

B&NES Exclusion Reflective Practice

Name:

DOB:

Year:

House/Pastoral group:

Date of incident:

Ethnicity:

Pupil Premium: Yes / No

CLA: Yes / No (If yes then contact the Virtual School)

CP/CIN:

SEND: E / K / N

Attendance %age:

Behaviour policy level/stage:

Reason for exclusion:

Final decision:

Headteacher discussed with SENDCo:

Headteacher discussed with Pastoral lead:

Exclusion agreed by Headteacher/Principal:

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PARS/Sleuth/CPOMS/SIMs reference:

Glossary

SEND	Special Educational Needs and Disabilities
CLA	Child Looked After
PP	Pupil Premium
NPCC	National Police Chiefs Council
ACES	Adverse Childhood Experiences
ADPR	Assess Plan Do Review – part of the graduated approach
ELSA	Emotional Literacy Support Assistant
EOTAS	Education Other Than at School
IRP	Independent Review Panel
CIN	Child In Need
CP	Child Protection
DSL	Designated Safeguarding Lead
SEMH	Social Emotional and Mental Health
BSP	Behaviour Support Plan
EHCP	Education Health Care Plan
GDC	Governors Disciplinary Committee
SIMs	School Information Management System

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## 1. Gathering Evidence

Item	Action – Pastoral leads/DSL	Date/Staff complete	Notes/Actions for key staff
1.1	Reason for incident investigation		<ul style="list-style-type: none"> <li>For any incidence where there is safeguarding concerns contact DSL</li> </ul>
1.2	Complete CPOMS/sleuth/SIMS/MIS incident report		
1.3	Pupil witness statements gathered and recorded on relevant system.		<ul style="list-style-type: none"> <li>Ensure statements are taken independently.</li> <li>Take care not to ask leading questions.</li> <li>Ensure statements are signed by pupils. If typing keep original pupil copy.</li> <li>Read back to pupil to confirm statement.</li> </ul>
1.4	Staff/relevant adult witness statements. Recorded and stored on relevant system.		<ul style="list-style-type: none"> <li>Statements written independently using factual language.</li> </ul>
1.5	Review any CCTV if appropriate		
1.6	Appropriately retain any evidence in line with “when to call the police guidance for schools and colleges”.		

## 2. Review of Evidence

Item	Action – Pastoral leads/DSL	Date/Staff complete	Notes/Actions for key staff
2.1	Do statements corroborate?		

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2.2	Based on the balance of probabilities, summarise in the view of the school, the incident.		
2.3	In the view of the school, which aspect of the school's behaviour policy has been contravened?		
2.4	Without taking into account SEND/SEMH/ACES, what are the "normal" sanctions for the exhibited behaviour.		

### 3. Consideration of context/extenuating factors

Item	Action – Pastoral leads/DSL/SENDCo	Date/Staff complete	Notes/Actions for key staff
3.1	Has the pupil been referred for support and raised as a concern at the behaviour and attendance panel?		
3.2	Has the pupil experienced ACES?		
3.3	What is the current state of the pupils health?		<ul style="list-style-type: none"> <li>Has the pupil had any recent change in medication that may influence their behaviour.</li> </ul>
3.4	What is the current state of the pupils wellbeing?		
3.5	Does the pupil have a behaviour support plan?		<ul style="list-style-type: none"> <li>Explain how this has been taken into consideration when dealing with the incident.</li> <li>What the support outlined available at the time of the incident?</li> <li>What processes and support are already in place, i.e. Thrive, ELSA, Boxall, Talkabout, Zones of Regulation (attach support plan)</li> <li>If no support plan in place, consider using one prior issuing an exclusion.</li> </ul>

3.6	Is there evidence of the graduated response and Assess Plan Do Review being implemented?		<ul style="list-style-type: none"> <li>• (Refer to evidence of graduated response)</li> </ul>
3.7	Does the pupil have SEND?		<ul style="list-style-type: none"> <li>• Explain the support they are entitled to. (Refer to send support plan)</li> <li>• Were they receiving this support at the time of the incident?</li> </ul>
3.8	Is there enough evidence to request an EHC needs assessment?		<ul style="list-style-type: none"> <li>• If yes this should be done prior to exclusion.</li> </ul>
3.9	Does the pupil have an EHCP?		<ul style="list-style-type: none"> <li>• Has an emergency annual review been held prior to exclusion? (Refer to emergency annual review paperwork)</li> </ul>
3.10	Has the pupil been referred to the appropriate external agencies as a result of their needs?		<ul style="list-style-type: none"> <li>• State the agencies involved.</li> </ul>
3.11	Does the pupil have a contextual risk assessment?		<ul style="list-style-type: none"> <li>• If not, one should be considered prior to exclusion.</li> </ul>
3.12	Is the pupil a CLA or has a CIN/ CP plan?		<ul style="list-style-type: none"> <li>• contact social worker. Consider contacting the virtual school head for advice.</li> </ul>
3.13	Were the correct school procedures followed by staff at the time of the incident?		<ul style="list-style-type: none"> <li>• Consider de-escalation techniques/TEAM teach etc</li> </ul>
3.14	Could appropriate alternative provision or new interventions be put in place to avoid suspension or PEX?		

#### 4. Consideration for exclusion (Review items 1-3)

Item	Action – Headteacher	Date/Staff complete	Notes/Actions for key staff
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4.1	Is it safe to issue a Suspension/PEX to the pupil?		<ul style="list-style-type: none"> <li>Consider the pupils welfare and home situation.</li> </ul>
4.2	<p>Does a decision to issue a Suspension/PEX meet a two-part test?</p> <ol style="list-style-type: none"> <li>There has been a serious breach or persistent breaches of the schools behaviour policy.</li> </ol> <p>And</p> <ol style="list-style-type: none"> <li>Allowing the pupil to remain in school would seriously harm the education or welfare of others in the school</li> </ol>		
4.3	Are there any actions that could reduce the risk and avoid the need for PEX or Suspension?		
4.4	<ul style="list-style-type: none"> <li>Are there any mitigating circumstances for the behaviour exhibited?</li> <li>Consider whether the intervention/education the pupil was receiving at the time of the incident was meeting their needs?</li> <li>Was any intervention or action missing that could have prevented exclusion.</li> </ul>		
4.5	Considering the information available what is the outcome for the pupil?		
4.6	Is the headteacher satisfied the exclusion is lawful and legally fair, procedurally correct and that the school has met the pupils needs with regards to provision.		

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5. PEX/SUSPENSION compliance checklist - In the event of PEX/SUSPENSION being issued the following procedures should be instigated.

Item	Action – Headteacher/Admin	Date/Staff complete	Notes/Actions for key staff
5.1	What is the designation of the exclusion?		<ul style="list-style-type: none"> <li>○ PEX</li> <li>○ SUSPENSION which brings the pupil's total number of school days of exclusion to more than 15 in a (long) term.</li> <li>○ Exclusion which would result in a pupil missing a public examination or national curriculum test</li> <li>○ SUSPENSION which brings the pupil's total number of school days of exclusion to between 5 and 15 days in a (long) term.</li> <li>○ SUSPENSION which does not bring the pupil's total number of days of exclusion to more than 5 in a (long) term.</li> </ul>
5.2	Notify a parent/carer of the decision to exclude.		
5.3	Select correct model exclusion letter from BANES Hub. <a href="https://thehub.bathnes.gov.uk/Page/21886">https://thehub.bathnes.gov.uk/Page/21886</a> Model letter 1-5. Complete notification. Upload to Globalscape exclusion folder and notify exclusions inbox. <a href="mailto:Exclusions@bathnes.gov.uk">Exclusions@bathnes.gov.uk</a>		
5.4	The headteacher must without delay notify the governing board and the local authority of exclusions via Globalscape		

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	<p>and the exclusions inbox if BANES. If out of county contact relevant authority.</p> <ul style="list-style-type: none"> <li>any permanent exclusion (including where a fixed-period exclusion is followed by a decision to permanently exclude the pupil);</li> <li>any exclusion which would result in the pupil being excluded for a total of more than five school days (or more than ten lunchtimes) in a term.</li> <li>any exclusion which would result in the pupil missing a public examination or national curriculum test.</li> </ul>		
5.5	Send exclusion letter to all relevant parties.		
5.6	Ensure teachers provide work for the first 5 days of the exclusion.		
5.7	Update management information system with exclusion information		
5.8	If a PEX is issued complete Single Point of Access form. Send with all supporting documents via Globalscape and email EOTAS inbox.		
5.9	If a PEX is issued convene a GDC meeting convenient to all parties within 15 school days.		
5.10	Arrange evidence pack for GDC. Send to all relevant parties. Good practice is to send this information 5 days before GDC.		

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5.11	Ensure pupil voice is heard and encouraged at all phases of the exclusion process.		
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## 6. Post GDC (Post exclusion Compliance)

Item	Action – Headteacher	Date/Staff complete	Notes/Actions for key staff
6.1	What was the outcome of the GDC? Notify BANES of outcome using Notification of outcome form on BANES Hub and upload to Globalscape and email exclusions inbox. <a href="https://thehub.bathnes.gov.uk/Pages/Download/75769f88-4d5e-4777-9a67-15a44b12c96f/PageSectionDocuments">https://thehub.bathnes.gov.uk/Pages/Download/75769f88-4d5e-4777-9a67-15a44b12c96f/PageSectionDocuments</a>		
6.2	If the pupil is being reintegrated what is the planned date?		
6.3	Has a reintegration meeting been held?		
6.4	What additional provisions or assessments are being made for the pupil once reintegrated.		
6.5	In the event of PEX what is the deadline for parents to request IRP?		
6.6	If IRP requested notify BANES of IRP date upload to Globalscape and notify exclusions inbox. <a href="https://thehub.bathnes.gov.uk/Pages/Download/660f5321-a4ef-40d2-89fa-7e9785a71708/PageSectionDocuments">https://thehub.bathnes.gov.uk/Pages/Download/660f5321-a4ef-40d2-89fa-7e9785a71708/PageSectionDocuments</a>  <a href="https://thehub.bathnes.gov.uk/Pages/Download/e49cd2e1-fdcd-4001-9e7b-93276ebe7bd0/PageSectionDocuments">https://thehub.bathnes.gov.uk/Pages/Download/e49cd2e1-fdcd-4001-9e7b-93276ebe7bd0/PageSectionDocuments</a>		
6.7	Do not remove the pupil from roll until the exclusion process is complete. <a href="https://www.legislation.gov.uk/ukxi/2006/1751/regulation/8/made">https://www.legislation.gov.uk/ukxi/2006/1751/regulation/8/made</a>		

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