

Preventing and Managing School Exclusions in Angus

Policy for School Leaders

January 2019



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1. Introduction

We want to ensure that all of our children and young people have the same opportunities to succeed. This means ensuring that every child has the highest standards in literacy and numeracy and the appropriate range of skills, qualifications and achievement to allow them to succeed. We want to support them to develop the skills they need to get on in the world. By improving educational outcomes for all of our children and young people, we can support them to become confident, successful, responsible and effective learners prepared with the knowledge, skills and attributes required to be successful adults.

As set out in Curriculum for Excellence, the starting point for engaging and motivating learners and promoting positive behaviour, is the provision of a coherent and inclusive curriculum. It is in this context of promoting effective learning and teaching and developing positive relationships and behaviour, that this policy, *'Preventing and Managing School Exclusions in Angus'* has been developed.

The emphasis is very much on the prevention of exclusion and the approaches that should be utilised to ensure that our most vulnerable learners remain included, engaged and involved. In line with the principles of [Getting it Right for Every Child](#), improving the outcomes for learners at risk of exclusion requires agencies to work together to meet needs early and effectively. Whilst all efforts should be made to prevent the need for a learner to be excluded from their learning environment, it is recognised that at times there is the need for the use of the ultimate sanction of exclusion.

Where exclusion is used, it should be a proportionate response where there is no appropriate alternative. The wellbeing of the child or young person should be the key consideration. Exclusions must be short with the aim of improving outcomes. Any exclusion should enable further planning and assessment and provide an opportunity for reflection for both the child or young person and staff involved.

Relationship based approaches, such as solution focused or restorative approaches, should be used to guide and support a child or young person's return to school and sit within a school's Relationship Policy that is understood by teachers, learners, parents and other agencies.

In Angus, the power to exclude has been delegated by the Education Authority to Head Teachers who have both a right and a duty, where necessary, to use exclusion in managing behaviour. The power to exclude does not extend to early learning and child care in a partner provider setting. However this policy should support learning and child care establishments in developing their own policies on promoting positive relationships and behaviour. This policy aims to inform a wider approach to preventing the need for exclusion by considering the needs of learners who are at most risk and by suggesting, where exclusion is used as the ultimate sanction, how best to manage the process to ensure continuity of learning and early re-engagement of the learner.

This policy is intended to provide a helpful and supportive framework within which individual schools can work effectively with learners and parents/carers to maintain positive relationships, behaviour and safety in schools.

2. National and Local Context

National guidance, ['Included, Engaged and Involved Part 2: A Positive Approach to Preventing and Managing School Exclusions'](#) was published in June 2017. This guidance clarifies national policy on exclusion from schools with the overarching aim of the guidance being to support schools' communities and their partners to keep all children and young people fully included, engaged and involved in their education and to improve outcomes for all Scotland's children and young people with a particular focus on those that are at risk of exclusion. It also recognises the need for all members of a learning community to feel safe and feel protected. It emphasises the need for learning establishments to place a greater importance on inclusion through effective learning and teaching, promoting positive relationships and behaviour, and employment of preventative approaches which reduce the need to consider exclusion. The guidance supports the Scottish Government's focus on transforming lives of children and young people, closing the attainment gap and ensuring equity for all. It includes a refreshed focus on prevention, early intervention and response to individual needs in line with the principles of Getting it Right For Every Child (GIRFEC) set out in the Children and Young People (Scotland) Act 2014. It also gives due consideration to the UNCRC and highlights its importance.

The main changes in the revised national guidance include the use of seclusion, de-escalation and physical intervention, and managing incidents involving weapons which are reflected within separate policies. It also re-emphasises legislative provision that alternative provision must be made for a learner " without undue delay " and suggests that it is reasonable for this to be made available within 3 days of exclusion and not 10 days, as previously; learners sent home for periods of time to 'cool down' must be formally excluded; the decision to exclude a learner who is looked after should be taken in consultation with the child's social worker/ lead professional as well as the child's parent with a view to considering the implications and potential impact on wellbeing that the exclusion can have. . Following appropriate assessment, schools may consider the use of individualised, planned packages of support to improve outcomes. However, schools should seek to ensure that children and young people attend school or another learning environment for the recommended 25 hours for primary schools and 27.5 hours for secondary schools. This should reflect the range of educational activities that were available prior to exclusion. Where there is an agreed reduction in hours, this must be time limited, recorded and monitored. Any such arrangement must be recorded on SEEMiS. This transparency will allow for appropriate monitoring and enable support to be put in place through staged intervention.

Legislative change impacting on this area includes the [Children and Young People \(Scotland\) Act \(2014\)](#). The Act sets out new statutory responsibilities in relation to the wellbeing of children and young people deemed to be at risk of becoming looked after, as well as setting out the eight wellbeing indicators, Safe, Healthy, Achieving, Nurtured, Active, Respected, Responsible and Included, which should be considered when assessing need.

The [Behaviour In Scottish Schools Research \(BISSR\)](#) indicates that there is a strong link between engagement in learning and behaviour in the classroom. There was also agreement that a variety of teaching methods, whilst retaining a clear structure (and clearly communicating this), helped children and young people to understand what type of behaviour was appropriate. Finally, children and young people identified that

disruptive behaviour was most likely to occur when they are not being occupied, or are disengaged from learning.

In Angus, there is a shared commitment on the part of all Children's Services partners, the Schools and Learning service and schools themselves to reduce exclusions from schools. While exclusion rates overall have been reducing over the last few years, national exclusion rates for looked after children continue to be higher than for any other group. Schools and services are working hard to ensure that fewer learners, including looked after children, miss out on education.

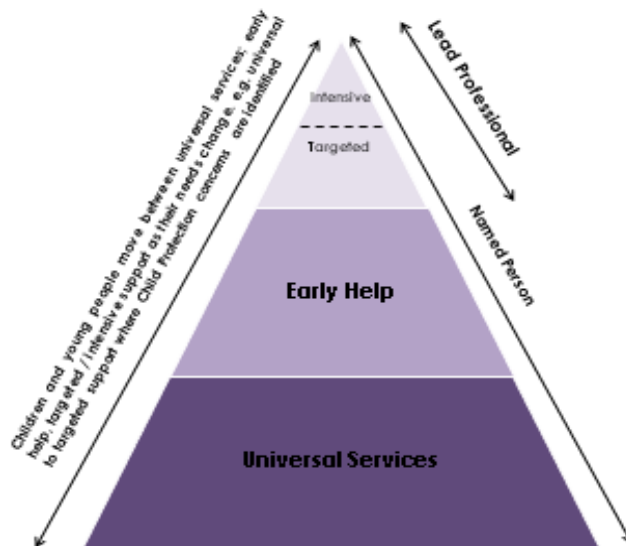
The focus of this policy is on prevention, early intervention and the importance of responding to individual need, so that children and young people get the help they need when they need it.

Other key drivers upon which the current guidance is set include: [Curriculum for Excellence \(CfE\)](#); [Responsibility of All](#); [Building the Ambition, National Practice Guidance on Early Learning and Childcare](#); [Scottish Attainment Challenge](#); [Developing the Young Workforce: Scotland's Youth Employment Strategy](#); [National Improvement Framework](#); [Preventing offending : Getting it Right for children and young people The Youth Justice Strategy 2015 – 2020](#); and [Getting It Right For Looked After Children and Young People Strategy 2015-2020](#)

3. Continuum of Need

Getting it Right means putting the wellbeing of the child/young person at the centre of the work of a school and ensuring that they get the help they need when they need it. The focus is on approaches that help prevent the need for exclusion.

In Angus, this is achieved through the Continuum of Need. The process involves the identification and assessment of a child's additional support needs, appropriate planning mechanisms, and interventions which may be put in place in responding to those needs.



At **each** stage of intervention of the continuum of need, the *Getting It Right* core questions should be asked:

- What is getting in the way of this child or young person's wellbeing?
- Do I have all the information I need to help this child or young person?
- What can I do now to help this child or young person?
- What can my agency do to help this child or young person?
- What additional help, if any, may be needed from others?

Universal Services

The universal stage represents good active learning and teaching practice that can be expected to occur within any classroom or learning environment. The identification of learning needs and the planning required to meet these needs rests with the class teacher. All staff should be aware of the need for children to be '*safe, healthy, achieving, nurtured, active, respected, responsible and included*'. The teacher needs to differentiate and adapt the learning environment and curriculum to meet the range of needs within the class. Teachers may seek advice and support from other staff within the school and from visiting professionals but class teachers will be responsible for the implementation of recommendations. At this stage, teachers should be working to an agreed behaviour policy and advice about promoting positive behaviour and relationships. Positive and preventative approaches which can be used universally across whole school environments as well as targeted towards personalised support for learners include:

- solution-focused approaches
- restorative approaches
- nurturing approaches
- motivation based approaches

Early Help

In identifying the needs of an individual learner, it may be that additional inputs are required from within the universal service providers of Education and Health.

In line with *Getting it Right* expectations, the named person will help to decide what actions to take and how to work more effectively within universal services. In order to meet the identified needs, the learner and parents/carers should be involved in the development of any planned support. This may be identified through the development of, for example, an individualised educational programme (IEP). The agreed plan should include clear objectives with named supports and times for review.

In planning support for learners at risk of exclusion, school staff may consider interventions such as pupil support zones, supported classes, time within support bases, nurture groups and, where appropriate, more flexible learning packages. Such support should enable the pupil to work intensively towards specific goals with the aim of improving behaviour. The early involvement of parents/carers is essential to ensure good communication and effective partnership working. The learner's progress should be monitored closely with a view to a return to mainstream as soon as possible and the reduced likelihood of being excluded from school. ([Out of Site, Out of Mind, 2010, HMle](#))

Where assessment of a pupil's situation indicates that a range of services are required to meet their needs, consideration should be given to more targeted support.

Targeted/ Intensive Support

A child/young person's planning meeting should be convened when the current child's plan is not achieving change for the learner and additional targeted support may be required. There may be a need for statutory supervision through the Children's Hearing or the learner's needs are so complex that they require a range of services. Where a child/young person needs help from two or more agencies, the lead professional will co-ordinate multi-agency planning and make sure that different services provide a network of support in a seamless, timely and proportionate way. Such support should help prevent exclusion from school. The range of services might include Principal Teacher ASN (Locality (3-18)), the Educational Psychology Service, School Health, Social Work, Angus College and Voluntary Organisations, for example, the Web or Tayside Council on Alcohol.

Where the child/young person's planning meeting identifies a need for further advice or intervention, the integrated assessment and child/young person's plan should be progressed to the multi-agency forum, the outcomes of which may involve the provision of a range of extended support for the pupil or advice regarding revisiting earlier stages of the process for further assessment or intervention or advice and support, based on good practice.

When it is identified that there is the need for out of authority resources such as residential school, then this is decided by Heads of Service dependent on the individual circumstances.

4. Consideration of Individual Circumstances

There is evidence that children and young people are more likely to be excluded where they are looked after, live in the most deprived areas, and/or have additional support needs, in particular social, emotional and behavioural difficulties. Excluding any learner from school is an extremely serious step and can impact significantly upon their learning. This is especially so in the case of vulnerable children and young people. This section of the guidance outlines some of the individual circumstances to be considered in relation to our most vulnerable children and young people, but is not exhaustive.

Looked After Children and Young People

The exclusion of looked after children and young people requires very serious consideration. As outlined in '*Getting it Right for Looked After Children and Young People Strategy 2015-20*', children who are looked after at home have, on average, the lowest school attendance (79%) compared with the average for all looked after children (89%), which in turn is lower than for all children (93%). They are also the most likely children to be excluded from school, and have the lowest average educational achievement. Only 10% of children who are looked after at home achieve qualifications at SCQF level 5, compared with 25% of all looked after children. Just under 60% of children who are looked after at home are in positive destinations 9 months after leaving school, almost 15% behind all looked after children and over 30% behind all school leavers. Nationally, exclusion rates for looked after pupils are 8.5 times higher than for pupils not looked after. The [Education \(Additional Support for Learning Act\) \(Scotland\) Act 2004, as amended 2009](#), states that all looked after children will be deemed to have additional support needs unless assessed

otherwise and that appropriate consideration should be given to how to support these needs during any period of exclusion. . Their already challenging circumstances are likely to be further exacerbated and an additional loss of learning is likely. Exclusion from school may also have a significant impact upon their home lives. An exclusion from school may be the catalyst to a change in placement as the need to ensure appropriate care and supervision for the child or young person while excluded, may bring significant pressures to parents or carers. The need to minimise such impacts is recognised in Angus. **"As part of staged intervention and *Getting it Right in Angus*, the decision to exclude a looked after child or young person should be avoided and alternative solutions found, in consultation and collaboration with the lead professional and other agencies."** (*Getting it Right in Angus: A multi-agency guide for practitioners*, 2011). Working towards a zero target, exclusion from school of this vulnerable group of learners remains a key priority for schools and partners across Angus.

Role of the Corporate Parent

For children who are looked after and accommodated, Angus Council is the corporate parent. There are clear legal tensions around a pupil being excluded from a provision managed by the Council which also has legal responsibilities for the education and care of that child or young person. Teachers are often cited by young people who are looked after as the most influential or constant person in their lives. Therefore, all staff in education have an important role in relation to the Council's functions as corporate parent. They have opportunities to support and guide looked after children and young people in their everyday interactions. The designated manager for looked after children has a key role in guiding and supporting school staff and linking with the wider multi-agency network." ([*Core Tasks for Designated Managers in Educational and Residential Establishments in Scotland, 2008*](#)).

In terms of the Council's duty as corporate parent, a key question which staff should ask is '*Is this good enough for my child?*' If exclusion is being considered, the following set of core questions should be addressed:

- What interventions have been effected?
- Is exclusion a last resort?
- What will exclusion achieve, and would an alternative be successful?
- What is the likely impact upon the young person, and their wider circumstances?
- Does the young person require adult or peer support?
- If so, who can best provide this?
- What are the views of the lead professional?
- What will the impact be on a foster or residential placement?
- What impact will this have on planning mechanisms in place such as the Child's Plan, Co-ordinated Support Plan (CSP) or IEP?

When considering the possible exclusion of a vulnerable child or young person, school staff must ensure that appropriate arrangements are in place to ensure the care and wellbeing of any learner before they are excluded and sent home during school hours. If appropriate arrangements are not in place, the learner should remain in school during school hours until such time as arrangements are in place.

Early Years

It is very unlikely that a child would be excluded from an Early Learning and Child Care (ELC) setting. However, in the event of an exclusion of a child receiving their 600 hours of

ELC entitlement of an authority managed provider or a partner provider, the child still has a legal right to receive the hours they might miss due to having been excluded. As this is an entitlement and is not compulsory, the parent would need to request that the lost hours are made up by the local authority.

If an eligible pre-school child, who receives their funded ELC entitlement at a partner provider, is excluded from that partner provider, it would fall to the education authority to make alternative arrangements to provide the entitlement to the child elsewhere.

Children who are adopted

Each year a significant number of children in Scotland who cease to be looked after are adopted. Many of these children continue to struggle with some aspects of school life and often have complex needs that can lead to challenging behaviour and the risk of exclusion. Difficulties in school, and especially exclusions, can impact negatively on home and family lives. This guidance on preventing exclusions is especially relevant to many adopted children, for example, schools facilitating parental engagement, providing early intervention, assessment, and understanding behaviour as communication. Without these kinds of support, and awareness of their needs, there is a risk that exclusion will have a detrimental effect on a child's behaviour in school and at home.

Children or young people on the Child Protection Register or for whom there are current or previous child protection concerns

It is essential that all staff in educational establishments, including early years, schools and colleges, know which senior staff are aware of children or young people on the Child Protection Register or for whom there are current or previous child protection concerns.

Senior Staff should:

- Find out whether the child concerned is on the Child Protection Register, or subject compulsory measures of care, in which case Social Work colleagues must always be consulted
- Where there are child protection concerns, consult the education authority without delay to seek alternative educational provision for the learner while excluded from school
- Check that there are appropriate arrangements for the care of a child or young person before they are sent from the school premises
- Consider whether there are family or other circumstances that mean support is required if a child is excluded
- Undertake a risk assessment to ensure that the child will not be placed at further risk while they are excluded from school
- Consider appropriate arrangements for re-integration into school after the exclusion

As with any other vulnerable child or young person, alternatives to exclusion which enable the ongoing wellbeing and safety of the child or young person, should be explored and exhausted, with exclusion from school being a last resort.

Children and Young People with Additional Support Needs

In considering the exclusion of a learner who receives additional support, account should be taken of the potential impact of the loss of both their learning and support provision.

School staff should be aware of the arrangements in place with other agencies such as Social Work services and Health services in making provision, and take account of any disruption to the provision of these services to the learner and to the services themselves. Learners should be allowed to continue to access any therapeutic support such as physiotherapy, speech and language therapy or occupational therapy as ongoing and necessary support and intervention.

A period of exclusion from school creates a transition point for children and young people to return to school which can be particularly challenging for some learners with additional support needs. In considering an exclusion from school, transition planning should be factored into the plans for return to school. For some learners with additional support needs, an Individualised Educational Programme will be in place which will contain details of learning targets and support provided towards the aim of the plan. For those who meet the criteria, a Co-ordinated Support Plan will contain the details of learning outcomes and support provided across agencies towards specific learning aims. School staff, and where appropriate, multi-agency partners will require to take account of an exclusion in considering a young person's learning targets. The plan may require adjustment to reflect aspects of the exclusion and any subsequent follow up actions. Any decision to exclude should take into account duties in legislation to make adequate and efficient provision for the Co-ordinated Support Plan and provide support and/ or services whether on school premises or outwith to meet a particular child's needs.

The provisions of the Additional Support for Learning legislation clearly relate to children and young people who have social, emotional and behavioural needs. In considering the exclusion of these children, schools and authorities should take account of the ongoing support which learners are receiving and ensure continuity of provision throughout any exclusion to support their learning needs.

Children and Young People with Disabilities and other Protected Characteristics

In considering the exclusion of a learner with a disability or other protected characteristic, as defined by [the Equality Act 2010](#), schools and educational authorities should ensure that they comply with the provisions of that act in relation to discriminatory behaviour in the context of exclusion from school. [The Disability Discrimination Act 1995 Code of Practice](#) indicates that responsible bodies must not discriminate against a learner with a disability by excluding him or her for a reason related to the learner's disability.

Exclusion and Referral to the Children's Reporter

When considering whether a child or young person should be excluded because of disruptive behaviour, consideration of referral to the Children's Reporter may be appropriate. The referral of a child or young person to the Reporter would suggest there is a need to intervene on a compulsory basis because attempts to intervene on a voluntary basis have not been successful and grounds of referral exist, for example, non-attendance at school.

Children and young people who are living in areas of socioeconomic deprivation

Children and young people living in areas of socio-economic deprivation are still over represented in the numbers of children and young people who are excluded from school. Rates of exclusion per 1,000 pupils are more than six times greater for pupils living in the 20%

of areas associated with most deprivation, compared with pupils living in the 20% associated with least deprivation, as defined by the [Scottish Index of Multiple Deprivation \(SIMD\)](#).

Children and young people who are living in these areas are more likely to have experienced a wide range of adverse living circumstances which impact on their wellbeing. Schools need to take account of how a range of factors may be impacting on children and young people's behaviour and be aware that exclusion can be an additional stress factor for children and young people and their families who are experiencing such adverse life circumstances. Schools need to also consider that exclusion may have an immediate impact on the wellbeing of children and young people. This might include missing out on free school meals and being prevented from accessing the security and continuity of the school environment. Every effort should be made to ensure that packed lunches are made available for eligible children/young people.

Multiple Exclusions

A significant number of excluded pupils receive multiple exclusions. Schools should consider carefully the impact which exclusion from school is having on the behaviour of the learner concerned. Review via the staged intervention process should be undertaken to assess and plan support for the learner with the aim of improving behaviour and maintaining school provision. Where there are multiple exclusions for one learner, or a lengthy exclusion, schools can seek advice on decision-making from the local authority. Exclusions will continue to be monitored, including multiple exclusions from schools, on a monthly basis.

Preventing and Managing School Exclusions in Angus: Key Considerations

Child/young person exhibiting behaviour indicating possible exclusion

To prevent exclusion, engage with parents, carers and key professionals via the staged intervention process to assess and agree a plan to support the child / young person

- What interventions have been effected?
- Is exclusion a last resort?
- What will exclusion achieve, and would an alternative be successful?
- What is the likely impact upon the young person, and their wider circumstances?
- Does the young person require effective adult and/or peer support?
- What are the views of lead professional, Social Worker, residential worker, designated senior manager, foster carer?
- What will the impact be on a foster or residential placement?
- What impact will this have on the planning mechanisms in place such as the Child's Plan, their Individualised Educational Programme or Co-ordinated Support Plan?

No exclusion

Exclusion Necessary

NB: Child not to leave school until safety, health and wellbeing assured and appropriate arrangements are in place.

Looked After Child

- Consult Social Worker/ Lead Professional prior to decision
- Consult Service Leader to agree plan where particular issues exist
- Instigate staged intervention process to assess and plan support
- Ensure appropriate arrangements in place at home to support care and wellbeing prior to exclusion taking place – **NB** no arrangements in place, child/young person to remain in school

Child on the Child Protection Register, current/previous child protection concerns

- Alternatives to exclusion should be explored and exhausted with exclusion being last resort
- Consult CPDO and Social Worker/Lead Professional
- Check SEEMIS for child protection message
- Complete risk assessment to ensure child not at further risk at home, while excluded
- If excluded, alternative provision must be in place without delay – consult with education authority
- Consider appropriate arrangements for re-integration into school

Children with Additional Support Needs (including young carers)

- Advise other professionals involved with the child to arrange continuation of any therapeutic input in school
- Ensure compliance with Disability Discrimination Act 1995 (**NB no child should be excluded for reasons associated with their disability**)
- Take account of the impact of exclusion on the young person's learning and support provision
- Consider need for/review of Individualised Educational Programme, Child's Plan or Co-ordinated Support Plan

5. Decision-making, Managing Exclusions & Re-engagement

Decision-Making

An education authority shall not exclude a learner from school unless the authority:

- 'considers that, in all the circumstances to allow the pupil to continue attendance at the school would be likely to be seriously detrimental to order and discipline in the school or the educational well-being of the pupils there' or
- 'is of the opinion that the parent of the pupil refuses or fails to comply, or to allow the pupil to comply with the rules, regulations or disciplinary requirements of the school'.

(Regulations 4, and 4A of the Schools General (Scotland) Regulations 1975; and the Schools General (Scotland) Amendment (No. 2) Regulations 1982

In Angus, the power to exclude a learner has been delegated to Head Teachers. It is recognised that the decision to exclude a learner is a difficult one. Therefore, the core questions in the previous flowchart, should be used when exclusion is being considered.

It is very important to identify what the **purpose** of the exclusion is and what **positive outcomes** can be achieved by exclusion. Such identification allows consideration of other means, for example, a restorative meeting, to bring about the same outcome as an exclusion.

Managing Exclusions

Duration and timing of exclusion

The exclusion should be for as short a period as possible and should be used to resolve the situation constructively in discussion with all those affected, plan for any new support or provision, and safeguard a successful return, in partnership with learners and their parents/carers.

In response to very serious incidents, a Child's Planning Meeting may need to be held as part of the staged intervention process, with additional interventions from partner agencies agreed.

Where the timing of a decision to exclude a learner means that it falls near the end of a school term, it is good practice to resolve the exclusion and re-admission process within the same term.

Seeking the views of the learner

In taking the decision to exclude a learner, school staff should ascertain and take account of the child or young person's views as part of the decision-making process.

Involving parents/carers

Parental co-operation is vital and every effort should be made to strengthen links with the home. All communication with parents/carers should be positive, supportive and involve

them fully in considerations of the child/ young person's educational provision. School staff should recognise when the involvement of an advocate or mediation would support parental participation in the process.

Looked After Children

There are particular responsibilities for the corporate parent regarding the exclusion of a Looked After and Accommodated Child, including the implications for the placement, the emotional impact on a child or young person who may already have attachment issues and may have experienced considerable lack of stability. School staff should be able to positively answer the question, '*Is this good enough for my child?*' in order to ensure that the welfare of the child is paramount in making decisions. As part of the local authority's duties to safeguard and promote the health and wellbeing of Looked After Children, the decision to exclude such a learner should be taken in consultation with the child's Social Worker and Lead Professional, if different. The meeting to discuss the exclusion should be held with those who hold parental responsibility and the child's carers.

Sending home without excluding

All exclusions from school must be formally recorded. Children and young people must not be sent home on an 'informal exclusion' or sent home to 'cool-off'.

Following an incident where the decision is made that the child or young person cannot remain in school, this must be recorded as an exclusion. This will ensure transparency, allow for appropriate monitoring and enable support to be put in place through the education authority's staged intervention process.

Procedures to be followed when a decision is taken to exclude a pupil

Day of Exclusion

1. The learner is informed that s/he is to be temporarily excluded from school
2. The school should contact the parent/carer immediately by telephone to advise them of the circumstances of the exclusion and to offer an early appointment
3. To ensure the safety and wellbeing of the child/young person, a learner under the age of 16 years must not be excluded from school until the end of the school day unless s/he can be delivered directly into the care of a parent/carer
4. In the case of a learner who is looked after or on the child protection register, schools should consult with the child's social worker/lead professional and ensure that appropriate arrangements are in place prior to the learner leaving the school premises
5. A **letter (Appendix 2)** must be sent to the parent/carers or the learner if they are a young person within the terms of s.135 of the Education (Scotland) Act 1980. Confirming (amongst other proscribed matters) the decision to exclude and offering an appointment to discuss the situation **within 7 calendar days**. A meeting should normally take place within **3 days** from the date of the exclusion. The letter should also highlight the right of appeal.

The letter should be sent by first-class mail on the day of the exclusion and a copy given to the child/ young person to take home.

Where the learner has had a number of exclusions, it may be necessary to convene a Child's Planning Meeting. However, it is still necessary to offer a preliminary discussion with parents.

6. Where the decision to exclude refers to a learner who has reached his/her 16th birthday, it should be noted that all formal meetings and discussions should be with the young person. However, it is good practice and advisable to involve parents in discussions/ meetings, albeit on a non-statutory basis.
7. Where a learner has a **placement at a college or other provision**, it is good practice to let the college or placement know when a learner has been excluded. This should include the reason and the purpose of the exclusion in order that the placement can consider any related issues such as safety. However, it is not necessary to expect the college or other placement also to exclude the learner since there may be clear benefits to continuing a positive college placement. The learner should be aware of what is communicated to the college or other placement about the exclusion. Where a learner is excluded from a college or other placement, this should be communicated to the school.

Within 7 Days

1. Meet with the parents/carers and the learner (**normally within 3 days**) to discuss the exclusion and re-admission. It is **not** a legal requirement to set conditions for return to school. Depending on the individual case, it may be appropriate to develop and agree action or support plans with the parent/carer and learner as part of a re-integration meeting and/or as part of a review of staged intervention including the identification of respective roles and responsibilities. This should be documented in the plan to support the learner's successful return to school (**Appendix 4**), copied to the parent and learner, and filed in the PPR.
2. At this meeting, parents and learners over 12 years should be reminded of their **right to appeal** ([Section 28H, Education \(Scotland\) Act 1980](#)). A learner or parent/carer's decision to appeal exclusion should in itself have no effect on the length of the exclusion or the learner's return to school. A learner or parent/carer's decision can return to school after a period of exclusion regardless of the appeal process or its timing.
3. Where an **appeal** in relation to an exclusion has been made to the Head of Schools and Learning, the decision of the appeal must be noted in the child/young person's PPR.
4. Where the decision of the Head of Schools and Learning or Children and Learning Appeal Committee has been to annul the exclusion, information relating to the exclusion should be deleted from the learner's PPR and not disclosed as part of the learner's record.

8th Calendar Day of Exclusion

1. If the learner has not been re-admitted either through a lack of resolution at the meeting arranged within 7 calendar days of the exclusion or because the parent/carer has failed or been unable to attend the meeting, or because there has been no communication from the parent/carer, a formal unresolved exclusion letter (**Appendix 3**) must be sent to the parent/carer/young person indicating:
 - a) failure either to reach an agreement with regard to re-admission or to keep the appointment made
 - b) the reason for the decision to exclude
 - c) the conditions, if any, with which the pupil and his parent or either the pupil or his parent are required to comply or undertake to comply as conditions precedent to the pupil being re-admitted to the school.
 - d) the right of appeal and the address to which an appeal should be made
 - e) a further date for a meeting in school
 - f) arrangements for alternative provision
2. In addition, the Head teacher should contact the Senior Support to Families Service Worker and where there is involvement, Social Work and Health, in order that they can support a resolution to the exclusion.

Consideration of alternative educational provision during exclusion and timescales

Education authorities have a duty under section [14\(3\) of the Education \(Scotland\) Act 1980](#) to make alternative education provision for excluded learners without **undue delay**. The duty is to:

- provide school education for the excluded learner in a school managed by them or
- make arrangements for the excluded learner to receive such education in another appropriate school, the managers of which are willing to receive the excluded pupil
- make special arrangements for the excluded learner to receive education other than at an educational establishment

Alternative provision in the form of homework or learning in an alternative educational establishment should contribute to continuity of learning which is of a similar standard to the education provided prior to exclusion and **should be put in place as soon as practicable**.

It is reasonable to expect **alternative education provision after 3 days**. It is recognised that it will not always be possible to deliver the same standard of curriculum provision during an exclusion but efforts should be made to make some form of alternative provision. In cases where the exclusion lasts more than 10 days, it is imperative that alternative education is put in place.

Re-engagement

Following a period of exclusion, it is necessary to arrange the readmission of the learner to school. It is good practice to meet with the learner to discuss their return to classes and

the work to complete, if appropriate. It may be necessary to offer a range of support to meet the needs of the learner. Where a learner is accessing any type of flexible extended support provision, it is essential that appropriate assessment, planning and review are carried out jointly between the two education providers to ensure a consistent approach.

Re-admission should take into consideration arrangements to meet the needs of staff and other learners affected by the behaviour/incident which led to the exclusion. It may be appropriate to hold a restorative or solution-focused meeting with staff and learners involved in order to restore and repair relationships and trust as part of the return to school. However, whilst good practice, it is not a legal requirement to have a pre-return meeting seeking guarantees or contracts of behaviour with parents or young people before a return to school.

Use of part-time hours

As part of an initial support package upon return to school, it may be appropriate for the learner to return to school on a part-time basis for a short period of phased re-admission. These arrangements should be considered as an interim step only in order to expedite a prompt return to full-time education. This arrangement should have a clear timescale and be kept to an absolute minimum. **Where a learner is following a part-time timetable on this basis, this should also be recorded in SEEMiS. A new code has been created for children and young people who are returning to school on a part time basis following a period of exclusion:**

Description	Code	Short Code
Part Time Timetable (exclusion related)	PTX	Y

When using this code, the time out with school will be classed as 'authorised absence'.

This approach, when used in a positive and planned manner and for a time-limited period only, will not reflect negatively on a school. However, any part-time provision of this type will be closely monitored by Schools and Learning.

All partners, including parents and the child or young person, should be involved in the development of this temporary, short-term arrangement. The Child's Plan should reflect the steps taken by the education authority to provide the child or young person with their statutory entitlement of hours, ensuring that their learning needs are met.

In very exceptional circumstances it may be that the school believes that the child or young person's behaviour is such that it may merit their removal from the register of the school and therefore referral to the local authority for consideration.

In such cases, this should be managed as a supportive way forward for the child or young person with transition planning put into place, in order to bring some resolution to the situation and avoid unnecessary gaps in educational provision.

Admission to a new school following removal from the register

Where the decision is made to remove a child or young person from the register, local authorities must arrange for new educational provision to be made with the appropriate supports put into place. This is usually in the form of attendance at another establishment. Arrangements for transfer of the child or young person to a new establishment should be made expediently to ensure minimal disruption to the educational provision and to continuity of support.

In addition, appropriate provision must be made during any period of exclusion. Where a plan is in place, consideration should be given to the need to transfer management of the plan. Schools must ensure timely transfer of educational records and plans to support the effective transition of the learner to their new educational provision

6. Summary of Exclusion Procedures

1. Day of Exclusion

On the day on which the decision to exclude a learner is taken, schools must inform the parent verbally and in writing of:

- the decision to exclude, reasons for same, any conditions precedent to readmission, the right of appeal and the address to which such an appeal reference should be made and
- the date, time and place where the Head Teacher will be available to discuss the decision to exclude

This meeting must take place within **7 calendar days** immediately following the date of the decision to exclude.

2. Within 7 Calendar Days

A meeting must be held, normally within 3 days of the date of the exclusion, to agree re-admission.

A plan to support the child/young person's successful return to school should be agreed, recorded and signed by the pupil, parent and Head Teacher (**Appendix 4**).

Where difficulties regarding re-admission are envisaged, Head Teachers should discuss the matter with the school's Support to Families Service worker.

If the meeting results in the re-admission of the learner

- i) confirm agreement and support plan in writing to the parents/carers and learner
- ii) update records including SEEMIS

3. If no re-admission within 7 days and parent has not informed Head Teacher of wish to appeal

then **within 8 calendar days** of the date of the exclusion, the Head Teacher must:

- write to the parent/carers and young person (**Appendix 3**)
- make arrangements to hold a further meeting
- contact the Senior Support to Families Service Worker, and where there is involvement, the Social Worker/ Lead Professional
- maintain contact with parent/carers and continue to seek their assistance in finding a solution
- update records including SEEMIS

Appendix 1

Approaches to Improve Relationships and Promote Positive Behaviour

Restorative Approaches

'Of all the features identified by pupils, teachers and senior managers as key to improving the odds, the most important was the quality of the relationships between staff and pupils throughout the school or department. The characteristics of high quality relationships were mutual respect and trust, high expectations and aspirations, and self-belief: a shared 'can do' attitude'. (Improving the Odds: Improving Life chances, HMIE, 2008)

Improving relationships in schools is central to narrowing the achievement gap. In Angus, all relationships within a school community should be based on mutual respect to ensure a positive school ethos. In addition, children and young people should have access to positive learning environments and opportunities to develop their skills, confidence and self esteem to the fullest potential. There is a commitment to realising the potential of all children, young people, communities and staff by ensuring that restorative approaches are embedded in the day to day interactions and relationships between children, young people and staff. The development of restorative approaches in Angus schools and communities will impact positively on improving the quality of relationships and behaviour for those learners who are most vulnerable to becoming excluded.

Restorative approaches are defined as restoring good relationships when there has been conflict or harm, and developing school ethos, policies and procedures to reduce the possibility of such conflict and harm arising. It is an approach that acknowledges that school education is complex with increasingly wider demands being placed on schools in a diverse and changing world and where the work of teachers and support staff is challenging and stressful.

The underpinning principles of restorative approaches emphasise the importance of:

- fostering positive social relationships in a school community of mutual engagement
- taking responsibility and accountability for one's own actions and their impact on others
- respecting other people, their views and feelings
- empathy with the feelings of others affected by one's own actions
- fairness
- commitment to an equitable process
- active involvement of everyone in school with decisions about their own lives
- willingness to create opportunities for reflective change in pupils and staff

Restorative approaches may include:

- developing a restorative ethos through activities such as peer support and circle time
- developing restorative conversations when staff/peer mediators intervene in a situation
- developing restorative meetings involving all those affected by an incident including families

- using restorative meetings when young people have presented with very challenging behaviour

Restorative approaches can resolve conflicts, prevent victimisation and develop learners' communication and empathy skills. They can also enhance teachers' behaviour management skills beyond traditional 'control' techniques. Restorative approaches offer a potentially powerful and effective approach to improving relationships and behaviour in schools. It is recognised that restorative approaches take time and commitment to introduce. Key factors of success include commitment, enthusiasm, leadership and significant staff development along with a willingness to reflect on practice and engage with change. In Angus, training is delivered by the Restorative Approaches Core Training Group.

Solution Focused Approaches

Solution-focused approaches are well embedded within the Angus education service. Solution-focused approaches help build relationships, provide a different way of listening in difficult situations, and offer different questions that help people move towards change. It provides a framework which moves people, including children, young people and staff, beyond problems towards solutions. The underlying principles of solution focused approaches are that:

- the past and details of the problem are not necessary for the development of solutions
- the individual's goal is central
- there are always exceptions (i.e. times when the problem is happening less or not at all)
- individuals have the skills, strengths and resources to resolve their difficulties
- attention to language is crucial
- a small change can lead to widespread changes
- feedback is necessary

Elements of a solution-focused conversation include:

- problem free talk (creates a context of competence and abilities)
- goal setting (clear, specific and realistic goals are more likely to be attained)
- exceptions (identifying exceptions begins to reduce the power of the problem)
- scaling (measuring change is key to encouraging more change)
- feedback (based on observed strengths, resources and motivation)

Solution-focused meetings can help provide pathways through challenges and difficult situations and enable participative solution-finding, where the end goal is uncertain and where there are many people involved who feel generally 'stuck'. All meetings should be solution-focused in nature, and helpful in preventing or resolving exclusions. Training on solution-focused approaches is available from the Educational Psychology Service and the Support to Families Service.

Nurturing Approaches

Some children arrive at school without having had opportunities to develop positive, nurturing relationships with a significant adult. As a result, they suffer from poor

attachments, have an inability to thrive emotionally, and struggle to meet the social and intellectual demands of the curriculum. Schools, which adopt nurturing approaches, are characterised by;

- learning needs being understood in terms of development
- social and emotional development being assessed
- every learner feeling a sense of belonging to the community of their school and class
- the classroom environment meeting the identified social and emotional development needs of all learners
- the classroom environment being conducive to formal and informal learning
- opportunities for engagement and positive role modeling
- emotional literacy being a key part of the Health and Wellbeing curriculum and also evident across the whole school

Nurture Groups

Where children have been identified as having significant social, emotional and behavioural needs, they may benefit from a small group learning environment such as a nurture group. The emphasis within a nurture group is on emotional growth. This provides a focus on broad-based experiences in an environment which promotes security, routines, clear boundaries and carefully planned learning opportunities.

Schools which operate nurture groups will have an understanding of attachment theories, resilience and brain development. Training to support the development of nurturing approaches is available from the Educational Psychology Service in Angus.

Motivation Based Approaches

The *Motivated School* programme provides a comprehensive framework for staff in schools to consider what motivates children and young people to learn. It hinges on the interaction between learning environment and learner characteristics, challenging us to think differently about managing learner disaffection. The aim is to optimise the learning environment, while progressing learners towards greater autonomy and self-motivation. The approach gives staff advice on how to motivate children displaying different levels of motivation.

Mentors in Violence Prevention

The Mentors in Violence Prevention programme in Scotland (MVP) is a leadership programme in which young people are given the opportunity to explore and challenge the attitudes, beliefs and cultural norms that underpin gender-based violence, bullying and other forms of violence. Senior pupils are trained to become young leaders who support and mentor younger pupils. Within MVP, a range of behaviours are explored including bullying, name-calling, sexting, controlling behaviour and harassment. The bystander approach is utilised in the programme whereby both male and female pupils are empowered to support and challenge peers and to be active in preventing violence in a safe way. MVP is most effective when part of a whole school approach and can play a key role in helping young people stay safe and support each other and in encouraging positive healthy relationships amongst peers. MVP fits well with Curriculum for Excellence

and the national approach to encouraging positive relationship and behaviour in schools, and is consistent with the health and wellbeing experiences and outcomes.

Recognising and Realising Children's Rights

Since the UK ratified the United Nations Convention on the Rights of the Child in 1991, there has been a stated commitment to protect the fundamental human dignity of every child as described by the articles of the Convention. Recognising and Realising Children's Rights is a professional learning resource which seeks to develop adults' knowledge and understanding of children's rights, and how this can impact on their work with children and young people. An appreciation and realisation of children's dignity is necessary for all adults in education settings in order to understand and appropriately implement such approaches as Getting it Right for Every Child, Nurture, Restorative and Solution-Focused Approaches.

Resources to support communication

Code of practice working with children and families

The Additional Support for Learning Code of Practice provides statutory guidance to those working with children and young people with additional support needs on seeking and taking account of their views and good practice in communicating and working with parents.

Autism Toolbox

The Autism Toolbox provides a wide range of advice and support for those working with children and young people with autism. The Toolbox includes advice on supporting pupils, their wellbeing and a range of supports and strategies to support communication needs.

Communication Passport

A communication passport (person-centred booklet for those who cannot easily speak for themselves) may be a useful tool to help highlight to all staff (including those who don't know the child well) the areas of difficulty where a child or young person may require support and the agreed strategies. Ownership of the passport by the child or young person will increase its effectiveness.

[Adapted Well-being Web / Well-being Web](#)

The Wellbeing Web uses the Getting It Right indicators of wellbeing to guide discussion about key areas of a child/ young person's life. Its function is to provoke discussion about issues and create a graphic scale which shows progress and journey of change. The wellbeing web can also be used to inform discussion at Child's Plan meetings.

The wellbeing web has been designed to be simple to use and understand, and it is suitable for use with children and adults. The Adapted Wellbeing Web uses pictures to support children and young people with communication difficulties.

Appendix 2

Initial Exclusion Letter to parents (or young person when over 16 yrs, with copy to parents)

- (i) To be issued on the day of the exclusion
- (ii) Appointment normally to be offered within 3 calendar days and no later than 7 days from the date of the decision to exclude

REPRODUCE ON SCHOOL HEADED NOTEPAPER



Dear

Temporary Exclusion: Pupil's Name.....D.O.B..... Class.....

I regret to advise you that I have considered it necessary to exclude **(name of pupil)** temporarily from school because it was considered that :

You as parent of (insert name of pupil) refuses or fails to comply , or to allow (insert name of pupil) to comply with the rules , regulations , or disciplinary requirements of the school

(or, delete as applicable)

In all the circumstances to allow (insert name of pupil) to continue attendance at the school would be likely to be seriously detrimental to order and discipline in the school or the educational wellbeing of the pupils in the school

The circumstances leading to this course of action are as follows;

(Brief description of circumstances)

(Name) should not attend school until we have had a meeting to resolve the exclusion. In the meantime, to ensure continuity in **(name)**'s education we have made the following arrangements:

(Arrangements for alternative provision)

(Arrangements for access to therapeutic interventions e.g. Speech and Language Therapy, Physiotherapy etc)

I would be grateful if you would meet with **(name of school representative)** on **(day and date)** at **(time)**. Please (bring / do not bring) **(pupil's name)** with you.

At the meeting, we will discuss the circumstances which led to the exclusion, and how we can work together to prevent this happening again.

If you are unable to keep this appointment, please contact me as soon as possible so that we can arrange another time to meet.

You have the right to appeal against the decision to exclude **(name)** and I am happy to discuss this

further with you. Should you wish to exercise this right please send your appeal to the Head of Schools and Learning, Angus House, Orchardbank Business Park, Forfar, DD8 1AE.

I look forward to seeing you on **(date)** and would encourage you to contact me prior to our meeting if you have any questions.

Yours sincerely

Head Teacher

Copy to: Educational Psychologist, School Health, Social Worker/ Lead Professional (where appropriate)

Appendix 3

Unresolved Exclusion Letter (No Agreement / Non Attendance at Meeting)

To be issued within 8 calendar days of the exclusion

REPRODUCE ON SCHOOL HEADED NOTEPAPER



Dear

Temporary Exclusion: Pupil's Name.....D.O.B..... Class.....

I wrote to you on **(day and date)** about my decision to exclude **(name of pupil)** temporarily from school. The circumstances leading to this exclusion, as explained in the letter, were:

You as parent of (insert name of pupil) refuses or fails to comply , or to allow (insert name of pupil) to comply with the rules , regulations , or disciplinary requirements of the school

(or, delete as applicable)

In all the circumstances to allow (insert name of pupil) to continue attendance at the school would be likely to be seriously detrimental to order and discipline in the school or the educational wellbeing of the pupils in the school

I am sorry that you were unable to keep the appointment*/ we were unable to agree on a way forward* **(*Delete as appropriate).**

Therefore, **(name)** continues to be excluded temporarily from school.

As previously advised, you have the right to appeal against the decision to **exclude (name)** and I am happy to discuss this further with you. Should you wish to exercise this right please send your appeal to the Strategic Director – Children and Learning, Angus House, Orchardbank Business Park, Forfar, DD8 1AE.

It is very important that we meet to discuss the circumstances of the exclusion and to work together to resolve the situation. Therefore, I invite you to come to school, **with (name)**, on **(day and date)** at **(time)**.

In the meantime we have made the following arrangements:

(Arrangements for alternative provision of education)

I look forward to meeting with you and hope that we can agree a way forward to ensure that **(name)** can return to school immediately.

Yours sincerely

Head Teacher

Copy to: Educational Psychologist, School Health, Social Worker/ Lead Professional (where appropriate)

Appendix 4

Plan to support’s successful return to school

Date of Exclusion.....

Date of Meeting.....

Action <i>(What needs to happen)</i>	By Whom <i>(to include young person/parent/school/Support to Families)</i>	Timescale	Progress/ Outcome <i>(How will we know that this has been successful?)</i>

Following.....’s exclusion, this is our agreed plan to support a successful return to school.

We will review this plan together on.... **(date)**

Signed:
 Young person

Parent.....

HT/DHT..... PT PCS.....

Distribution: (PC&S, PT (Curriculum), Social Worker; Lead Professional, Educational Psychologist, School Health)

<p>Outcome of Review</p>

Appendix 5

Checklists of key considerations to be made prior to, during and after exclusion

The following checklists are intended as a useful tool to support schools prior to, during and after exclusion. These checklists should be used together in order to ensure support is provided at the appropriate time to meet the wellbeing needs of children and young people.

Checklist 1a (this should be used alongside Checklist 1b where appropriate) – Prior to an exclusion

Key consideration questions	Consideration given (✓)	Comment
Has the child or young person been excluded before? What was impact of this?		
Have the following been engaged to help prevent exclusion? <ul style="list-style-type: none"> • Child or young person; • Parents/carers; • Key education staff; and • Other professionals (e.g. Social Worker, Educational Psychologist) 		
Has there been clear assessment of the child or young person's needs?		
Has the incident that precipitated the consideration of exclusion been reviewed with all staff / other children and young people who were present to explore fully what happened?		
Have additional support/ interventions been provided for the child or young person?		
Have alternative arrangements been made for the child or young person prior to the exclusion? E.g. curriculum alternatives,		
Has the child or young person been consulted on their views of the situation?		
Has Principal Teacher Pupil Care and Support / Lead Professional been consulted on how to move forward?		
Has the possible impact of the exclusion on the child or young person been considered in light of individual circumstances?		
Does the child or young person's recent presentation constitute a wellbeing concern?		
What might the impact of an exclusion be on a child or young person's wider circumstances?		

What impact might an exclusion have on the planning processes?		
Has a risk assessment been completed for the child or young person where appropriate?		
What are the hoped for outcomes of an exclusion? Are there other alternatives that might achieve this?		
Has there been consideration given to length of exclusion to ensure it is proportionate and in best interests of child/young person?		
Have the rights of the child or young person been considered, with regard to articles of UNCRC?		
Have all other options been considered before deciding on exclusion as a necessary step?		

Checklist 1b (to be used alongside checklist 1a if appropriate) – Individual circumstances

Individual circumstances / Additional consideration	Consideration given(√)	Comments
Looked After child		
Social Worker/ Lead Professional consulted prior to decision		
Appropriate arrangements made with regard to support / care and wellbeing at home		
Decision made as to whether exclusion to go ahead		
Child on Child Protection Register/Child protection concerns previously raised		
Child Protection Designated Officer and Social Worker/ Lead Professional consulted		
SEEMIS checked for child protection message		
Education authority consulted about appropriate provision		
Appropriate arrangements for return into school considered		
Child with additional support needs		
Other professionals involved with child consulted on continuation of any additional input		
Confirmation sought that child or young person is not being excluded for reasons associated with disability		
Ensure that child or young person is not being excluded for reasons associated with a protected characteristic such as additional support need; race, religion		
Account is taken of impact of exclusion on child or young person's learning and support provision		
Consideration is given to review of Child's Plan or Co-ordinated Support Plan		
Transition planning is taken into account with regard to return to school		
Children from an area of socioeconomic deprivation		
Consideration should be given to the impact on child's wellbeing e.g. free school meals		

Checklist 2 – Decision to exclude has been made (this checklist should be used after completion of checklist 1a (and 1b where appropriate))

Action to be taken	Action taken(√)	Comment
Child or young person is informed he/ she is to be excluded		
Immediately inform parents/carers verbally		
Looked after children and children or young people on Child Protection Register/child protection concerns – decision communicated to lead professional, Social Worker, Key Worker, Foster Carer, Educational Psychologists and Head of Service		
Make arrangements for child or young person to be sent or taken home. Child or young person not to leave school until safety, health and wellbeing assured and appropriate arrangements are in place		
If parents/carers cannot be contacted child or young person must be supervised at school until suitable arrangements can be made		
If verbal contact made, follow up by written confirmation of exclusion on same day exclusion takes place. Include reason for exclusion and information on Right of Appeal		
Inform of date, time and place where Head Teacher or official of authority is available to discuss the exclusion		
If child or young person is of legal capacity inform them in writing of exclusion and right of appeal		
Record of exclusion filled out – incident report form		
Ensure exclusion if recorded accurately on SEEMIS		
All documents relating to exclusion to be retained in Pupil's Progress Record		

Checklist 3 – Return to school after exclusion

Action to be taken	Action taken(√)	Comment
Meeting or discussion with parent/ carer and child/young person – (re-admission to schools not dependent on this taking place)		
Appropriate planning takes place to ensure that the needs of the pupil; staff and other children and/or young people taken into account. Risk assessment completed if appropriate.		
Appropriate planning to create flexible package of support		
Timetable changes recorded on SEEMIS		
Consideration given to discussion at multi-agency forum		
Arrangements put in place to ensure review of on-going support		
Appropriate educational provision to be provided and monitored e.g. course work, access to library, online learning		
Arrangements for the child/ young person to access any existing support made (outwith school if necessary)		
Parent/carer should be informed of their responsibility to ensure child/ young person is provided with appropriate education throughout the period of exclusion		
Parent/carer should be provided with information on support to assist them or advocate on behalf of child or young person		
Where there are multiple exclusion for a child or young person then the local authority should be notified and consideration given to a multi-agency form		
If appeal against exclusion is made, meet with parent/carer and child /young person/ advocate for the child, to discuss		
Referral to Scottish Children’s Reporter, if appropriate		

GLOSSARY

Additional Support Needs	Additional support needs is a broad and inclusive term that applies to the needs of children and young people who, for whatever reason, require additional support, long or short term, in order to help them make the most of their school education and to be included fully in their learning.
Child's Plan	A single agency or multi-agency plan which outlines a child's wellbeing needs and how they are to be supported. A child's plan forms the basis of a single planning framework which can incorporate plans that are required under other legislation. A Child's Plan is required only when identified wellbeing needs cannot be met, or fully met, without one or more 'targeted interventions'. A "young person" under section 22(2) in the Children and Young People (Scotland) Act 2014 refers to those who are beyond their 18th birthday and still at school; the Child's Plan only applies until the 18th birthday.
Co-ordinated Support plan (CSP)	A CSP is for those who have complex needs and need a high level of support from different services. A CSP will only be prepared for children who have complex or multiple additional support needs which have a 'significant adverse effect' on most areas of their learning; they need support from a local authority and at least one other non-education service or agency. These needs must last for 12 months or longer. It is a legal document, which means that the local authority must make sure that the child or young person receives the support outlined in their plan.
Corporate Parenting	The term 'corporate parenting' refers to the local authority's duty under the Children Scotland Act to safeguard and promote the welfare of children and young people who are looked after. Corporate parenting is the formal and local partnership needed between all local authority departments and services to meet the needs of looked after children and young people. Just as good parenting is at the heart of bringing up children, corporate parenting is at the heart of bringing up children in care, including through the work of education services.
Looked After Children	Looked after children and young people are those who are subject to a supervision requirement through the Children's Hearing system or some form of compulsory intervention either at home where they continue to live with their family or away from home, for example, in foster care, kinship care or residential care. Given their unique circumstances, children and young people who are looked after are entitled to more from the state than other young people – that entitlement is enshrined in legislation in the Children (Scotland) Act (1995) and the Adoption and Children (Scotland) Act (2007).

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