

**Behaviour & Communication Policy**

Date of Adoption: January 2016

Date of last Review: November 2023

Date of next Review: November 2024

**Contents:**

**Policy Statement 3**

**Rights and responsibilities 5**

**Rewards and responses 6**

**Physical Intervention 8**

**Appendix A – Suspension Policy 11**

**Appendix B – Suspension Notification Letter 16**

This policy takes into account the Equality Act (2010) which highlights actions and behaviours which are unlawful such as: direct / indirect discrimination, failing to make reasonable adjustments for disabled pupils or staff, harassment related to a protected characteristic or victimisation. It also takes into account statutory guidance: Behaviour and Discipline 2016; Education Act 2002 and Education and Inspections Act 2006.

**Behaviour and Communication Policy**

***This policy is to be read in conjunction with Keeping Children Safe in Education Sep 2022***

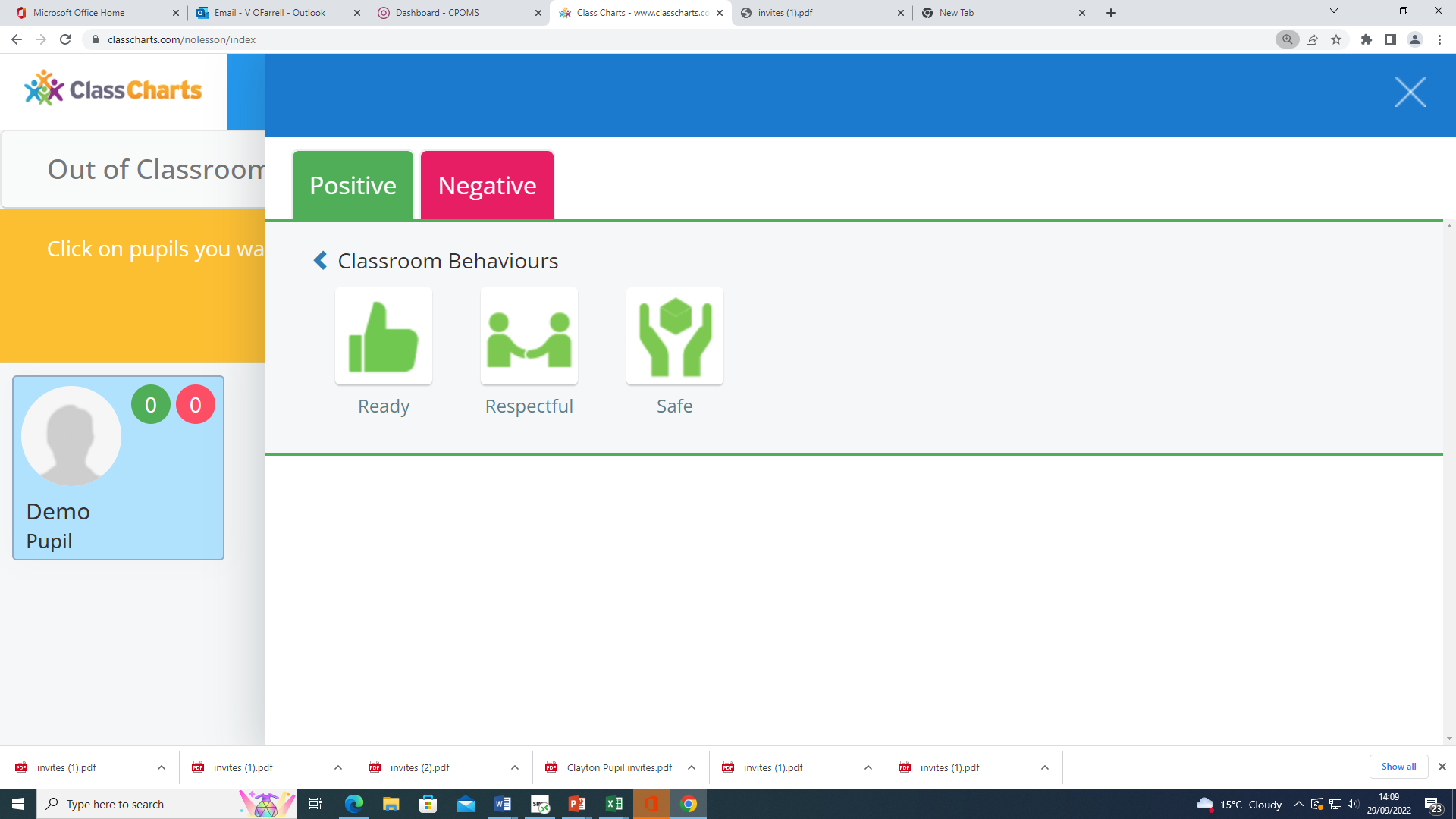
**Policy Statement**

The purpose of the Manchester Secondary Pupil Referral Unit is to meet the diverse social, emotional and educational needs of pupils who have been permanently excluded from mainstream secondary schools. Manchester Secondary PRU is committed to fulfilling its purpose by working in close partnership with parents, carers, schools and outside agencies.

This policy recognises that distressed or challenging behaviour is often a means of communication and MSPRU staff therefore aim to:

* create and support learning environments which encourage and foster good behaviour
* raise individual standards of achievement
* promote self-discipline and positive relationships
* develop aspiring, confident, independent and resilient young people
* prepare young people for a successful transition to the next phase in education, training or employment.

In order to achieve these aims, MSPRU staff will provide all pupils with the support they need to communicate effectively, be ready to engage in learning, be respectful to all who make up the MSPRU community and behave in a manner that is safe for themselves and others. Our behaviour approach is framed by our minimum expectations for students to be:  ***Ready, Respectful, Safe.***This simple but effective approach allows staff to engage and positively challenge behaviour in a non-confrontational and de-escalating style.



At Manchester Secondary PRU we believe that all behaviour is communication. Our aim is to try to understand the function of the behaviour and be curious and innovative in finding solutions to support our young people. Our practice is driven by the 6 principles of nurture, which allows us to 're-frame' potentially difficult situations to find a positive solution.

Our core values directly reflect our nurturing practice: ***communication, inclusivity, nurture, resilience and aspiration***.

**The Six Principles of Nurture**

* Children's learning is understood developmentally.
* The classroom offers a safe base.
* The importance of nurture for the development of wellbeing.
* Language is a vital means of communication.
* All behaviour is communication.
* The importance of transition in children's lives

The Governing Body is responsible for ensuring that the behaviour policy is effectively enforced at MSPRU and the principles and aims described within are reviewed annually. It will ensure that the policy is communicated clearly to the staff, pupils, parents and carers.

The Governing Body will support the school in maintaining high standards of behaviour and ensure that the behaviour policy has reasonable expectations and is non-discriminatory in line with the legal responsibilities of the Equality Act 2010 and the Race Relations Act 2000.

The Headteacher will ensure that effective measures are taken to support the principles laid out by the Governing Body, senior leaders and all staff. The Headteacher will determine what is an acceptable standard of behaviour for all pupils. The Headteacher is responsible for the implementation and application of the policy and procedures, the provision of support for vulnerable pupils, and support for staff when faced with challenging behaviour. The Headteacher will also ensure that when dealing with behaviour issues, staff must always be mindful that behaviour issues presented by a pupil could be as a result of a safeguarding concern. In such cases, consideration would be given when deciding on an outcome or sanction for the behaviour displayed.

All staff, including teachers, support staff, and volunteers, must adhere to the school's policy and procedures in a fair and consistent manner, without discrimination modelling expected pupil behaviours and appropriate language. Staff are responsible for creating a positive behaviour culture that fosters self-discipline and personal responsibility.

**Rights and Responsibilities**

Manchester Secondary PRU has a system of rights and responsibilities, for all students and staff.

In order for all staff and pupils to work in a safe and effective learning environment, everyone at the MSPRU has responsibilities to protect everyone else’s rights, and to ensure that these rights and responsibilities are communicated effectively.

This ethos is regularly revisited with pupils and staff to ensure that all incidents of serious and challenging behaviours are dealt with through an understanding of this framework

|  |  |
| --- | --- |
| **Rights** | **Responsibilities** |
| * The right to be physically and emotionally safe | * To keep myself and others safe |
| * The right to be heard | * To make myself heard in an appropriate way |
| * The right to make choices and to contribute to decision making | * To be respectful in willing to listen to advice and to consider the points of view of others |
| * The right to learn | * To be present and ready to learn |
| * The right to a school environment that is free of sexual harassment, racial discrimination and discrimination of any sort on the grounds of size, age, disability, culture, religion or sexual orientation, marriage, civil partnership, pregnancy, paternity and gender identity. | * To uphold and promote the Equality Act (2010) |
| * The right to be treated with respect and dignity | * To treat all pupils and staff with respect |

**Rewards and Responses**

Most students at Manchester Secondary PRU need support to motivate them in their learning.

Staff at Manchester Secondary PRU aim to achieve an appropriate balance of both intrinsic and extrinsic motivators and will use positive reinforcement of preferred behaviours to develop our positive behaviour culture. Recognition will be given at all times for students who are Ready, Respectful and Safe.

**Intrinsic Motivation**

Pupils respond positively to three elements (Davis, 1993):

* A well-organized lesson;
* A staff member who is enthusiastic about the material and about teaching;
* A staff member who shows he or she cares about the pupils and their learning.

**Extrinsic Motivation**

We recognise the value of rewards as an extrinsic motivator for pupils in their learning. To encourage positive behaviours and develop our positive behaviour culture across the school we use Classcharts. Our rewards system classcharts is an online platform for recording all behaviours and is a key tool in supporting our positive behaviour culture. This has been developed to allow students who meet our minimum classroom expectations of being ready, respectful and safe for each lesson to be rewarded with classcharts points. Class teachers share what this looks like within each subject area and students share with staff what ready, respectful and safe would look like for their own individual needs. Additional points are rewarded for other areas including going above and beyond and positive engagement in work. Students are also acknowledged and rewarded for positive behaviours outside the classroom such as for showing kindness, attending extracurricular activities and for good uniform and punctuality.

In addition, students are rewarded for demonstrating application of Skills for life within lessons this is to support learning and personal growth and development. These are communication, self belief, self management, team work and problem solving.

**Responses**

Our policy is not prescriptive in its detail, and we recognise that effective implementation will rely heavily on the professional judgement of staff (teams) and the needs of individual pupils. It also relies on regular revisiting of our collective Rights and Responsibilities.

Responses from staff in Learning Centres are likely to result in targeted intervention.

Staff are trained to de-escalate situations of conflict, using strategies from annual team teach training sessions and refreshers. If these strategies prove unsuccessful and attempts to re-engage the student in learning have proven unsuccessful and where learning centre facilities and staffing allows, a pupil may be required to complete 1-1 work in a reset room for the remainder of the lesson or be encouraged to reflect on an incident, resolve the issue, and then return to the lesson. At times and if a child becomes at risk of harm to themselves or others a fixed term suspension may be issued.

All negative behaviours will be recorded on classcharts and will carry a negative points deduction impacting on a students overall spendable points.

Spendable points can be used to purchase rewards from the Classcharts rewards shop. Student voice is used termly to fill the rewards shops and encourage engagement within our positive behaviour culture.

Not all negative behaviour will be sanctioned in the same manner but all negative behaviour will be challenged and addressed by MSPRU staff. Before any sanction or response is determined, MSPRU centre leads will take a holistic approach to the individual needs and complexities of the child. This can include but is not restricted to considerations of SEND, safeguarding, home circumstance, parental capacity, risk of harm and safety, risk of child being missing and any precipitating factors.

Other sanctions in addition to the awarding of negative classcharts points may include; suspension, loss of invitation to rewards trips, temporary removal of unstructured time. Parents will be kept informed of all behaviours via classcharts platform and through regular review meetings. Parental phone calls and meetings will also be used for more serious or repeated instances of poor or challenging behaviour.

MSPRU has a zero tolerance on behaviours involving hate speech. A minimum suspension of 2 days may be issued. Students will participate in bespoke restorative processes following any incident of prejudicial behaviour or hate speech.

**Physical Intervention**

**USE OF REASONABLE FORCE**

All staff at MSPRU are trained in Team Teach approaches and we pride ourselves on the immense number of skills our staff possess when supporting learners with their behaviour.

This includes the skills to de-escalate extremely challenging behaviours, which put any user of the school at risk, however, in some circumstances the use of force is unavoidable.

Any action to control a pupil’s movement must be **reasonable, proportionate and necessary**.

The best interests of that pupil are the paramount consideration.

1. The term ‘reasonable force’ covers the broad range of actions that involve a degree of physical contact with pupils.
2. Force is usually used either to control or to restrain a pupil. This can cover a range of responses such as prompts, guides, break away techniques and restraint.
3. ‘Reasonable in the circumstances’ means using no more force than is needed to reach a desired outcome.
4. Restraint is defined by Team Teach as the positive application of force by staff, in order to overcome rigorous resistance, completely directing, deciding and controlling a person’s free movement.
5. Staff at Manchester Secondary PRU always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil, and all stakeholders recognise that there may be side effects of physical contact, such as scratches and bruises.

**Who can use reasonable force?**

1. All members of school staff have a legal power to use reasonable force.
2. This power applies to any member of staff at the school. It can also apply to people whom the head teacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.
3. Where it is a foreseeable risk that the use of force may be necessary such pupils will require risk assessment.
4. Staff at Manchester Secondary PRU receive the appropriate Team Teach Training, and habitually undertake dynamic risk assessments.

**When can reasonable force be used?**

The use of reasonable force guidance (July 2013) states that

1. Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
2. In a school, force is used for two main purposes – to control pupils or to restrain them.
3. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

The following list is not exhaustive but provides some examples of situations where reasonable force can and cannot be used.

**Staff at Manchester Secondary PRU can use reasonable force to:**

* remove disruptive pupils from the classroom where they have repeatedly refused to follow an instruction to do so, and their behaviours are preventing others’ right to learn;
* prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
* prevent a pupil leaving the classroom were allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others
* prevent a pupil from attacking a member of staff or another pupil, or to stop a fight.
* prevent damage to property.

Before staff at Manchester Secondary PRU make a decision to use force they will conduct a dynamic risk assessment. This means that staff will weigh up the situation on the spot, considering all the risk factors, and make a professional judgement.

**Staff cannot:**

* use force as a punishment – **it is always unlawful to use force as a punishment.**

**Physical contact**

It is not illegal to touch a pupil. There are occasions when physical contact, other than reasonable force, with a pupil is proper and necessary, giving due regard to the pupil’s feelings and sensitivities, such as:

* Giving first aid;
* Comforting a distressed pupil;
* Praising or congratulating a pupil.

**Team Teach Training**

The management of Manchester Secondary Pupil Referral Unit are responsible for the training of staff. All staff complete Team Teach training and are authorised to use Physical Intervention. A list of staff that have completed this training is held by the Head Teacher and listed on Every. Once staff have successfully completed a Team Teach course, refresher training will take place when appropriate. All physical Intervention is recorded on CPOMS.

**Power to search pupils without consent**

* In addition to the general power to use reasonable force described above, headteachers and authorised staff can use such force as is reasonable given the circumstances, to conduct a search for the following “prohibited items”:
* knives and weapons;
* alcohol;
* illegal drugs and drug paraphernalia;
* stolen items;
* vapes, cigarettes, tobacco, cigarette papers, lighters or matches;
* fireworks;
* pornographic images;
* any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.

**All students attending core learning centres are screened with a metal detecting wand on arrival at school as standard procedure. All students and families are informed of this prior to starting. Any decision to search or use force to search for above items must be reasonable, proportionate and necessary, and in the best interests of that young person. Refusal to be screened without giving appropriate reason may result in student being returned home and an unauthorised absence recorded. This is due to student failing to adhere to our screening procedures. If the situation presents critical risk the best course of action may be to phone the police.** [**MSPRU follow the**](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1091132/Searching__Screening_and_Confiscation_guidance_July_2022.pdf) **DFE guidance - Searching, screening and confiscation – advice for schools July 2022**

**Any search that results in finding a knife or weapon will be reported to police via 999, 111 or via a Partnership Agency Intelligence forms.**

Searches that find drugs or illegal substances will be dealt with in conjunction with our drugs policy.

Force cannot be used to search for other items banned under the school rules.

**Post Incident recording, support and learning**

As soon as is reasonably possible after an incident, staff will record all behaviour related incident details on Classcharts and CPOMS where physical Intervention has been used. Where an incident has resulted in student or staff injury this must also be recorded on CPOMS.

If the incident has resulted in a Fixed Term Exclusion (suspension) this will be recorded on classcharts with a copy of the FTE/Suspension letter being uploaded to CPOMS as per guidance from our Deputy Head for Behaviour (Sept 23) A reintegration meeting will then be held prior to the student returning and parents invited. Bespoke intervention/s will then be scheduled to support the student’s positive re-engagement.

When both the staff member and pupil involved are calm, post incident learning and support will take place between them. This should include (if appropriate) a discussion about strategies that the pupil could use in the future.

**Appendix A**

**MSPRU EXCLUSIONS/SUSPENSIONS POLICY**

**Contents**

**1. Aims**

Our school aims to ensure that:

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

**2. Legislation and statutory guidance**

This policy is based on statutory guidance from the Department for Education: [Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - September 2022](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101498/Suspension_and_Permanent_Exclusion_from_maintained_schools__academies_and_pupil_referral_units_in_England__including_pupil_movement.pdf)

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

* Section 52 of the [Education Act 2002](http://www.legislation.gov.uk/ukpga/2002/32/section/52), as amended by the [Education Act 2011](http://www.legislation.gov.uk/ukpga/2011/21/contents/enacted).
* [The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012](http://www.legislation.gov.uk/uksi/2012/1033/made).

In addition, the policy is based on:

* Part 7, chapter 2 of the [Education and Inspections Act 2006](http://www.legislation.gov.uk/ukpga/2006/40/part/7/chapter/2), which looks at parental responsibility for excluded students;
* Section 579 of the [Education Act 1996](http://www.legislation.gov.uk/ukpga/1996/56/section/579), which defines ‘school day’;
* The [Education (Provision of Full-Time Education for Excluded Pupils) (England) Regulations 2007](http://www.legislation.gov.uk/uksi/2007/1870/contents/made), as amended by [The Education (Provision of Full-Time Education for Excluded Pupils) (England) (Amendment) Regulations](http://www.legislation.gov.uk/uksi/2014/3216/contents/made) 2014 .

**3. Definition**

The DfE Exclusion guidance provides the following definitions:

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

**4. The decision to exclude**

A suspension must be **‘lawful, reasonable, fair, and proportionate’** ‘in response to a serious breach or persistent breaches of the school’s behaviour policy’ or ‘where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school’ [Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - September 2022](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101498/Suspension_and_Permanent_Exclusion_from_maintained_schools__academies_and_pupil_referral_units_in_England__including_pupil_movement.pdf) page 11.

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

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

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

**5. Assessment process**

At MSPRU, Heads of Centre (HoC) or Student Service Managers, manage all potential and actual behaviour incidents. Incidents that can be characterised by the following **may** be considered for a suspension:

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

This list is not exhaustive.

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

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

All staff **must** ensure that both student and staff statements plus any supporting evidence (such as photos of damage) are completed and submitted to the HoC/SSM **by 3:15pm on the same day**. Classcharts is used to collect statements and CPOMS to store all visual or audio evidence and statutory documents. Once the evidence has been gathered and submitted, the HoC/SSM will recommend next steps which **may or may not** include a suspension dependent on the evidence presented.

All suspensions above 0.5 days will be discussed with the Deputy Headteacher for Behaviour who will refer to the Headteacher.

**6. Statutory duties**

Notifying parents

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

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

Notification should be in person or by telephone in the first instance to give parents an opportunity to ask any initial questions or raise concerns. A hard copy will be sent via post or where consent has been gained by email.

Sending a student home following an exclusion

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

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

Students’ right to education

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

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

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

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

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

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

**7. Returning from a suspension**

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

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

Following a suspension, a re-integration meeting will be held involving the student, parents, and either the HOC/SSM or a trusted member of staff chosen by the student. Should a student's parents fail to attend the reintegration process will still take place with the student. The reintegration toolkit (January 2024) will be used within all reintegration meetings. The toolkit is used to explore and identify emotions and feelings around the restorative questions listed below. The toolkit has been produced by a collaboration of SALT, Remedi and MSPRU colleagues and has been produced in order for the process to be accessible to all students. (Student questions 1-9, teacher questions 10 and 11)

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

This toolkit is used to also identify:

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

**8. Monitoring arrangements**

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

This policy will be reviewed by the Deputy Headteacher for Behaviour annually. At every review, the policy will be shared with the Head of school and the school’s Governing Board.

**9. Links with other policies**

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

* Behaviour and Communication policy inclusive of MSPRU behaviour principles.
* Attendance policy.
* Drugs Policy
* Safeguarding and Child Protection policy.
* SEND policy and information report.

**Appendix B**

|  |
| --- |
| Mersey Valley Campus  Barlow Hall Road  Chorlton  Manchester  M21 7JJ    Tel: 0161 696 7965 |
| Date: |

Dear

I am writing to inform you of the decision to suspend ………………….. for a fixed period of …. days. The suspension is from …….. until …… This means that they will not be allowed to attend their Learning Centre for this period.

The sessions your child is suspended for are detailed below and we expect your child to attend school for the next available session following completion of a suspension.

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Monday | | Tuesday | | Wednesday | | Thursday | | Friday | |
| am | pm | am | pm | am | pm | am | pm | am | pm |
|  |  |  |  |  |  |  |  |  |  |

I realise that this suspension may well be upsetting for you and your family, but the decision to suspend has not been taken lightly. The reason for this fixed period of suspension to have been deemed necessary is due to:

* **Eg PD Persistent disruptive behaviour**

You have a duty to ensure that your child is not present in a public place in school hours during this suspension unless there is reasonable justification for this. I must advise you that you may receive a penalty notice from the local authority if they are witnessed in a public place during school hours on the specified dates above. If so, it will be for you to show reasonable justification.

You have the right to make representations about this decision to the Governing Body. If you wish to make representations please contact me on the above telephone number as soon as possible. Whilst the Governing Body has no power to direct reinstatement, they must consider any representations you make and may place a copy of their findings on your child’s school record.

You should also be aware that if you think the exclusion relates to a disability your child has, and you think disability discrimination has occurred, you have the right to appeal, and/or make a claim, to the Special Educational Needs and Disability Tribunal (SENDIST) by using the following link <https://www.iasmanchester.org/>

You also have the right to see a copy of your child’s school record. Due to confidentiality restrictions, you will need to notify me in writing if you wish to be supplied with a copy of this current school record. I will be happy to supply you with a copy if you request it. There may be a charge for photocopying

You may wish to contact Colin Rigby, Manchester Secondary Pupil Referral Unit’s Head of School, on 0161 696 7965 who can provide advice. You may also find it useful to contact the Advisory Centre for Education (ACE) which is an independent national advice centre for parents of children in state schools. They offer information and support on state education in England and Wales, including on exclusion from school. They can be contacted on 020 7704 9822 or at [www.ace-ed.org.uk](http://www.ace-ed.org.uk/). Alternatively, or in addition, you may wish to contact any local law centre for advice.

This suspension expires on……….. A Reintegration Meeting has been scheduled for………………….. with ………………… from ………………… Learning Centre, which you must attend.

Please advise us if you have a disability or special needs which would affect your ability to attend or participate fully in this meeting. Also, please let us know if it would be helpful for an interpreter to be present.

Yours sincerely,



Colin Rigby

Head of School

Manchester Secondary Pupil Referral Unit