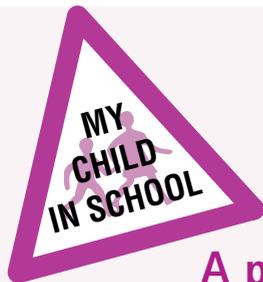


# Fixed period exclusion

A practical guide to parents' legal rights



# Contents

## Part I – Coping with the exclusion and getting support

- (a) *What's happening now*
- (b) *Your meeting with the school*

## Part II - Challenging the exclusion

1. Law and guidance on exclusions
  - 1.1 *When can the school exclude a child?*
  - 1.2 *How should it be done?*
2. Preparing your case
  - 2.1 Letter to the Governors
  - 2.2 Preparing your case summary
    - 2.2.1 *Reasons for exclusion*
    - 2.2.2 *Procedures*
    - 2.2.3 *Evidence*
    - 2.2.4 *Support*
    - 2.2.5 *Other Factors*
    - 2.2.6 *Alternative solutions*
  - 2.3 Your summary
3. The Governors

## Abbreviations

BESD = behavioural, emotional and social difficulties

CAF = Common Assessment Framework

CAMHS = Child and Adolescent Mental Health Service

EWO = Education Welfare Officer

Guidance = *'Improving Behaviour and Attendance: Guidance on Exclusion from Schools and Pupil Referral Units, 2008'*.

IEP = Individual Education Plan

LA = Local Authority

PSP = Pastoral support programme

PRU = Pupil Referral Unit

SEN = special educational needs

Web Guidance = government guidance on the law at [www.teachernet.gov.uk](http://www.teachernet.gov.uk)

● There are two types of exclusion – fixed period and permanent. This booklet deals with **fixed period** exclusions.

● In this booklet where we say 'the Governors' we include the Management Committee of a PRU and where we say 'the Head' we include the teacher in charge of a PRU.

**This booklet is based on the laws of England.**

*If there is anything in this booklet you don't understand or if you would like more information, please ring our free exclusions advice line on 0808 800 0327.*

# My child has been excluded -what can I do?

A fixed period exclusion means a fixed period of time that your child is not allowed in school and must remain at home because s/he has committed a disciplinary offence. It can be used for a one-off incident or for a wider pattern of behavioural difficulties. It used to be known as a 'suspension'. It may be as short as half a day or as long as several weeks. Most fixed period exclusions are for 5 days or fewer.

Having a fixed period exclusion can be very upsetting and worrying for you and your child. In this guide we have set out the sorts of things you will need to think about. These fall into the following categories:

- (a) what should be happening to your child now s/he is excluded
- (b) how your child will be reintegrated back into the school
- (c) whether to challenge the decision to exclude your child and how to go about it.

Part I of this booklet looks at (a) and (b) and Part II looks at (c).

Not everything in this booklet may apply to your child. Use the sections which fit your situation.

## Part 1: Coping with the exclusion and getting support

### (a) What's happening now

- *Homework* – Government Guidance says that your child should receive homework from the school for the first 5 days of the exclusion and the school should arrange for it to be marked. If you haven't received homework get in touch with the school and request some for your child.
- *Right to full time education if your child is excluded for more than 5 days*  
The school must provide suitable full time education for your child from the 6<sup>th</sup> school day of an exclusion. Full time means between 21 and 25 hours a week, depending on the age of your child. (Note that if a child has a statement of special educational needs, they should get the number of hours specified on the statement.) (Note that looked-after children are entitled to full time educational provision from the first day of the exclusion.)
- *Staying at home* – It is very important that your child stays at home and is not in any public place during school hours for the first 5 days of the exclusion. This includes, say, going to see the GP and the fact that you might be accompanying your child does not make it lawful. If s/he is found in a public place and you don't have a very good reason, you may be issued with a

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penalty notice. This will require you to pay a fine of £50. If you fail to pay it within 28 days the fine will go up to £100. If you fail to pay that within 42 days, you could be taken to court.

### **Confidentiality**

Government Guidance says that all exclusions should be treated in the strictest confidence. This means that only those people who need to know about the exclusion should be told.

### **(b) Your meeting with the school**

In your letter from the school informing you of the exclusion you may be offered a 'reintegration' meeting. If your child is at primary school you are entitled to one automatically, and if your child is at secondary school you are entitled to one if the exclusion is for 6 or more school days. It must be held within 15 school days of the day your child returns to school, but will often be on the day s/he goes back. The school must try to arrange this meeting at a time convenient for you and you should make every effort to attend it. Your child will normally attend too, but does not have to be there for the whole time. Note that the school must not extend the length of the exclusion whilst a meeting is being arranged.

The purpose of the meeting should be to talk about your child's behaviour, but also to explore whether there is anything that could be affecting it and to discuss making some support available if that would help your child. Even if you haven't been offered a reintegration meeting, we recommend you ask the school for a meeting anyway, especially if you think your child could benefit from any of the extra support set out below:

### **Pastoral support**

Government Guidance on the 'teachernet' website ('the Web Guidance') says pupils who have had several fixed period exclusions and are in danger of permanent exclusion should have a **Pastoral Support Programme (PSP)**. The PSP should also involve any other agencies already working with your child. It can include any of the help described below or other strategies suggested by the school, LA or yourself:

- *Mentoring* – where an older person, often a teacher or volunteer from outside the school, advises your child. This is most common for secondary age children.
- *Counselling* – some schools have professional counsellors working in the school to help pupils.
- *Behaviour support* – your child may be offered a course on anger management, for example, to help them deal with their behaviour.

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## Learning Support

### ● *Special educational needs (SEN)*

Many children who are excluded from school also have learning difficulties, or 'special educational needs' (SEN). Consider whether any behavioural issues your child has could be a symptom of unmet SEN.

For more information about SEN see our booklets on *Getting Extra Help* and *Asking for a Statutory Assessment* and get a copy of the *SEN Code of Practice* – see page 18.

If a child's behaviour is much more difficult than average or they cannot control their feelings, they may have emotional, social and behavioural difficulties (BESD). This is a recognised type of SEN.

Ask for a copy of your child's school record so that you can see what kind of progress s/he is making. Discuss the details with the teachers. If your child is on School Action or School Action Plus there should also be an IEP you can look at.

### ● *Flexible learning at Key Stage 4*

If your child does not have SEN but is aged 14 – 16 and not enjoying normal school subjects, some schools offer a different curriculum, which could help to involve your child and resolve behavioural difficulties. This could include:

- dropping some subjects
- studying vocational subjects
- longer than usual work experience
- going to further education college for part of the week
- doing voluntary work or outdoor activities

## Other help

Parents can ask for their child to be assessed under the Common Assessment Framework (CAF) to find out more about their individual needs and the services that are available to meet them. You could ask a teacher to act as the lead professional and fill out a CAF form for your child, which will be used to decide whether s/he has any additional needs that can be provided by various services.

If you think your child might have mental health difficulties that are not being met, you could go to your GP or contact the Child and Adolescent Mental Health Service (CAMHS) for help. You can also discuss your worries with the school.

## Other factors to discuss

### ● *Children at risk within the education system*

These include:

- children from minority ethnic and faith groups, travellers, asylum seekers and refugees
- children needing support with English as an additional language
- looked after children (i.e. in care)
- sick children
- young carers
- children from families under stress
- pregnant schoolgirls or teenaged mothers
- any other pupils at risk of disaffection and exclusion

The Web Guidance says that these groups are ‘at particular risk’ and explains special action that schools should take to support them. If your child fits into one of these categories, make sure the school knows and ask them what kind of support they can give to help.

### ● *Discrimination, bullying and harassment*

If you feel that your child’s exclusion was linked in some way to disability, the school is expected to take steps where possible to prevent the behaviour resulting in punishments such as exclusion. In addition, check the school’s behaviour policy, which must cover bullying and should include harassment. Discuss with the school how these things can be managed better in the future.

### ● *Help for parents*

Some schools may offer you voluntary parenting classes to help you manage your child’s behaviour. Ask during the meeting if you think this may help you or your child.

### **If your child is at risk of permanent exclusion...**

If your child has had a series of fixed period exclusions and there is a risk that s/he will be permanently excluded in the future, you may want to think about changing schools or getting educational provision your child in some other way. This could involve:

- a managed move - the school organises a transfer to another school
- flexible learning at Key Stage 4 – e.g. attending school part time and going to a local FE college part time to do a vocational course
- applying for schools yourself
- home education

*For more detail about this see our Permanent Exclusion booklet.*

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## Part 2: Challenging the Exclusion

You may wish to challenge the exclusion if you feel strongly that the exclusion was unfair. You have the right to put your case in writing, and possibly also in person, to the school Governors.

Read section 1 below, covering what the law says about exclusions. Then, if you want to state your case, prepare a written summary using the guide set out in section 2. Even if you do not want to put your case to the Governors, reading this section might help you to organise your thoughts for your reintegration meeting or for other meetings with the school.

If the exclusion **plus any previous exclusions within this term** total:

(a) **5 days or less in the term** - you have no automatic right to meet with the Governors but you can still put your case **in writing**, and you can ask if they will meet you anyway. Many consider it good practice to meet with parents if they ask. Note that the Governors only have the power either to uphold the decision if they agree with the school, or place a copy of their findings on your child's school record if they disagree. They cannot reinstate your child at school.

(b) **between 5.5 and 15 school days in the term** including the current exclusion, or if your child will miss a **public examination** you can request to meet the Governors in person and they must meet between the 6<sup>th</sup> and 50<sup>th</sup> school day after being notified of the exclusion. The Governors will decide whether they should uphold the school's decision or overturn it. If they overturn it they will direct the school to take your child back either immediately or at a later date.

(c) **more than 15 days in the term** - the Governors will automatically meet to review the exclusion and meet with you **in person**. They must meet between the 6<sup>th</sup> and 15<sup>th</sup> school day after being notified of the exclusion. The Governors will decide whether they should uphold the school's decision or overturn it. If they overturn it they will direct the school to take your child back either immediately or at a later date.

**Note: Even if the Governors agree with the school's decision, they do not have the power to increase the length of the exclusion or turn it into a permanent exclusion.**

### 1. Law and guidance on exclusions

The government has issued guidance on the law on exclusions, which schools, Governors and LAs need to follow, called *'Improving Behaviour and Attendance: Guidance on Exclusion from Schools and Pupil Referral Units, 2008'* (the 'Guidance'). You can download a copy from the website given on page 18 or we can send you one if you call our exclusion information line on 020 7704 9822. By law this Guidance must not be ignored. It should be followed unless there is good

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reason not to. The government also gives further guidance on its ‘teachernet’ website – see page 18, which we call the ‘Web Guidance’ in this booklet.

### **1.1 When can the school exclude a child?**

A decision to exclude a pupil for a fixed period should be taken only if

- the school can prove that your child is more likely than not to have breached the school’s behaviour policy; AND
- the breach is not serious enough to warrant permanent exclusion and detention, for example, is considered inappropriate.

Fixed period exclusions should be for ‘the shortest time necessary’. The Guidance mentions that Ofsted inspection evidence suggests 1-3 days is often long enough.

A child *should not be excluded* for minor incidents such as

- not doing homework or poor academic performance
- not bringing dinner money
- lateness or truancy
- pregnancy
- breaking school uniform/appearance rules (except where persistent and ‘in open defiance’ of these rules)
- for their own protection from bullying.

Children can be excluded for behaviour which took place outside school but only if the Head feels that there is a clear link between that behaviour and maintaining good behaviour and discipline within the school.

#### **Extending an exclusion**

The Head can extend a fixed period exclusion or convert it into a permanent exclusion in ‘exceptional circumstances’. This usually means where new evidence has come to light. The Head must write to you again to say that this has been done and must give reasons for the decision.

#### **Withdrawing an exclusion**

The Head can withdraw an exclusion before the Governors have met to review it. If you think the Head could be persuaded, have a meeting with him or her to discuss this.

### **1.2 How should it be done?**

*The Head’s decision:*

The Guidance sets out the procedures that the school must follow when excluding a child and gives some ground rules about how things should be done. For example, the Guidance makes clear that only the Head teacher may exclude a child. (If the Head is absent it should be done by the acting Head). The Guidance also says that any exclusion should be in proportion to your child’s actions and

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that a child should not be excluded in the heat of the moment, unless there was an immediate threat to the safety of your child or others in the school.

The Guidance stipulates that before deciding to exclude a child the Head should:

- make sure that a thorough investigation has been carried out
- consider all the evidence available and if necessary consult others
- allow and encourage your child to say what happened
- take into account the school's behaviour and equal opportunities policies plus the law on race relations and disability discrimination if relevant, as schools have a positive duty to promote equality
- check whether bullying or racial or sexual harassment of your child led to your child's actions
- keep a written record of actions taken, including any interview with your child (witness statements must be dated and should be signed, where possible)

*Informing you about the exclusion:*

The Head must tell you about the exclusion immediately, ideally by telephone followed up by a letter within one school day. The letter must include the following information:

- that it is a fixed period exclusion and its start and end dates
- the reasons for it
- your right to state your case to the governors and how to do this
- how your child can be involved in the process
- the days when you must make sure your child is not in a public place during school hours
- what arrangements the school has made for your child to continue his or her education for the first 5 days, e.g. by giving homework and marking it
- when your child will be provided with alternative suitable full time education (if the exclusion is for more than 5 days)
- the arrangements for a reintegration meeting, where appropriate.

*Lunchtime exclusions:*

Lunchtime exclusions count as half day exclusions but do NOT count towards the school's duty to provide full time education from the 6th school day of a fixed period exclusion. These should not be drawn out – other ways of dealing with the problem should be worked out. If your child has free meals, the school must make other arrangements such as a packed lunch.

## 2. Preparing your case

### 2.1 Letter to the Governors

Let the Governors know that you wish to state your case to them. Even if you are not automatically entitled to a meeting with them, you may want to ask for one. The Governors may convene a panel of a small number of them (usually 3 or 5), sometimes called a discipline committee, to hear your case.

*If you wish to meet with the Governors write to ask for a meeting as follows:*

To Chair/ Clark of the Governors

Dear Sir/Madam

Re: [your child's full name and date of birth]

I wish to make representations in person to the Governing Body about the exclusion of my child.

Please send me copies of my child's school record, the school's behaviour/discipline policy as well as [if relevant to your child's case] the special educational needs, race equality and equal opportunities policies and any witness statements, including my child's statement. I would like to bring a friend/adviser with me to the meeting [if you would like this].

Yours faithfully,  
[your name]

*Always keep a copies of your letters.*

In your letter to the Governors above you are asking for various types of information.

Your child's **school record** should contain an incident report of the event which led to the exclusion, plus information about your child's previous behaviour and the sorts of things teachers have thought and said about your child in the past.

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You have a right to receive your child's school record from the Governors within 15 school days of their receipt of your letter. They can charge a fee for copying or you can ask to view the record at the school instead free of charge.

The school's **behaviour policy** should say how they deal with behaviour of the kind your child was excluded for. Check to see whether they were following their policy in your case.

## **2.2 Preparing your case summary**

Next we suggest you prepare a summary of your case which you can either read out to the Governors at the meeting or that you can send to them if they will not meet with you. They must consider what you say, even if they will not meet with you. This will make sure that your points are clear and nothing is accidentally missed out. You do not have to send in your summary before the meeting but you can if you wish.

The following notes should help you to write your summary. First you should collect the evidence together by reading sections 2.2.1 to 2.2.6 and making notes and then at section 2.3 you can use our model summary to help you write what you want to say.

### **2.2.1 Reasons for exclusion**

Look back at sections 1 and 1.1 and check whether the Guidance has been followed in your child's case. If it hasn't, you will need to set out in your summary what the law says and what actually happened. Look also at the school's behaviour policy and make notes for your summary of anything that stands out.

### **2.2.2 Procedures**

Look back at section 1.2 and check that the correct procedure has been followed in your child's case. Also look at the Guidance and the Web Guidance if you can. If you don't have access to the Internet you can ring our exclusion information line on 020 7704 9822 and we can send you a copy. Remember, the Guidance should be followed unless there is good reason not to. Check for example, whether the exclusion was made in the heat of the moment. Was a proper investigation carried out? If not, make notes about these for your summary.

### **2.2.3 Evidence**

Look at your child's school record including the incident report, to help you tackle this section. The school should only exclude a child if they are sure on a balance of probabilities (i.e. it is more likely than not) that what they say happened, actually did happen. You need to look carefully at the evidence and note down any weaknesses for your summary.

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*what your child says:*

Ask your child what happened as soon as possible and record what they say in detail. For example:

“Show me exactly where you were.”

“Where was everyone standing?”

“Did anything lead up to this?”

Now check – was what happened a breach of the school’s behaviour policy?

*what others say:*

You should be sent copies of all the statements the Head used to decide whether to exclude. Check whether these support your child’s story or not and mark any differences between the statements. If you think they are inaccurate make a note of how. If you can, take statements yourself from witnesses who were not interviewed by the school.

*about your child:*

Are there any reports which show what your child is like? Could someone like a sports coach, youth worker or doctor write a letter saying something positive about them?

- was the exclusion right given their age, health and any personal issues?
- was anything upsetting your child, or was there pressure from others?
- could anything else have affected their behaviour?

If your child wants to apologise for something, s/he could do so in writing, but be careful not to say sorry for doing something s/he didn’t do. You could attach the apology to the back of your summary.

Describe your child and add anything that explains their behaviour and/or shows that the exclusion may be wrong.

### **2.2.4 Support**

Look back at the range of possible support set out in Part I (b). Has the school tried a wide range of strategies? Does your child have a PSP? Did the school try to help your child manage their behaviour better with anger management training or a mentor? Did staff ask for advice on dealing with your child’s behaviour? Is the behaviour as persistent and defiant as they claim? Could the incident have been avoided if your child had been given the right support? Add all you think about these questions to your case.

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### 2.2.5 Other factors

#### *(a) Learning difficulties*

If your child has special educational needs the school should try all practical means to keep them in school.

Look back at Part I (b) and think about what support has been put in place to meet your child's needs. Are they getting the help they need? If they had been given the right help could this have helped their behaviour? Has the school followed its special educational needs policy? Add your conclusions to your summary.

#### *(b) Discrimination and bullying*

Schools must have a race equality policy and monitor how policies affect different racial groups. If you feel that your child's exclusion was linked in some way to their racial group, make a note of it for your summary.

If you feel that your child's exclusion was linked in some way to a disability, the Disability Discrimination Act as amended might apply. For example, if their behaviour was related to their disability the school is expected to take steps where possible to prevent the behaviour resulting in punishments like exclusion.

You can get more information from the Equality and Human Rights Commission helpline for issues of discrimination (see page 18).

Similarly, schools have a duty to prevent all forms of bullying and must have an anti-bullying policy. This may be in a separate policy document or it may be part of the school's behaviour policy.

### 2.2.6 Alternative solutions

Particularly if the exclusion is on-going or the school is threatening permanent exclusion, you might want to raise the idea of alternative forms of punishment.

The Guidance suggests schools try for example:

- *restorative justice* - which allows your child to put right any harm done
- *internal exclusion* - where your child is sent somewhere else within the school with appropriate support, or moved to another class on a temporary basis. Internal exclusion may continue during break periods

Check: Is there another solution that could work for your child? Explain why. An example may be a different punishment coupled with help for behaviour problems or special educational needs.

## 2.3 Your summary

Use the following model summary to help you organise all the evidence you have collected from reading the previous section. If you have other written evidence, attach it to the back of the summary. If you are meeting with the Governors you can send it to them and ask them to consider it as your written representations to them. Say you would be grateful for their prompt response

### Your Summary

#### 1. Reasons for exclusion

For example some of the following statements might be relevant to your case:

“I feel that the school has failed to act in line with some of the government Guidance on exclusions and some of the DCSF web guidance without good reason. I understand that a child should only be excluded for a fixed period if the school can prove that they are more likely than not to have breached the school’s behaviour policy and the breach is not serious enough to warrant permanent exclusion and lesser sanctions such as detention are inappropriate. In my child’s case:

- the school has not proved that there was a breach of the behaviour policy
- the breach was not serious enough to warrant an exclusion, as other sanctions would have been more appropriate.”*[explain why]*

“I understand that the decision to exclude a pupil for a fixed period should not be made for minor incidents, such as lateness...”*[see list in section1.1]*

“I am aware that fixed period exclusions should be for ‘the shortest time necessary’ but I believe that in my child’s case the exclusion was for longer than necessary.”*[explain why]*.

“I also feel that:

- this was a one-off/first offence and not serious...” *[say why]*
- the school should not have excluded my child because the incident did not occur on school premises/in school hours and there is no link between school and the incident.” *[say why]*

#### 2. Procedures

For example:

“I feel the school has failed to act in line with some of the government Guidance on exclusions or the DCSF web guidance. I have marked this on pages...” *[attach the relevant pages if you can and say how this affected your child’s exclusion]*

### 3. Evidence

“I disagree with my child’s exclusion, because s/he:

- did not do what s/he is accused of...
- did not do all of the things s/he is accused of...”

*[give details of all the evidence you have accumulated showing discrepancies and inaccuracies in the case against your child]*

### 4. Support

“I disagree with my child’s exclusion, because the school has not taken into account the pressure my child is under *[e.g. family matters you have told them about before]* and has not offered any support *[e.g. a pastoral support programme – say what kind of support you think would help]...*”

### 5. Other factors

“I disagree with my child’s exclusion because s/he:

- has special educational needs but is not getting all the help that s/he needs...*[say why]*
- was affected by harassment... *[say why]*
- was affected by bullying...*[say why]*

### 6. Alternative solutions

*If the exclusion is ongoing or there is a threat of permanent exclusion and you have an alternative punishment to suggest, you could say:*

“I would like to suggest that s/he participates in restorative justice/mediation*[say what you have in mind]* as an alternative to exclusion.”

### 7. Conclusion

This could include:

- evidence from the school record of good things about your child
- any damage you think will occur as a result of being excluded, such as worries you have about reintegration or missing part of their education.

### 3. The Governors

*If you are not meeting with the Governors....*

- but have sent in your summary or something to say that you would like them to consider the exclusion, you are entitled to a response from them. Ask at the school if you hear nothing.

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*If you are meeting with the Governors....*

*Who will be at the meeting?*

- Generally three but can be up to five Governors (none should have any involvement which could make them biased).
- Clerk to take notes and advise the Governors on procedure.
- LA representative will be invited to give their comments but is unlikely to attend for short exclusions.
- The Head to put their case.
- Possibly, witnesses including any alleged victim.

*How will the meeting be run?*

You should be told how it will be conducted beforehand. Usually the case against your child is put first so you can reply to it. For fairness if the Head brings new evidence or papers, ask for a break to read them or for the meeting to be rearranged. You should be able to put your case without interruption. Neither the Head nor any LA representative should be with the Governors when you are not there.

We suggest you read out your summary and then hand copies of it, plus any other evidence you have, to the Governors. If the summary does not include some of your points, state those too. Giving written copies of your evidence to the Governors may help them remember your points and you can ask for a copy of it to go on your child's school record. If at the end of the meeting you are asked to "sum up", you can read your summary out again.

*Must my child go to the meeting?*

No, s/he does not have to go to the meeting but should be allowed and encouraged to attend and speak if s/he wishes. You child can either stay for the whole of the meeting, in which case s/he may be questioned by the Governors, or for part of the meeting, in which case s/he could make a statement, or apologise and then leave. If your child is to attend, s/he should receive copies of any papers sent round before the meeting.

*What the Governors can decide*

If the exclusion is for **5 days or less in the term** the Governors only have the power either to uphold the decision if they agree with the school, or place a copy of their findings on your child's school record if they disagree. They cannot reinstate your child at school.

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If the exclusion is for **more than 5 days school** days in the term including the current exclusion, or if your child will miss a **public examination** the Governors will decide whether they should uphold the school's decision or overturn it. If they overturn it they can direct the school to take your child back either immediately or at a later date.

If the governors or your LA think you need support with your child's behaviour they may ask you to sign a Parenting Contract. You cannot be forced to sign a contract and if you do agree, that must not be made a condition of your child's return to school.

In some cases if your child is seriously misbehaving so that it has or could have resulted in exclusion and the school or LA think you are unwilling to work with them, the school or LA may apply to the magistrates' court for a Parenting Order, which could require you to attend parenting classes (see From DCSF on page 18).

#### *After the meeting*

The Governors must let you know of their decision in writing within 1 school day of the hearing. The exclusion will not be deleted from your child's school record, but a copy of the Governors' decision letter should normally be placed on it.

## Further help

### **From ACE:**

ACE freephone Exclusion Advice Line 0808 800 0327

ACE freephone Advice Line 0808 800 5793

Free advice by text message – text AskACE to 68808

Information and free advice booklets can be downloaded from

[www.ace-ed.org.uk](http://www.ace-ed.org.uk) or by contacting ACE (see back cover).

### **From the DCSF:**

**Publications available to order from 0845 60 222 60 or to download from [www.teachernet.gov.uk](http://www.teachernet.gov.uk)**

Improving Behaviour and Attendance: Guidance on Exclusion from Schools and Pupil Referral Units (00573-2008DOM-EN)

[www.teachernet.gov.uk/wholeschool/behaviour/exclusion/2008guidance](http://www.teachernet.gov.uk/wholeschool/behaviour/exclusion/2008guidance)

Drugs: Guidance for Schools (DCSF/0092/2004)

[www.teachernet.gov.uk/wholeschool/behaviour/drugs](http://www.teachernet.gov.uk/wholeschool/behaviour/drugs)

SEN Code of Practice 2001 (DCSF/581/2001)

[www.teachernet.gov.uk/wholeschool/sen/sencodeintro](http://www.teachernet.gov.uk/wholeschool/sen/sencodeintro)

Web based School Discipline and Pupil Behaviour Policies guidance

[www.teachernet.gov.uk/wholeschool/behaviour/schooldisciplinepupilbehaviourpolicies](http://www.teachernet.gov.uk/wholeschool/behaviour/schooldisciplinepupilbehaviourpolicies)

Guidance on Education-Related Parenting Contracts, Parenting Orders and Penalty Notices (00530-2007BKT-EN)

[www.dcsf.gov.uk/behaviourandattendance](http://www.dcsf.gov.uk/behaviourandattendance)

### **From The Equality and Human Rights Commission:**

Equality and Human Rights Commission Helpline 0845 604 6610

Duty to Promote Disability Equality: Statutory Code of Practice

Duty to Promote Race Equality: Statutory Code of Practice

[www.equalityhumanrights.com](http://www.equalityhumanrights.com)

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## Your notes



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Thank you.**



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