**Head Teacher Exclusion Report Template**

**Introduction**

Name of pupil, date of birth – year group – date of Perm Ex

I made the decision to permanently exclude XXXXX for:

 A single, serious breach of the behaviour policy and/or

Persistent disruptive behaviour that was having a significant impact on the provision of education within the school

It was not a decision that was taken lightly. In making the decision I also took account of individual factors, these will be set out later in this report.

I considered if a lesser sanction would suffice, but sadly I concluded that only a permanent exclusion would suffice. To allow XXXX to remain or return to school would seriously harm the education or welfare of the pupil or others in the school. This is addressed in more detail later in this report.

**Background to the Exclusion**

Set out the background. A short overview of the pupil in school. Include:

**The Exclusion**

* When did it happen?
* What happened?
* Who was there? How many people
* Where did it take place?
* Why did it happen?
* How was it managed?
* Any injuries? Explain who had injuries and how they were caused
* What happened next? If multiple pupils involved , how many and what sanctions were applied at that instance?

**Background of those involved**

* Any information about the pupil joining the school – transition information
* A summary of their time at school to the point of exclusion – any highs and lows. A couple of paragraphs at most
* Home or outside school factors to be considered? E.g. bereavement or illness
* Any previous behavioural sanctions
* Any identified SEN or disability issues
* Parental contact
* Any external agencies?
* Any previous fixed term exclusions
* Any behavioural contract/agreements
* Notes of re integration meetings

**The Investigation**

Which are the relevant policies to this matter? List and attach as appendices

Explain how the process of the investigation was decided

Who investigated and why was that person chosen?

How was the evidence collected and secured?

How were pupils managed whilst writing their statements?

How was the perpetrator(s) account taken?

Were there any changes to the statements, any revisions?

If so, why and how was this done?

Is there any CCTV?

**Any interventions**

Is SEND an issue? - what has been done by school?

How are interventions monitored?

Involvement of 3rd parties – ed psych, medics or other agencies – set out the advice and how school have followed it

Have parents/carers made any suggestions?

What internal pastoral support has been provided?

How has this been delivered?

How has it been monitored?

What has been the parental/carer view of the support?

Have any adjustments been made to take account of SEND?

Any bullying issues?

Who is the person in school the perpetrator gets on with best? What do they say about the current situation?

In an ideal world, where money and time was no object, what else could have been tried?

Can you cost the interventions to date – and explain how you have come to this costing.

What is the average amount of funding per pupil in this year group.

Have any external agencies been involved? Who and why? What impact or follow up?

(PROVIDE A CHRONOLGY OF INTERVENTIONS) See attached template

**Previous behaviour that has caused concern**

What has behaviour been like?

Set out any previous sanctions and reasons

Distinguish between significant and minor events

Only make a chronology of significant concerns – *but* – provide a full print out of CPOMS, MyConcern or whichever behaviour log is used.

Impact of poor behaviour on school staff and on other pupils.

(Consider any impact statements)

**Fixed Term Exclusion History**

Any F/T exclusions?

What for?

How was reintegration managed?

Were action plans with reviews and notes shared after the meeting?

How are F/T days monitored?

Does this mean that other strategies were then considered as the exclusion risk increased?

Were risk of P/X set out?

Has the LA been contacted?

Possible managed move or education off site?

**Evidence gathered**

Summary of what the key witnesses said – and refer to the statements

What did the perpetrator(s) say at the time?

Any CCTV or other types of evidence? What was it and why did it matter?

**Meeting with the pupil and parents**

Set out when the meeting was offered

Did they attend?

What did the perpetrator say to the gathered evidence?

Did the parents/carers have any comments?

Any suggestion of bias or prejudice to the pupil?

**Decision Making**

Initial decision – if it was a fixed term – why – what else had to be done what more evidence to be gathered?

**How was the decision made to change to P/X – THIS IS REALLY IMPORTANT TO EXPLAIN -NOT A STANDARD PROCESS**

How did you weigh up the evidence?

If there are disputed facts, why was one version or account preferred over another?

Balance of probabilities test applied to any disputed evidence - set out why you chose the particular account.

What other sanctions did you consider?

Why were these rejected?

Are there any SEND issues to be taken into account?

Is there anything more that school could have done?

What has been the impact on others in school?

What would be the impact on the pupil being excluded?

What would happen if the pupil returned to school?

How does this fit with the policies?

Which policies were considered?

Which parts of the policy were breached – copy and paste into this part of the report.

When was the final decision made?

When and how was it communicated

**What has happened since the PX**

Any contact from parents of either the excluded pupil or those who were affected?

Has any work been sent home?

Any out of school bullying or pressure applied?

Any additional reports or mitigation?

Any contact or approaches from the LA?

Confirm that collating this report has been a point of review.

Why you are continuing to maintain the need for a PX

**Conclusion**

**Set out why the decision is**

**Fair – ie taken account of all the gathered evidence and background information**

**Rational – information gathered has been weighed up**

**Proportionate – factors mitigating have been taken into account, how it fits with policy. If others have been sanctioned as part of same event are they the same or different outcomes. Why?**

**Procedural Issues**

**IF ANY PROCEDURAL ISSUE HAS ARISEN RAISE IT NOW – THE GDC CAN PUT IT RIGHT**

**WHICH PART OF THE BEHAVIOUR/EXCLUSION POLICY IS BREACHED**

**WHY WOULD ALLOWING THE PUPIL TO RETURN HAVE AN IMPACT ON THE SCHOOL**

Wish the pupil well with a new start. But ask the GDC to support the school and ensure that all pupils have a chance to achieve