more than 6-15 days

Information Regarding Suspensions of 6 - 15 Days

You have the right to request a meeting of the academy's Student Discipline Committee to whom you may make representations. If you request a meeting, the academy's Student Discipline Committee and the Board of Trustees must meet before to review the decision made by the Headteacher and can decide the following:

1. whether or not the Headteacher was justified in suspending the pupil and note this on the pupil's school record.
2. to reinstate the pupil immediately or on a specified date. If reinstatement is not practical, the academy Student Discipline Committee must still consider whether the Headteacher's decision to suspend was justified based on the evidence.

There will also be an opportunity for your child to contribute to this process by making a statement or attending the meeting to make representations if they wish.

If you wish to make representations to the academy Student Discipline Committee, please contact the academy on **020 8985 6641 ext. 219** as soon as possible. You may wish to be accompanied by a friend or representative.

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 academy. Also, please inform the academy if it would be helpful for you to have an interpreter present at the meeting.

Every local area has a **SENDIAS** service who provide information, advice and support to children and young people with SEND, including on exclusions. Details of the local service can be found at <https://councilfordisabledchildren.org.uk>

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

You may wish to contact the Exclusions Officer at Hackney Education **020 8820 7279** or email exclusions.education@hackney.gov.uk who can provide further advice.

You may also find it useful to contact Coram Children's Legal Centre - an independent national advice centre for parents of children in state schools. They offer information and support on state education in England and Wales, including on exclusion from school. They can be contacted on **0300 330 5485** or www.childrenslegalcentre.com

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

Hackney Parent Partnership Service is a confidential service offering information, advice and support to parents/carers of children with Special Educational Needs (SEN) and disabilities and can be contacted on **020 7014 7123**.

Government guidance on suspensions can be found at www.education.gov.uk/schools/pupilsupport/behaviour/exclusion
<https://www.gov.uk/government/publications/school-exclusion>



Appendix 10: RLS Referral Form

Restorative Learning School – RLS Referral Form September 2022



Name:							
School:							
Year:		DOB:		Ethnicity:			
Gender:	M/F	Attendance:	%	Telephone:			
LAC?	Y/N	Previous RLS referral?	Y/N	Email:			
Parent/Carer:					Allergies:		
Home Address:		Medical needs:					
		Re-engagement Unit (REU) involvement?			Y/N		
Professionals/agencies working with the learner: (CSC, YH, etc.)							
Your name:			Your role:		Photo:		
Please provide levels/predicted grades and current learning topics for the following subjects, if relevant:							
English:		Maths:		Science:			
Education, Health and Care (EHC) Plan: Please indicate nature of EHC Plan & support required. Please send a copy of the EHCP to the RLS.							
Start of exclusion:		End of exclusion:		Total days excluded			
RLS start date:		RLS end date:		Total days in the RLS:			
Reason for exclusion:							
Description of the incident:							
Targets at the RLS: (Educational or behavioural)	1.						
	2.						
	3.						
School contact the RLS can liaise with:					Role:		
Telephone:			Email:				

By signing below the school agrees to pay the full funding for this placement.

Head teacher's name:			E-Mail:	
Head teacher's signature:			Date:	
Payment requests should be sent to:				
Please send RLS referrals to: rs@newregents.hackney.sch.uk ; For more information please call the RLS team on: 020 8985 6833 extension 116				



Appendix 10.1: Information for Parents



New Regent's College

Information for Parents: Restorative Learning School (RLS)

What is the RLS?

The RLS is a sub-section of New Regent's College. We provide education for students during their fixed term exclusion. The RLS Team will be working with students during their time at the RLS to help identify strategies.

It is important to note that the RLS is entirely separate from our main site, with a different entrance, and daily schedule.

Students in the RLS and the main school do not cross paths, this includes during break and lunch times.

Students are referred to the RLS for a huge range of reasons. Our goal is to facilitate meaningful reflection, re-engage them in their studies and encourage them to start afresh when they return to their school.

The school day at the RLS is from **9.15am - 2.30pm**.

Students may be held in detention until 3.30pm. You will be contacted if this is the case.

Students are required to wear their own **full school uniform**.

Students are required to work independently.

We encourage students to bring their own course work.

Lunch is provided to all students. They have the choice of tuna, cheese or chicken baguette or sandwiches, dessert, water and juice

If you have any further questions,

Call the RLS: 020 8985 6833 (ext.116)

Email the RLS: rs@newregents.hackney.sch.uk

More information and policies can be found on our main website

www.newregentscollege.co.uk

Executive Headteacher: Richard Brown B.Ed (Hons) NPGH

Head of Lower School: Sue Parllion

Nile Street, Hoxton, London, N1 7RD

T: 020 8985 6833

E: admin@newregents.hackney.sch.uk

www.newregentscollege.co.uk

1





New Regent's College

Please see below for information on how to get to the RLS

The main reception is on Nile Street, Hoxton, London N1 7RD.

RLS students do not report to reception when they arrive.

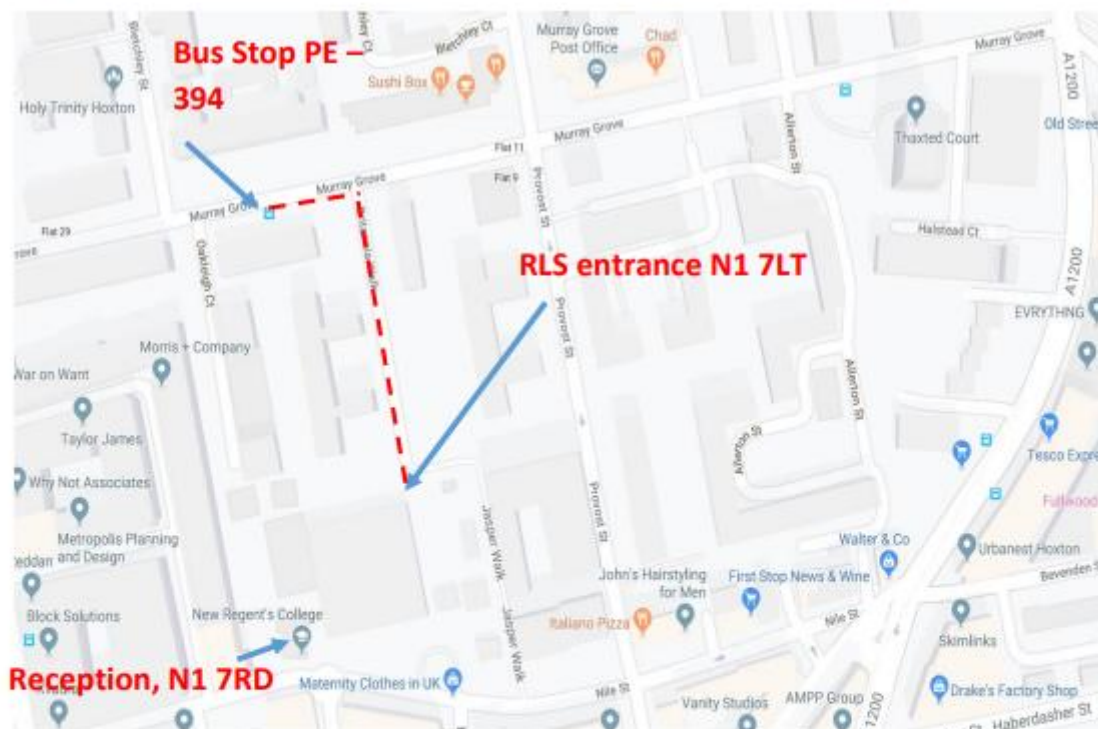
RLS students need to use the entrance on Britannia Walk, this is at the junction with Murray Grove, N1 7LT

Please use maps/route planners online to find directions from where you live.

Below are some of the bus routes that can bring you to the RLS and the surrounding area. **21, 76, 141, 271, 394, 55**

The closest bus stop is **Bletchley Street, Stop PE.**

Once off the bus, walk towards your left hand side and then take the first right onto Britannia Walk. The RLS entrance is at the bottom. You will need to press the intercom to communicate with reception and be let in. Please see map below.



Executive Headteacher: Richard Brown B.Ed (Hons) NPQH

Head of Lower School: Sue Parillon

Nile Street, Hoxton, London, N1 7RD

T: 020 8985 6833

E: admin@newregents.hackney.sch.uk

www.newregentscollege.co.uk





Appendix 11: Permanent Exclusion Letter

<parent name>
<address>

<date>

Dear <parent name>

<student full name> - DoB <dd.mm.yyyy>

I regret to inform you of my decision to permanently exclude <student forename> with effect from <day and date>. This means that <student forename> will not be allowed in this school unless they are reinstated by the Student Discipline Committee.

I realise that this exclusion may be upsetting for you and your family, but my decision to permanently exclude <student forename> has not been taken lightly and is:

- in response to [a serious breach] [persistent breaches] of the academy's behaviour policy; and,
- allowing <student forename> to remain in school would seriously harm the education or welfare of the student or others in the academy

<Student forename> has therefore been excluded for the following reasons <reason>.

You have a duty to ensure that your child is not present in a public place in school hours during this exclusion, from <day and date of PEX>, unless there is reasonable justification for this. I must warn you that you may receive a penalty notice from the local authority if your child is present in a public place during school hours on the specified dates. If so, it will be for you to show reasonable justification.

Alternative arrangements for <student forename>'s education to continue will be made. We have already given you work for the first five school days of the exclusion and would ask you to ensure this work is completed and returned promptly to school for marking.

From the sixth school day of the exclusion onwards - i.e. from <day and date>, Hackney Education will provide suitable full-time education at the Restorative Learning School. You will be informed about these arrangements shortly by a further letter.



As this is a permanent exclusion the Student Discipline Committee must meet to consider it. At the review meeting you may make representations to the committee if you wish and ask them to reinstate your child in school.

There will also be an opportunity for <student forename> to contribute to this process by making a statement and/or attending the meeting to make representations if they wish to.

The Student Discipline Committee has the following powers:

- to reinstate your child immediately;
- to reinstate your child from a specified date;
- to uphold the exclusion in which case you may appeal against its decision to an independent review panel.

Whether you choose to make representations or not, you will be notified by the clerk to the committee of the time, date and location of the meeting. The latest date by which the Discipline Committee should meet is <day and date> - the 15th school day after the date on which the Discipline Committee was notified of the exclusion.

If you wish to make representations to the Student Discipline Committee, please contact the Headteacher's PA, on **020 8985 6641**, as soon as possible. You may be accompanied by a friend or representative if you wish. Please advise if you have a disability or special needs which would affect your ability to attend or take part in a meeting at the school. Also, please inform the Headteacher's PA if it would be helpful for you to have an interpreter present at the meeting.

You may wish to contact the Exclusions Officer at Hackney Education on **020 8820 7569** or exclusions.education@hackney.gov.uk who can provide further advice.

You may also find it useful to contact Coram Children's Legal Centre - 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 **0808 802 0008** or www.childrenslegalcentre.com

Hackney Parent Partnership Service is a confidential service offering information, advice and support to parents/carers of children with Special Educational Needs (SEN) and disabilities and can be contacted on **020 7014 7123**.

Government guidance on exclusions can be found at www.education.gov.uk/schools/student-support/behaviour/exclusion

Yours sincerely

Ms A Feltham
Headteacher

Appendix 11.1: Permanent Exclusion Leaflet

Information regarding permanent exclusion

As this is a permanent exclusion the Student Discipline Committee must meet to consider it. At the review meeting you may make representations to the committee if you wish and ask them to reinstate your child in school. The Student Discipline Committee has the following powers:

- to reinstate your child immediately;
- to reinstate your child from a specified date;
- to uphold the exclusion in which case you may appeal against its decision to an independent review panel.

Whether you choose to make representations or not, you will be notified by the clerk to the committee of the time, date and location of the meeting. The recommended date by which the Student Discipline Committee should meet is **<DATE>**.

If you wish to make representations to the School Discipline Committee, please contact on 020 8985 6641, as soon as possible. You may be accompanied by a friend or representative if you wish. Please advise if you have a disability or special needs which would affect your ability to attend or take part in a meeting at the school. Also, please inform the academy if it would be helpful for you to have an interpreter present at the meeting.

You may wish to contact the Exclusions Officer at Hackney Education Exclusions Officer on 0208 820 7569 or exclusions.education@hackney.gov.uk who can provide further advice.

You may also find it useful to contact Coram Children's Legal Centre — 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 08088 020008 or www.childrenslegalcentre.com

Government guidance on exclusions can be found at www.education.gov.uk/schools/studentssupport/behaviour/exclusion.



Appendix 12: Reintegration to Clapton Girls' Academy Letter

<parent name>

<address>

<date>

Dear <salutation>,

<student name> D.O.B. <dd.mm.yy>

Thank you for attending our meeting regarding **<student name>'s** recent suspension. Please see the attached notes from the meeting.

A review meeting will be held on **<day and date>** at **<time>**. It is important that you attend this meeting to discuss **<student name>'s** progress.

I hope we can continue working together to ensure **<student name>** achieves their full potential.

Yours sincerely,

<staff member>

<title>

cc:

<staff member>, <title>

Hackney Education Exclusions Team



Student's name:	Reg:
Dates of suspension:	Days suspended:
Date of meeting:	Meeting started at (time):
Date of Review Meeting:	

Present at meeting:

Staff and representatives

Name, Title

Student and family members

Name, Relation

Reason for suspension:
(as re-emphasised by)

--

Student's response:

--

Parent's response:

--

Other issues discussed:

--



Appendix 13: Review Meeting Letter Template

<parent name>

<address>

<date>

Dear <salutation>,

<student name> D.O.B. <dd.mm.yy>

Many thanks for meeting with me. As I said in the meeting we are very pleased with **<student name>'s** behaviour and effort since returning to Clapton Girls' Academy following their suspension. As they have done so well on red report we do not see the need for them to continue on yellow or green report.

I would like to take this opportunity to reiterate the fact that any subsequent **<reason for suspension>** would be likely to lead to a longer fixed-term suspension. I sincerely hope **<student name>** continues their good behaviour and this does not happen.

Yours sincerely,

<staff member>

<title>

Cc:

<staff member>, <title>

Hackney Education Exclusions Team



Review Meeting

Student's name:	Reg:
Date of meeting:	Meeting started at (time):
Date of further review meeting:	

Present at meeting:

Staff and representatives

Name, Title

Student and family members

Name, Relation

Review Meeting Discussion
(as led by)

--

Student's response:

--

Parent's response:

--

Other issues discussed:

--



Appendix 14: ASP paperwork

Academic Support Plan

Student name:			[Student photo]
Date:			
Head of Year:			
Attendees:			
Attendance:		Punctuality:	
SEN status:		Exclusions (internal/external)	
Achievement points:		Behaviour points	
Please check the access to following:	<ol style="list-style-type: none"> 1. Device at home 2. Access to the internet 3. Satchel:One login and password 4. MyEd (<u>parent</u>) 5. Attainment report attached to ASP 		

Explain the reason for the student to be placed on an Academic Support Plan:
List previous internal interventions/external support/referral sent?
Student strengths and attributes:
What actions have been agreed to support academic achievement?
The academy will:



A copy of the most recent attainment report must be attached to this document
What actions have been agreed to remove the risk of internal exclusions/suspensions?
The student will:
What actions have been agreed to support wellbeing and mental health?
*Communication may be needed with external agencies/ MH lead when completing this section
How does the student feel about being on an ASP? (Student voice)
Student targets:
How will the parents/person of responsibility support with the ASP?
The parent will:
Any additional comments:

Review meeting date:

Signature of all attendees:



Appendix 15: Hackney Education

Please see below the link to the Hackney Education Exclusions Booklet

[HLT Exclusions Booklet.pdf \(hackney.gov.uk\)](https://www.hackney.gov.uk/media/asset-upload/HLT-Exclusions-Booklet.pdf)