

**Managing the Exclusion Process**

**CHECKLIST for Headteachers and Governors ✓**

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| **Please use this checklist alongside the DfE Guidance 2017. Annexe A of this guidance is attached below.**  Pre exclusion – the LA can advise if needed. |  |
| **Give due consideration to the following questions before deciding to exclude for any period of time** | |
| Has the pupil committed the offence? (standard of proof - on the balance of probabilities did the pupil do it?) |  |
| Has there been a serious breach or breaches of the school behaviour policy? |  |
| Does the pupil’s presence **seriously** harm the education/welfare of pupils/others? |  |
| Is this a last resort following a wide range of other strategies that have been unsuccessful? Or is this a serious first or ‘one off’ offence? |  |
| Is exclusion the appropriate response? Consider:   * This is not a decision made in the heat of the moment * A thorough investigation has been carried out to support this decision * Has the evidence been considered in light of policies and discrimination * Has the pupil’s version and view of the events been encouraged, heard and recorded? * Are there any mitigating circumstances or any provocation relevant (bullying, harassment, bereavement, DV, support plan changes etc) that need to be taken into account? |  |
| Has there been involvement from the ‘in school support staff’, specialist teaching teams, educational psychology, health, Childrens’ social care and a pastoral support programme implemented and reviewed? |  |
| Have alternative to exclusion been considered, such as restorative approaches, collaborative problem solving, mediation, internal exclusion, alternative off-site support and managed moves? |  |
| **Special considerations** |  |
| SEN - Does the pupil have an Education Health and Care Plan (EHCP)?  Have you contacted the SEN officer and called an emergency review  Is this pupil on ‘school support’ have you implemented the graduated response to minimise the risk of exclusion? |  |
| LAC - Is the pupil a looked after child – have you contacted the Virtual School and social worker for support? |  |
| Safeguarding – is this pupil subject to a safeguarding - Child Protection or Child in Need plan? Have you spoken to the Social worker (there may be changes in the situation exacerbating the pupils emotional responses/regulation) |  |
| Early Help – is there a signs of safety plan in pace for this young person and/or Early Help worker? |  |
| Have issues of SEND ben taken into account and reasonable adjustments put in place – Equality Act 2010 |  |
| **Organisation following the exclusion** *– contact the LA with any queries* |  |
| Immediate notification to parents/carers – type, length, reasons for exclusion (use model letters provided on BSO) |  |
| Notification to Local Authority use appropriate notification form – within 1 school day if permanent exclusion |  |
| Exclusions requiring a PDC Meeting (Permanent, 15 days in a term , missing an examination, above five days in a term with parental request for meeting see annexe A below) |  |
| Complete any on-going investigations, understand context for behaviour – adult and pupil witnesses, excluded pupil statement, parental/carer viewpoint. |  |
| Offer the parents/carers access to the Early Help process |  |
| Make arrangements for setting and marking work for the first 5 days of the exclusion |  |
| Make arrangements for educational provision from day 6 – if fixed term (LA arranges when permanent) – inform parents |  |
| **Organising a PDC meeting** *contact the LA with any queries* |  |
| Notify clerk to governors and check that they are up to speed with their role for clerking a pupil discipline committee |  |
| Notify governors & arrange meeting of Pupil Discipline Committee (at least 3 Governors who are not aware of the case), **pupil, parents/carers, LA\* - mutually convenient time** (within 15 school days for permanent exclusions ) |  |
| Produce Headteacher report & gather all relevant documentation |  |
| Circulate documentation, with agenda and list of those attending 5 school days prior to meeting – paper copies to parents |  |
| Encourage excluded pupil and parents to attend the meeting (allow plenty of time for the meeting) |  |
| *\* Academies do not have to invite LA but can do so – parents can request LA representation at meeting, speak if panel requests* |  |
| **Documents- to be distributed** (all parties must receive the same information) include the history of Challenging Behaviour/Provision if persistently challenging behaviour, see below. (Serious one-off events should only detail information relevant to that event.) | |
| Record or plan of current provision/interventions/strategies/targets: Individual Provision Map, IEP, Risk Assessment. Whole school and individual provision map for behaviour |  |
| Record and impact assessment of provision over time: Inclusion Support Plan/SEN Ranges graduation support grid/MSP |  |
| Incident/response/rewards log |  |
| **Records/reports related to the incident/exclusion reason to be distributed** (all parties must receive the same information) | |
| Headteacher’s report – reason for the exclusion and the case behind this |  |
| Statement from the excluded student – signed and dated |  |
| Witness statements from staff and students (if good reason for doing so, student versions can be anonymised prior to circulation, with signed, dated versions kept on file – may be required at Independent Review Panel) |  |
| Policies (or sections of policies) – as relevant to the specific exclusion/student - E.g. Behaviour/exclusion, SEND, Anti-bullying, Drugs, Restrictive Physical Intervention, Equalities Act |  |
| **Pupil Disciplinary Meeting** - most of this is for the clerk and governors to organise | |
| Arrange the room so that the pupil and parents feel as comfortable as possible and do not feel intimidated |  |
| Have a spare set of papers available and allow reading time for any papers that have not been circulated prior to the meeting |  |
| Only the governors and clerk meet prior to the start of the meeting – everyone else remains outside the room |  |
| Allow time for parents to arrive if they are not present at the start – try to contact to remind/check attendance (clerk) |  |
| Introduction by the Chair – stick to the agenda with clerk taking notes |  |
| Encourage pupil to contribute to the meeting |  |
| All leave the room, except clerk, whilst governors deliberate and come to their decision |  |
| Outcome can be fed back at the time **and**/or via written notification – same day or second working day if posted |  |
| If upheld, the letter of notification must advise on the parents’ right to request an independent review of the decision and right to request an SEN expert at the Independent Review Panel for a Permanent exclusion |  |
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