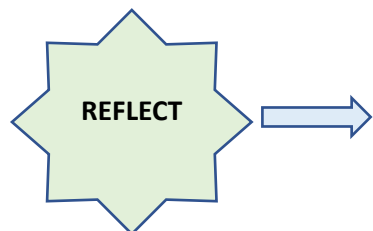


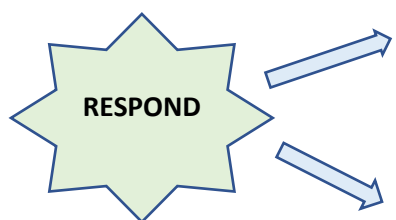
# Exclusion Decision Guidance

Please use this guidance chart to assist you when considering whether to issue an exclusion in response to an incident

**KEY MESSAGE: response not reaction – take time to reflect and respond**

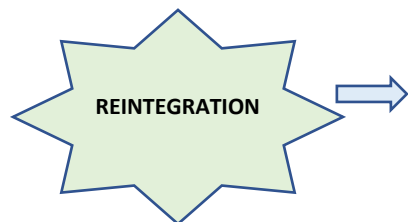


- How emotional is the situation for you/staff/child/other children/parents? Avoid an emotional decision.
- Is this due to **persistent disruptive behaviour**? Consider the experience of staff, quality of teaching and behaviour management. Do staff need support/CPD?
- Is this the **result of an identified SEN unmet need**? Is practice around this need strong and consistent? Could an exclusion be challenged (Disability Discrimination Act states 'disabled children should not be excluded for reasons connected to their disability')?
- Could this be the result of an **SEN need not yet identified**? Is advice needed from SENCO/Family SENCO/Behaviour Partnership? Do you need to initiate/escalate this?
- Is this a **serious unexpected incident**? Consider a planned response involving outside agencies. Does **MAPA recording** paperwork need to be completed?
- Who could be consulted? PSED team/EPS/SFSS/Virtual School/social care?
- Are there **safeguarding implications** if the child is excluded and at home?
- **Does an exclusion give the child the outcome they were seeking?** i.e. time at home/out of classroom. Could the behaviour be repeated in the future to achieve the same outcome and lead to further incidents?
- How damaged will the **relationship** be for the child if an exclusion is issued? Could it lead to further incidents?



**Exclusion issued – ensure Sept 17 Exclusion Guidance is adhered to. Time should be used to consider how school will change provision to meet SEMH needs of the child.** Arrange time with staff/agencies involved to review and plan for return. Inform Behaviour Partnership of exclusion and report to Local Authority. Consider 6<sup>th</sup> day provision if exclusion is longer than 5 days. Use 'Unpicking an Exclusion' document to learn from the incident. Identify any training needs. Make arrangements for provision of work during exclusion period.

**Exclusion not issued.** Consider use of 'Unpicking an incident/exclusion' document to review incident and identify future provision/responses. Record the incident as 'Exclusion Considered'. Consider emotional wellbeing of staff and how this will be recognised by school. Does school have a system for logging internal exclusions?



- How will the child **return to the classroom** following this incident?
- Is **restorative justice** needed?
- If a fixed term exclusion was issued **consider whether the child really needs to be present at the reintegration meeting** – many children cannot cope with this situation. Is the time better spent with parents identifying future actions? Who will support the child back into the school? Consider how to manage children who cannot developmentally reflect on incidents and may need a 'clean slate' approach.

**PERMANENT EXCLUSION** If a permanent exclusion is being considered schools are requested to issue a 10 day fixed term exclusion initially and inform parents that this may become permanent. PSED team (Behaviour Partnership) and the Local Authority must be informed to allow time to plan, consider alternatives and responses made. Schools should consider the impact the Cost Recovery Mechanism will have on school and be aware that this may be ongoing until the child is placed on roll at a new setting.

**The partnership acknowledges that exclusions are mostly issued after all other alternatives have been considered and that staff in schools often need support from the partnership to manage the emotions that issuing an exclusion brings for staff .**