

Pre-Exclusion Checklist: Pupils At Risk Of Permanent Exclusion

Special Educational Need and / or Disability (SEND)	Tick	Comment(s)
<p>1. Does the pupil have an Education, Health and Care Plan (previously a Statement of Special Educational Need)?</p> <p><u>Avoid exclusion if possible.</u> School should initiate an Emergency Annual Review to determine what additional support or alternative placement may be required; assess the suitability of provision for a pupil's SEND. In addition, the school should arrange a Team Around the Child (TAC) meeting and involve all relevant external agencies. Parents should be involved and minutes of all meetings should be recorded on file.</p>		
<p>2. Does the pupil have a special educational need but no Education, Health and Care Plan? Can the school demonstrate that they have followed their graduated response for the main area(s) of need?</p> <p>If so, the school should arrange a Team Around the Child (TAC) meeting and involve all relevant external agencies to discuss applying for an Education, Health and Care Plan and accessing additional support or an alternative placement. Parents should be involved and minutes of all meetings should be recorded on file.</p>		
<p>3. If the pupil does not have an identified special educational need, has the pupil been assessed by an Educational Psychologist to ensure SEND and/or cognitive difficulties have not been missed?</p>		
<p>4. Has the school/parent referred the pupil to CAMHS? If the parent has been asked to refer through the family GP, has this been documented?</p>		

Child Looked After (LAC)		
<p>5. Is the pupil looked after (LAC)?</p> <p>Again, <u>avoid exclusion if possible</u>. Schools “should co-operate proactively with foster carers or residential care home staff and the local authority that looks after the child.” Concerns should be raised immediately with the allocated social worker, at LAC reviews and PEP meeting.</p>		
Safeguarding/Child Protection		
<p>6. Is the pupil subject to a CP Plan or on a Child In Need (CIN) Plan?</p> <ul style="list-style-type: none"> ● Have concerns been raised at CP conferences/core groups/CIN or multi agency meetings? ● Is the pupil known to social care /early help? Is there a pending MASH referral? ● Is the pupil PA and/or have issues of poor attendance/poor punctuality but no other CP concerns? ● Is the pupil on your vulnerable/at risk list and being monitored at school or as part of a TAC? ● Has the pupil made an allegation against a professional with LADO involvement? 		

Other vulnerable / higher risk groups		
<p>7. Does the pupil have special educational needs, but no Education, Health and Care Plan? Or belong to one or more of the higher risk groups e.g. physical disability and have specific additional needs, young carers, social or emotional difficulties, minority ethnic, challenging complex behaviour, show signs of engaging in antisocial or criminal behaviour, living in poverty, live in challenging circumstances, for example, adults with issues around poor mental health, substance abuse or domestic violence, parents with learning difficulties, receive Pupil Premium/FSM.</p> <p>Has the above been taken into consideration in the decision-making process?</p>		
Age / Year Group (NOTE: The younger the pupil, the more scrutiny for the exclusion)		
<p>8. If Year 7 pupil, did school receive behaviour history from primary school and pay heed to the need for interventions? Has school allowed sufficient time for interventions to take effect?</p>		
<p>9. If Year 11 pupil, what other alternatives could the school consider, ensuring pupil takes full complement of GCSEs they would have sat?</p>		
<p>10. If primary school age pupil, did school receive any history from Early Years provision/reception class or health visitor?</p>		
Two-Part Test for Exclusions - both parts MUST be met		
<p>11. <u>Part one</u>: Has there been a serious breach OR persistent breaches established on a balance of probabilities?</p>		
<p>12. <u>Part two</u>: Does the HT believe that allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school? Is there a solid basis for this assessment?</p>		

Interventions		
13. Has the school properly published its behaviour policy to parents and pupils? Ideally on the school website, in parent and pupil assemblies, and reinforced through a home-school agreement. The pupil should be completely clear on behavioural expectations.		
14. Does the school have a graduated response in place for the 4 main areas of special educational need? (Communication & Interaction; Cognition & Learning; Physical & Sensory; Social, Emotional and Mental Health Needs)?		
15. What has the school done to support or tackle the pupil's needs? Ascertain behaviour history. Consider pupil's positive attributes and any positive periods or interventions that worked.		
16. Has school tried staff reports, an Individual Behaviour Plan, Pastoral Support Plan, Early Help Assessment, personalised timetable, Learning Support Unit, school's multi-agency meeting, other agency involvement?		
17. If Pupil Premium, has the school applied further funding to support the pupil? School need to evidence they have spent any additional funding first on resources to support the child holistically and the expected outcome.		
18. If behaviour presented has been a risk to themselves or others previously, was a graded risk assessment undertaken and positive handling plan implemented to decrease risk?		
19. Have school staff been trained in de-escalation and restraining techniques, and are these up to date?		
20. Have parents been included in the process to improve behaviour and can this be evidenced?		
21. Does the paperwork reflect the behaviour history, patterns, the school's intervention, parental involvement, successes, escalations and sanctions? It should read like a book.		

Alternatives to Exclusion		
22. Has school considered commissioning a place at an alternative provision? If so, have the student's interventions and support followed him/her to the alternative provision?		
23. Has school considered a managed move, possibly to another nearby Trust school? If an option, school must liaise properly with new school, provide information about necessary interventions and support, and maintain contact for updates and progress reports. If managed move fails, school must be able to document these steps before moving to PEX.		
Investigation And Notification Checklist		
Investigation		
24. Has a proper investigation taken place, with separate interviews with all involved? Has the investigating member of staff used open-ended questions and avoided suggestive questioning?		
25. If the pupil in question has SEND, has the SENCo or key worker been involved during the process to ensure heightened care and compliance with the SEND code of practice?		
26. Have pupils involved been treated equally and their sanction fits the offence? If not, must be able to explain differences.		
27. Have witness statements been taken, including from PEX pupil? Use of witness statement template recommended. If no statement from excluded pupil, you must explain why. If follow-up questions are asked and statement is amended, you must state so. If illegible, may need to be transcribed later.		
28. Have all witness statements been signed & dated? Ideally written by student, but if scribed by a teacher, it must state so and that the statement was read by the pupil/read to them before they signed.		

29. Have police been involved? If so, what documentation exists and what action are police taking? If pupil is under investigation for a criminal act, pupil may not be excluded unless there is sufficient evidence, on balance of probabilities, that the facts occurred as alleged. Pupil may be sent off-site if deemed appropriate and parental consent is not required.		
30. Has school considered all <u>mitigating evidence</u> before making a decision? Provocation, bullying, self-defence, family history and circumstances, undetected learning difficulties, social/emotional difficulties.		
31. Has the school met with the family before making the decision to exclude?		
Notification of the Trust		
32. If the situation is complex, has the school contacted the relevant Trust director to obtain advice?		
33. Once a decision has been made to permanently exclude, have the clerk and Governance Team been informed? This must happen immediately, to allow the arranging of a review meeting with governors.		
Notification to Parents of Exclusion		
34. Has the school made sure to use the Trust template exclusion letters? They live in the templates folder on OneAET.		
35. If further investigation is required, has the school first issued a fixed term <u>pending</u> exclusion to allow time for proper investigation, deliberation and contact with the relevant phase director for advice?		
36. Has the school informed parents and sent a letter within the timescale? Notification must be “without delay” and by the end of the afternoon session. This can be by phone and		

followed up with a letter within 48hrs of exclusion. Letters may be emailed if that mode of communication has been agreed and a reliable email address has been provided.		
37. Has the exclusion letter to parents been dated (same as day excluded), stating exact reasons from behaviour policy and <i>with the guidance note</i> on the process for appeals? This is embedded at the end of the template and must be sent at the same time.		
Notification to Local Authority of Exclusion		
38. Has the school completed the relevant local authority exclusion referral form and sent this ASAP along with the permanent exclusion letter?		
39. Has the local authority been invited to attend the exclusion review meeting? This is not required, but can be helpful.		
Administrative checklist		
40. Has the exclusion been coded in MIS on the day it is issued? Use 'E' code for first five days and 'B' code for the sixth day. If pupil at alternative provision within first 5 days, use 'B' code for those days.		
41. Has the reason for the exclusion been coded? If it is for multiple breaches, choose the most serious breach rather than 'other'.		
42. Have the dates and outcomes of the review meeting been recorded on MIS?		
43. Following a decision by governors declining to reinstate the pupil, has the parent notified the school in writing that they do not wish to appeal to an IRP? If so, pupil may be taken off register effective the date of the permanent exclusion. If notice in writing has not been received, the school must wait until the expiration of the 15-school-day appeal period and <u>only then</u> , the pupil may be taken off the register.		

Local Authority /External Contacts

Inclusion Services

Children and Family Services

Educational Psychology Services

Multi Agency Safeguarding Hub
(MASH)

Pupil Referral Unit

SEND Support Services

Youth Offending Team

Virtual School (LAC)

CAMHS