



Exclusions Policy

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Exclusions Policy

Procedure management log

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Madani Schools Federation

Madani Boys School | Madani Girls School

Exclusions Policy 2021 – 22

The policy should be read and complied with in conjunction with the following documents. The policy reflects current legislation, accepted best practice and complies with government guidance where available. The policy should be read and complied with in conjunction with the referenced and accompanying documents.

- 2002 | DfE | *2002 Education Act*
- 2006 | DfE | Education and Inspections Act
- 2012 | DfE | The School Discipline (Pupil Exclusions and Reviews) (England) Regulations
- 2014 | DfE | Behaviour & Discipline in schools,
- 2017 | DfE | Preventing & tackling bullying,
- 2017 | DfE | Exclusion guidance
- 2019 | Ofsted | School Inspection Framework
- 2015 | LCC | Exclusions – a Brief Guide
- 2021 | LCC | Fair Access Protocol
- 2021 -22 | MSF Policy | Attitude to Learning
- 2021 -22 | MSF Policy | Child on Child Sexual Violence and Sexual Harassment
- Forthcoming statutory guidance and legislation

Governors' Committee Responsible: Personal Development, Behaviour and Welfare

Governor Lead: H Suleman, Chair of Governors

Headteacher: R Laher

Senior Designated Safeguarding Leader: R Maghrabi

Safeguarding & Welfare Manager: Y Zamakda

Purpose

This policy and procedures document is intended to give a clear indication to staff, parents and students of the kinds of circumstances within which the Head Teacher will use their powers to exclude, and the procedures that will be followed in exercising them. Governors will rely on this reviewing the actions of the Head Teacher in excluding students.

The Governors of Madani Schools Federation have stated that they consider that the use of the Head Teachers power to exclude from school can be essential for the purposes of establishing and maintaining good order and discipline. They believe that its use should be reasonable and proportionate.

The decision to permanently exclude a child from school should only be taken in response to a serious breach or persistent breaches of the school's behaviour policy; and where allowing the child to remain in school would seriously harm the education or welfare of the pupil or others in the School. Within these limits the Governors support the Head Teacher in using their discretion in the exercise of these powers.

Policy

A pupil must only be excluded on when they have breached the school's behaviour policy seriously or persistently, and where allowing the pupil onto and/or to remain in the school site would seriously harm the education or welfare of the pupil or others.

The decision to exclude must be:

- lawful;
- rational;
- reasonable;
- fair;
- proportionate.

The behaviour of pupils outside of the school site can be considered as grounds for exclusion. The school's behaviour policy sets out when a pupil's behaviour outside of the school site may lead to disciplinary sanctions.

Exclusion

The type of exclusion issued should reflect the severity of the incident:

If the Headteacher decides to exclude a pupil one of the following categories will be applied:

- Lunchtime
- Fixed-period
- Permaneant

Lunchtime Exclusion

When a pupils behaviour at lunchtime is disruptive (in bread of the Schools Behaviour policy), the Headteacher may exclude the pupil from the premises for the entire lunchtime period.

If the pupil is entitled to free school meals, the school should put in place arrangement for the pupil to receive their entitlement. This could mean providing a packed lunch.

Fixed-period Exclusions

A fixed-period exclusion is for a specific period of time. A pupil may be excluded for one or more fixed periods (up to a maximum of 45 school days in a single academic year).

While always having regard to the circumstances of a particular case, the Head Teacher will be likely to use fixed term exclusions.

The following list provides an indication of the reasons where a Fixed term exclusion may apply: (this list is not exhaustive):

- Use of foul language towards staff
- Sustained challenge to the authority of a member of staff
- Fighting
- Bullying, harassment or abuse (including on the grounds of gender, race, ethnicity, religion or sexual orientation)
- Acts of vandalism or minor physical violence
- Using drugs or alcohol on the school site
- Conduct likely to bring the school into disrepute
- Misuse of / Damage to School equipment including ICT
- Viewing of sexually related material
- repeated failure to follow academic instruction;
- repeated and persistent breaches of the school's behavioural policy. Even if the offence that has immediately led to the exclusion would not have normally constituted a serious enough breach on its own, a child can still be excluded if it is part of wider pattern of behaviour.

The failure to complete a behavioural sanction, e.g. a detention (a decision to change the sanction to exclusion would not automatically be unlawful).

The length of the exclusion will be proportionate to the gravity of the offence.

If new evidence has come to light the excluded the pupil will be given the opportunity where appropriate, to respond to it before the decision is made to issue a further fixed-period exclusion.

A further fixed-period exclusion may be issued to begin immediately after the first period ends: or a permanent exclusion may be issued to begin immediately after the end of the fixed period.

- where it is necessary to exclude the pupil in order to complete the investigation freely.
- where further evidence has come to light

Permanent Exclusion

A permanent exclusion involves the child being removed from the school roll. However, note a pupil's name must not be removed from the school Admissions Register until the outcome of the Independent Review Panel (if this route is followed by parents). It is the duty of the Governing Board to remove the name of a pupil who has been permanently excluded from the school admissions register.

The headteacher can permanently exclude a pupil "in response to a serious breach or persistent breaches of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school". 'to remain in school' also includes Offsite provision ie. Vocational Provision / Alternative Provision.

Possible reasons for a permanent exclusion:

- Physical or other serious assault on a member of staff or student
- Serious actual or threatened violence which create fear and anxiety among staff or students
- Possession of an offensive weapon on the school site
- Endangering the health and safety of others through, for example, deliberate arson
- Supplying drugs on the school site
- Persistent defiance of school authority or disruption of teaching and learning
- Persistent bullying, harassment or abuse
- Sexual abuse
- Further information coming to light whilst a pupil is on a Fixed-period Exclusion

Procedures

Fair process

Pupils will be given an opportunity where appropriate, to present their case and respond to statements made by others. It is not necessary that there is a face-to-face confrontation. before a decision to exclude is made.

DFE guidance on exclusions states that the decision will be taken on the 'civil standard of proof'. When reaching the decision to exclude a child, the head teacher must apply the 'civil standard of proof' which means accepting something happened if it is more likely it happened than it did not happen. Where the offence alleged is a criminal act the standard of proof will be that it is 'distinctly more probable than not' that the pupil committed it. Notwithstanding this, as an Islamic faith designated school, decisions will be made based on concrete evidence in line with the ethos of the school.

When considering whether to exclude, head teachers should take account:

- any contributing factors that might be identified - for example, where the pupil has suffered bereavement, has mental health issues or has been subject to bullying.
- whether the pupil has a statement of SEN / EHC Plan
- is a looked-after child
- whether there is any discrimination under the Equality Act 2010
- whether the pupil has any other issues which may have affected his/her behavior on this particular occasion

Additionally, the headteacher must also consider:

- the support given to the pupil by the school to address any behavioural issues
- whether all reasonable alternative strategies to exclusion have been tried

The headteacher should also if / as appropriate consult with others (eg. Social Workers / SEN Team / LA / Exclusions Officer's / other professionals) but not anyone, such as a member of the school's governing body, who may later take part in the statutory review of the decision.

Investigation

Any exclusion must be accompanied by an investigation. Ideally the investigation must be done prior to the decision taken to exclude but it is acknowledged that this process may occur concurrently where there is a danger / threat.

Where practical, the headteacher should give pupils, an opportunity to present their case. An interview will be conducted with the pupil, in the presence of another adult and notes of questions asked and answers given, using the pupils own words will be made.

If the pupil is able to do so, they will be requested to provide a written account of the incident – if the pupil is too upset to do this at the time, they will be asked for this as soon as possible after the incident. If the pupil refuses to give a written account, their refusal will be noted.

Written statements from adults and/or any pupils involved in, or witnesses to, the incident will be requested. These will be attributed, signed and dated. Anonymity should not be routine or automatic. Anonymity will not be promised unless this is the only way to obtain a statement. The statement will be signed and dated in the normal way but the name will be withheld. NB: it is important that all parties recognise that less reliance can be placed on anonymised statements

Where there is a relative of a member of staff involved either as a perpetrator or as a victim, that member of staff will not be involved in the investigation process or the decision-making process.

Decision

The decision to exclude will only be taken by the Head Teacher or, in their absence, the 'Acting Headteacher'. The decision will be taken on all the evidence available at the time.

Work for Excluded Student

Members of staff who teach excluded pupils will provide work for these students to do at home and make it available as instructed by the Head of House / Attitude to Learning manager.

The school is responsible for setting work for a period of the first 5 days following a permanent exclusion,

if the pupil remains permanently excluded, the LA will be responsible for continuing the pupil's education from day 6 of a permanent exclusion.

Local Authority's responsibility for a permanently excluded child

For permanent exclusions, the Local Authority must arrange suitable full-time education to begin no later than the 6th day of exclusion. Where it is not possible to arrange alternative provision during the first five days of exclusion, schools should take reasonable steps to set and mark work for pupils. Work that is provided should be accessible and achievable by pupils outside of school.

Reintegration

Students returning to school after exclusion should be subject to a reintegration procedures organised by the Head of House / Attitude to Learning manager. This will normally involve the parent/carer, the Head of House and/ or the Attitude to Learning Manager. A member of the leadership team may also be present.

The purpose of a reintegration meeting is to assist the return to school after a fixed –period exclusion and promote the opportunity for the improvement of a pupils behavior.

Reintegration meetings provide the opportunity for:

- Reach an agreement of expected behaviours
- Review outcomes and involve any other agencies to strengthen support
- Joint working school and parent/carer to share responsibility
- Discuss ways to address future behavior issues as they arise

A pupil who is returned to school by the Independent Appeals Panel but who is regarded as presenting a threat to the good order and discipline of the school or to members of the school community may be kept in isolation from the remainder of the school community until such time as it is thought appropriate to make a phased return into the school proper.

Schools must keep records of failure to attend a reintegration meeting and any explanations that may be provided for this. However, a further fixed-period exclusion cannot be reissued if such an interview cannot be arranged in time of the parent/carer does not attend.

Informing

The following will be communicated without delay by postal letter and/or email or telephone message as appropriate to:

- The persons having parental responsibility for the pupil/student
- The LA
- The Clerk to Governors.(For a permanent exclusion)

Headteacher's responsibility to inform

Once the decision has been taken to exclude a pupil, the Headteacher must notify parents without delay. This can be done initially by telephone.

The Headteacher must also provide parents with the following information in writing:

- 1) Type of exclusion given
- 2) Reason for exclusion
- 3) Length (no. of days) of exclusion
- 4) Where applicable, the start and end date of exclusion (fixed-period exclusions)
- 5) The parents'/carers' right to make representations to the Governors Disciplinary Committee (and who the parents should contact if they wish to make representation)
- 6) The parents'/carers' right to have a copy of their child's school records (on written request to the school)
- 7) The legal duty of parents/carers
- 8) As applicable, the date, time and place of the reintegration meeting
- 9) The contact numbers for the Coram Children's Legal Centre)

- 10) The contact number / website for the LA Exclusion team
- 11) The contact details for SENDIST.

The letter should be posted to the address held on the school database and/or hand delivered to parents/carers. The letter may also be sent using email to an address that parent/carers have identified.

The headteacher must also notify the Chair of the Governing Body and the LA of the exclusion.

Other responsibilities

Parents / Carers

For the first five days of exclusion (or until the start date of alternative provision where this is earlier) parents'/carers, are legally required to ensure that their child is not present in a public place during school hours without reasonable justification. Parents/carers' may be prosecuted or receive a penalty fine from the local authority if they cannot show reasonable justification.

Excluded pupils must not enter the school site, unless authorised by the headteacher, during their period of exclusion. The headteacher can take out legal action against any trespassers, including excluded pupils and the Police may be involved.

Parents who fail to do so may be given a fixed penalty notice or face prosecution.

Governors Discipline Committee (GDC)

The DfE Guidance requires the GDC to review certain exclusions and to consider the reinstatement of the pupil, rather than the decision to exclude. The governors must consider any representations made by the parents about the exclusion.

The decision to hold a Governors Discipline committee is based on the number of days in a term a pupil has been excluded, or if the exclusion is permanent. The following categories demonstrate when the GDC should meet:

- 5 Days or Less in a Term - The GDC does not have to meet. The GDC is only required to consider any issues raised by the parents concerning the exclusion(s) and it is at its discretion whether or not to hold a meeting. There is no statutory time limit at this stage. However, the GDC should respond promptly to any request from the parent.
- 6 to 15 Days in a Term - The GDC does not have to meet unless requested by the parent(s) / carer(s). Following a request, the GDC must meet between the 6th and 50th school day of being notified of the exclusion. (This does not include school holidays)
- 16+ Days in a Term and Permanent Exclusions - The GDC must hold a meeting between the 6th and 15th school day of being notified of the exclusion.

The process must be followed even if the pupil leaves the school by other means, such as taking up a place at another school. However, the Head teacher may withdraw the exclusion if the GDC has not yet reviewed the case.

If an exclusion will prevent a pupil from taking a public examination, then the Chair of Governors will be informed immediately so that they can review the decision or convenes a meeting of the Disciplinary Committee before the examination takes place.

Where there is a legal requirement for the Governing Body to meet to consider the exclusion, parents/carers have the right to attend the meeting. Parents/carers can take a friend or legal representative with them or somebody to speak on their behalf. Parents may prefer to make representations to the governors in writing. The Local Authority can also be invited to send a

representative to the meeting.

After the meeting the Governors must advise you and the Local Authority of their decision within one school day of the meeting, giving their reasons. The Governors can direct reinstatement of your child immediately, or on a particular date. The Local Authority has no power to instruct a school to re-admit a pupil.

If the Governors decline reinstatement of the pupil, then they must advise parents of their right to request the decision to be reviewed by an Independent Review Panel. The Local Authority will also write to parents within three working days of the Governing Body meeting to confirm the right to an Independent Review.

The Governing Body can delegate some or all of its functions in respect of exclusions to a committee consisting of at least three Governors and such a committee may be called the Governors Discipline Committee.

The Discipline Committee will be convened in accordance with current regulations by the Clerk to Governors. It will be clerked and advised by the Clerk to Governors or a person with experience in clerking such meetings. The Clerk will ensure that all members of the Committee are reminded of the legal framework for their hearing.

The conduct of the meeting will be in the hands of the Chair of the Committee, in accordance with the rule of natural justice and having regards to any guidance issued by the Secretary of State

The decision will be taken by the Governors meeting alone with their Clerk after all parties have had the opportunity to state their case and respond to the point put by the other parties

Right to an Independent Review

If parents/carers wish to request the decision to exclude to be reviewed by an Independent Review Panel, then parents/carers must write to the Clerk to the Independent Review Panel within 15 school days of the Governors' decision. The application should explain the grounds on which it is being made and that, where appropriate, include reference to the pupil's special educational needs which parents consider to be relevant to the exclusion.

The role of the Independent Panel is not to reinstate a permanently excluded pupil but to review the decision of the Governing Body of the excluding school. Where a Panel decides that a Governor's decision is flawed, it can direct the Governing Body to reconsider its decision.

Please note that parents/carers are still able to request an Independent Review even if they did not attend the Governors Discipline Committee meeting. The excluding school should confirm details of where the parents'/carers' application for an Independent Review Panel should be sent. This is usually the Clerk of the Independent Review Panel.

The Independent Review Panel must meet within 15 school days after receiving the application. Parents/carers will be told as soon as possible when and where the hearing will take place.

The review will be heard in private and the hearing will be as informal as possible. If possible parents/carer should try to attend the review. If parents/carers do not attend, and they do not inform the Clerk that they are unable to get there, the Panel will consider the appeal in your absence. Parents/carers may wish to bring a friend or representative with them; parents/carers have the right to make representations and to be represented.

The pupil is also able to attend the review and advice should be given by the Clerk on how best to support his/her participation. If the pupil feels unable to attend the review, he/she may wish to contribute their views through a representative or a written statement.

Parents may also wish for a Special Educational Needs (SEN) expert to attend the Independent Review. If so, this needs to be included in the application to the Independent Review Panel. Parents may request the presence of a SEN expert regardless of whether their child has a recognised Special Educational Need. The role of the SEN expert is not to assess the child's special educational needs but to advise on whether the School's policies which relate to SEN and the application of these policies with regards to pupil were legal and fair.

Possible outcomes of an Independent Review

Following the Independent Review the Panel can decide to:

- Uphold the exclusion which means the child will subsequently come off the roll of his/her excluding school and education will continue through the Alternative Provider brokered by the Local Authority
- Recommend that the Governing Body reconsiders their decision, as this is only a recommendation; the Governing Body can refuse to reconsider the exclusion. Parents/carers will be advised accordingly. Should the Governors reconsider the exclusion; the child will remain on the school roll until a final decision is reached
- Direct the Governing Body to consider the exclusion again. If the Governing Body refuse re-admission of the pupil within 10 school days of receiving notice of the Panel's decision, the excluding school will face a £4000 fine in addition to any additional funding that would normally follow an excluded pupil

The Independent Review Panel's decision is binding on all parties.

If the pupil is not reinstated following the Independent Review or parents have decided not to proceed with an Independent Review and your child is still of compulsory school age (5-16), the teaching offered by the Alternative Provider will continue until it is felt appropriate to reintegrate the pupil in a mainstream or alternative setting.

In addition to a parents right to request an Independent Review, if parents feel that their son/daughter's exclusion occurred as a result of discrimination, then parents may make a claim under the Equality Act 2010 to the First-tier Tribunal (Special Educational Needs and Disability), in the case of disability, or the County Court, in the case of other forms of discrimination. The claim should be lodged within six months of the date which the pupil was excluded.

Early Help – Pastoral Support Programme (PSP)

Pastoral Support Programme Stages:

For students who demonstrate an escalating or persistent pattern of unacceptable behaviour, the Pastoral Support Planning (PSP) process is used to support the modification of a pupils' behavior and their risk of being excluded.

The PSP process incorporates a number of steps in a multiagency approach

- PSP level 1: "light touch" school-level action. Documented.
- PSP level 2a: A school based intervention requiring some specialist support e.g. reduced timetable, mentoring, Direct Learning and Behavioural support.
- PSP level 2b: An intervention requiring more specialist support from an external agency or service e.g. Short Stay School Placement
- PSP level 3: A school decides that because of the actions of a pupil or despite the fact that they have accessed all the support options available to them that they are unable to continue to meet the needs of the pupil in the school. As/where appropriate an alternative school may be found on a managed move basis. This will be a six-week trial period at another school.

During PSP level 3 rather than move to make an exclusion, the school may broker Alternative / Vocational Provision with Leicester Partnership School (LPS) involvement to best meet the needs of the pupil. A pupil may also be referred to the EIP's Behaviour and Attendance Partnership Student Sharing Panel (BAP) using the Information Passport.

*Key to these procedures is that the student remains on the admissions register of a school until either a managed move is successful, the student enrolls at another school or the Student is permanently excluded.

Zero Exclusion Protocol - Leicester City Behaviour and Attendance Partnership (BAP)

At their Annual Conference in 2008, the Leicester Secondary Education Improvement Partnership (EIP) agreed a resolution to reduce permanent exclusions to zero and since that time has operated a "Zero Exclusion Protocol".

The Protocol is based around the "ONE Campus" model in which all schools in Leicester City work together collaboratively, to achieve the best possible outcomes for young people, for whom the Partnership is jointly responsible and accountable.

The protocol has been revised in recent years and is now incorporated into the Leicester Fair Access Protocol (FAP) 2018.

The Protocol seeks to provide the following the following provision and referral arrangements for pupils who are at high risk of permanent exclusion:

- Stage 1 (Immediately following an incident / decision to exclude): Issue a fixed period exclusion of 5 days pending further investigation / arrangement of alternative suitable education provision. An initial fixed period exclusion of 5 days is all that is required as the LPS will provide full time provision for the pupil from the 6th day and for an initial period of 12 weeks.
- Stage 2 (Day 1): Advise BAP & EIP of situation
- Stage 3 (Day 2-5): Convene PSP level 3 meeting if this has not already been held. PSP level 3 meeting will agree provision options and provisional exit strategy.
- Stage 4 (Day 6+): If necessary, the pupil will attend the LPS's Specialist Learning & Assessment Centre and will be provided with an appropriate full time programme, lasting up to 12 weeks, during which time the pupil will be prepared and support arrangements will put in place to achieve the agreed exit strategy.
- Stage 5 (Week 4-6): A progress review meeting will be held at the Specialist Learning & Assessment Centre: At this review meeting future provision and support arrangements will be agreed and the exit strategy confirmed.
- Stage 6: (At 12 weeks or less if deemed suitable): Pupil will progress into suitable education provision:
 - Return to the referring school with or without support, as agreed with the school.
 - A Managed Move to an alternative school with or without support, as agreed between both schools.
 - Attendance at a more specialist placement with the agreement of the referring school

Once a pupil is at Stage 6 and if it is not deemed to be appropriate for them to return to their school placement, section 29(3) of the 2002 Education Act can be applied, this allows the Governing Body of a school to direct a parent / carer to accept a suitable alternative provision for their child and is a means by which the school can ensure that the pupil does not return to the school while this remains inappropriate.

For those pupils for whom a specialist placement is deemed to be most appropriate a suitable placement will be agreed during the 12 week assessment period. A specialist placement may include one or more of the following options:-

- Placement with Vocational Provider
- Placement with Alternative Education Provider
- Placement with Leicester Partnership School (LPS)

Direct Referral by a Headteacher to the EIP:

A pupil has committed a serious offence which would normally warrant a permanent exclusion. In these circumstances the Headteacher should contact the EIP for immediate referral to the LPS.

Referral to the BAP can be to:

Judith Wells - PA to Anna White – Director Leicester Secondary Education Partnership (EIP)

Rebecca Edwards Head of Alternative & Pastoral Services - Leicester Partnership School (BAP)

In these circumstances advice will be provided to manage the immediate problem and if a PSP level 3 meeting has not been held this will be requested.

MADANI SCHOOLS FEDERATION

Honesty | Excellence | Accountability | Respect | Teamwork

Parent/Carer of **Student Name**

Address

Date AD | Date AH

Assalamu 'Alaikum Wa Wbr J. (May His Peace, Mercy and Blessings be Upon You)

Dear Parent/Carer of **Student Name**

I am writing to inform you of my decision to exclude **Student Name** for a fixed period of **Period** Day(s) pending further investigation.

This means that **Student Name** should not attend school from **Start Date of exclusion** until **Return Date & Time in School**. **Student Name** will need to report to **the School Reception** on their return.

This brings the total days **Student Name** has been excluded this term to **Period of days this term only** days.

I realise that this exclusion may well be upsetting for you and your family, but the decision to exclude **Student Name** has not been taken lightly.

Student Name has been excluded for the following reasons:

- **Take reason for exclusion directly from policy**

We have taken the following steps to try to avoid this exclusion:

- **List what has been done previously to support the student if / as necessary (e.g. mentoring / AP (Note the exclusion is for a specific and direct incident only (not a cumulative)**

include if appropriate if SEN student We are aware that **Student Name** will be requiring additional support. The following steps have been taken to make reasonable adjustments for this:

- **List Adjustments – It may be simply SEN Support**

I will arrange for **Student Name** to have school work during their exclusion. Please contact their Head of House regarding these arrangements. Please ensure that work set by the school is completed and returned to us promptly for marking.

You are invited to a reintegration meeting to be held at **Location** on **Return Date & Time in School**.

The reintegration meeting will be held to discuss how **Student Name** will be supported on their return to school. This meeting will be held with the **Safeguarding & Welfare Manager and/or their Head of House**. A member of the Senior Team may also be present. It is important that you attend this meeting, if you cannot make this meeting you must provide reasons for this.

You have a duty to ensure that your child is not present in a public place in school hours during this period of exclusion unless there is reasonable justification for this. I must advise you failure to follow this duty may lead you to be liable to a fixed penalty notice issued by the Local Authority. If so, it will be for you to show reasonable justification.

You have a right to make written representations about this decision to the Discipline Committee of the governing body. If you wish to make representations, you should contact The Clerk to The Governors Discipline Committee at the school.

You may see **Student Name** school records in advance of any meeting of the Governors Discipline Committee. Due to confidentiality restrictions, you will need to notify me in writing. If you do wish to



Head of Schools Mr Riyaz Laher | Deputy Head Mr R Maghrabi | Deputy Head Mr N Khan | Business Manager Ms N Radford

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view them, please contact the Safeguarding & Welfare Manager who will be able to make the necessary arrangements.

You should also be aware that if you think the exclusion relates to your child's SEN or a disability your child has, and you think that discrimination has occurred, you have the right to appeal to the First-tier Tribunal – SENDIST (for disability discrimination), or to a County Court (for other forms of discrimination). The Local Authority officer with responsibility for exclusions can also provide you with advice on the exclusions process. A further source of advice is available from the Coram Children's Legal Centre.

Contacts:

Special Educational Needs:

First-tier Tribunal – Special Educational Needs and Disability Tribunal (SENDIST)
SENDIST,
Mowden Hall,
Staindrop Road,
Darlington DL3 9DN.

Local Authority Exclusions Officer / Team:

0116 454 5520
<https://www.leicester.gov.uk/schools-and-learning/school-and-colleges/attendance-behaviour-and-welfare/school-exclusions/>

Coram Children's Legal Centre:

0300 330 5480 | 0300 330 5485 | Mon-Fri | 8am-6pm
www.childrenslegalcentre.com

Further sources of Advice are available from:

ACE – Advice and Information Service
0300 0115 142 | Mon-Wed | 10am-1pm | Term Time only
<http://www.ace-ed.org.uk/advice-about-education-for-parents>

SEN National Advice Service
0808 808 3555 | Mon-Fri | 9.30am-5pm
<https://contact.org.uk/>

Yours sincerely

Mr Riyaz Laher
Headteacher

cc. Chair of Governors – Madani Schools Federation
Exclusions Team - Leicester Local Authority

We're here to learn

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