

Managing multiple fixed-term exclusions for your child

This can be very difficult for everyone involved. The most important thing is to continue to work with school, sharing ideas and deciding next support steps. Some things to consider...

- ❖ **Ask your child** how they feel i.e. what's working well, what they are finding difficult about lessons or school in general, and what they feel would need to change to help them with their behaviour. Share this information with school, this is the starting point.
- ❖ **Share any background information** with school, ie. issues that might be affecting behaviour or underlying diagnoses.
- ❖ Discuss with school if you believe **your child needs help** in lessons, to manage their feelings or with friendships/relationships.
- ❖ **Look for patterns or triggers** for behaviour, for example, are the instances always in a particular lesson or time of the day?
- ❖ Strategies such as a **time-out card**, planned **lesson breaks** or short-term working in smaller **break-out spaces** can have a positive impact to behaviour.
- ❖ **Identifying key members of staff** and reassuring your child about who they can speak to with any worries, can be helpful to reduce anxieties.
- ❖ **Create opportunities for praise** which are achievable – finding a way to praise even the smallest of things can have a positive effect.
- ❖ Think about and discuss with school the behaviour targets set, breaking these down to **bite-sized achievable targets** (such as getting through a lesson without incident) can be a good way to manage. This could help to break the cycle of challenging behaviour.
- ❖ **The [Suffolk Pupil Support Framework \(SPSF\)](#)** can be a useful tool for schools to use.
- ❖ **A reduced/part-time timetable** for a short-term period can be effective where other options have been exhausted but can only be implemented with parental consent, and should be reviewed regularly to ensure your child returns to a full-time education as soon as possible.
- ❖ **Where there is an [EHC plan](#)** in place, request an early review.
- ❖ It can be helpful to discuss alternative support options **where exclusion is not providing an effective sanction**.

Don't wait for the next exclusion! - you can ask to meet with school to review support, share ideas and discuss possible next steps. School might consider...

- a [CAF](#) – a way of working with families and assessing needs
- referrals to specialist services, for example the [County Inclusion Support Service](#), the [Educational Psychology](#) service or to an appropriate [health service](#).
- a referral to the [in-year fair access panel \(IYFAP\)](#) or for alternative provision such as a pupil referral unit (PRU)
- where support options in school have been exhausted, a [request to the local authority to carry out an EHC needs assessment](#) (parents also have the right to make a request)

We have more information about exclusions [within our webpages](#). You can also [contact the local authority directly](#) about exclusions, the IYFAP process or alternative provision.