**Head teacher checklist to support decision making around exclusion from school**

Exclusion is always a last resort – the following questions are intended to aid consideration prior to decision about exclusion from school. This checklist is a local guide and not a replacement for the statutory guidance on exclusions (2017), where this is pertinent the document references the paragraph in the guidance using parenthesis. This checklist is intended to ensure support is provided in a timely way to meet the needs of learners and reduce vulnerability to exclusion and ensure all actions have been taken to ensure exclusion is a last resort.

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| Consideration Question | Consideration completed? | Comments |
| Has there been a thorough review of the incident, with all staff present, that is leading to the consideration of exclusion that fully explores what has happened and which includes understanding the antecedent/s to the incident? |  |  |
| Has a member of school staff not directly involved in the incident been consulted on the situation to provide another perspective on the situation? |  |  |
| Has the learner given their view on the situation? (pp 17) |  |  |
| Has there been an assessment of the child and their needs including any underlying SEN needs? (pp 21) |  |  |
| Are their wellbeing concerns around the learner? |  |  |
| Has there been consideration of alternatives that can be used rather than exclusion from school? |  |  |
| Has the following been implemented to help prevent exclusion? ()   * Engagement with the learner and family to understand and plan * Support from in school staff * Referrals to other professionals, e.g. CSC, EPT, SCIL |  |  |
| Have additional support and interventions been implemented or provided for the learner? For example temporary placement in another class/group/provision, curriculum adjustments and/or alternatives |  |  |
| Has there been a multi-agency meeting to action plan? (pp10) |  |  |
| Has the learner been excluded previously and what was the impact of this if so? (pp 20) |  |  |
| Has a risk assessment been completed and implemented where there is a need to manage risk? |  |  |
| What is the outcome hoped for from the exclusion and is there another way to achieve this? |  |  |
| Hs the learner a protected characteristic such as disability or race? (page 6) |  |  |
| Has the length of time given for the exclusion been considered to ensure it is reasonable and proportionate and in the best interest of the learner considering the European Convention on Human Rights and Equality Act 2010? (pp 6) |  |  |
| Has the possible impact of exclusion on the learner been considered in light of their individual circumstances? For example, bullying, bereavement or duress. (pp18) |  |  |
| Can the graduated response and any school partnerships or outside referrals be utilised to add further support to the learner (pp19) |  |  |
| What impact might exclusion have on the planning and support processes? |  |  |
| Where involved has the lead/key worker or lead professional been asked to review and offer advice on how to move forward? |  |  |
| Have all other options been considered before deciding on exclusion as a last resort step? (page 6) |  |  |
| Appropriate arrangements for return to school have been considered. (page 6) |  |  |

Is the child is known to Children’s Social Care? Yes / No. If Yes individual circumstances should be considered:

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| Individual Circumstance | Additional consideration | Consideration completed? | Comments |
| Child in Care | Social Worker consulted prior to the decision on exclusion |  |  |
|  | Lead Professional/manager consulted |  |  |
|  | Robust and appropriate arrangements made to support care and wellbeing at home |  |  |
|  | The above used and considered in whether the exclusion should go ahead |  |  |
| Learner on a child protection plan or child protection concerns previously raised | Designated child protection officer in school and Social worker consulted |  |  |
| Learner with additional needs | Other professionals involved with the learner have been consulted on continuation of any additional input |  |  |
|  | Confirmation sought to check the learner is not being excluded for reasons connected to SEND or protected characteristic |  |  |
|  | The impact of exclusion on the learners learning and support provision has been taken into account |  |  |
|  | Recent review of EHCP, MY Support Plan or other support plan completed |  |  |
|  | Reintegration planning taken into account with regards to return to school |  |  |

This document has been informed by the pro-forma included in the Scottish Government (2017): *Included, Engaged and Involved Part 2: A Positive Approach to Preventing and Managing School Exclusions*