

## Exclusions—the law:

The Government supports head teachers in using exclusion as a sanction where it is warranted. However, permanent exclusion should only be used as a last resort.

The decision to exclude a pupil must be lawful, reasonable and fair. **The head teacher should, as far as possible, avoid permanently excluding any pupil with an EHC plan or a looked after child.**

For a fixed-period exclusion of more than five school days, the school must arrange suitable full-time education. This provision must begin no later than the sixth school day of the exclusion. **In the case of a looked after child, the school and the local authority should work together to arrange alternative provision from the first day following the exclusion.**

'Informal' or 'unofficial' exclusions, such as sending a pupil home 'to cool off', are unlawful, regardless of whether they occur with the agreement of parents or carers. Any exclusion of a pupil, even for short periods of time, must be formally recorded.

## How to contact us:

virtualschool  
@cambridgeshire.gov.uk

01223 699883

[www.cambslearntogether.co.uk/  
school-improvement/  
cambridgeshires-virtual-school-  
for-looked-after-children](http://www.cambslearntogether.co.uk/school-improvement/cambridgeshires-virtual-school-for-looked-after-children)

Our other leaflets give information on a wide range of further topics such as the PEP, SEN, Attendance & Exclusions. Please go to our website.



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## Cambridgeshire Virtual School

### Exclusions & Alternative Provision

**For Foster Carers &  
their Social Workers**



Cambridgeshire Virtual School



## Exclusions —how you can help:

Talk to your child/young person about the reason(s) for their exclusion when they are most able to do so calmly and with reflection. If they cannot clearly explain what has happened (age appropriately) ask their Social Worker for some strategies to support this thinking process.

Children in care often have very low self-esteem and the exclusion is likely to compound this. Helping them to feel comfortable in their own skin takes time and your input is crucial. Ask your Social Worker for guidance on how to develop your child/young person's self-image.

There is no need for you to impose a sanction for the exclusion. Your child/young person has broken their contract with the school and any sanction (such as the exclusion) remains between them. Helping them to process what has occurred is more important.

School and Social Care should involve you in all the discussions linked to an exclusion. Speak up if you feel you have not been consulted.

If you are unhappy with the decision school has taken please get in touch with your child/young person's Social Worker and the Virtual School.

The guidance states children in care should receive alternative provision from day one of any fixed term exclusion. It should be appropriate to the child and their needs - and over and above work being sent home.

Make sure you are clear about what provision school is going to put in place. For example, schools may choose to keep your child/young person on the premises (internal exclusion), provide tuition or arrange for them to use another school/venue.

All local authorities provide some kind of Inclusion Support, which should be mentioned in the Exclusion letter. Do make contact with them if you think it might be helpful.



If the provision is tuition at home, provide a table in a quiet area where your child/young person and their tutor can work without being overheard or interrupted.

School should arrange a reintegration meeting before your child/young person returns to school. Both you and the child's Social Worker should attend, if possible.

School are required to put a plan in place to support your child/young person moving forward. Make sure you have a copy and explain it to your child/young person if they haven't taken it in. If you are not happy with how the plan is progressing, talk to school in the first instance but remember you can contact Inclusion Support or the Virtual School too.

If your child/young person has Special Educational Needs, school has to take these into account. Check that the Plan has included them.