**Head Teacher’s Checklist for Permanent Exclusions**

Use this checklist to ensure that all necessary stages of the investigation and decision making process have been met. This will provide:

The two stage test for PEx must be met and evidenced.

* + 1. Serious breach of the behaviour policy
		2. Significant risk of harm to the pupil or others in the school if the pupil remained on site or returned to site

**Head Teacher’s Checklist**

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| Is this a one off serious breach or disruptive behaviour? |  |
| What element of the behaviour policy has been breached? |  |
| Was internal isolation/AP considered to give time to investigate? If not, why not? |  |
| Has a chronology been prepared? If not, why? |  |
| The need to offer the right to reply before a decision to PEX is made (if possible) |  |
| Where is the pupil’s voice in this? What effort has been made to record this? |  |
| A clear, objective investigation process is demonstrated |  |
| Is the investigation process documented? |  |
| If the facts are in dispute, the decision making process and balance of probabilities assessment must be demonstrable |  |
| Statements should be taken and shared (unless the exceptional case of risk of significant harm arises) |  |
| Is there any suggestion of SEND, medical needs or some other protected characteristic?  |  |
| Is so, what interventions have been tried? |  |
| Is the pupil know to social care? If yes have they been contacted? If not, why not? |  |
| Is the pupil LAC or former LAC? Has the VSH been contacted, if not, why not? |  |
| What third party/experts have been approached for guidance? |  |
| Is there is an EHCP or disability? If so, is there evidence of what reasonable adjustments have been made? |  |
| Is there have been suspensions, what evidence is there of the:* Reasons for the suspension
* Relevant correspondence to explain the suspension
* Reintegration meetings – including plans, reviews and actions
 |  |
| Was an off site direction to improve behaviour considered? If not, why? |  |
| Was a managed move considered? If not, why not? |  |
| Does the evidence show that this really was the last resort? |  |

In making the decision can you set out why the decision was:

|  |  |
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| **Administrative Law Principles** |  |
| Lawful? Were policies and Statutory Guidance followed? |  |
| Fair? Was the investigation and decision making unbiased? Was it based on the evidence available? |  |
| Rational? Does the decision follow the evidence? |  |
| Reasonable? On the evidence provided, and effect and impact on the school community, was this a decision that a reasonable decision maker could have made? |  |
| Proportionate? Was the outcome proportionate to the incident – this is in particular reference to how it will affect the excluded pupil in the long run. |  |
| Were the actions consistent with the schools objectives? |  |

**Preparing for the Governing Board Review**

The following pack of documents must be prepared (with the support of the clerk or administrative team)

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| **Essential documents** |  |
| **Head Teacher report** |  |
| **Chronology of key events** |  |
| **Relevant correspondence**  |  |
| Letters for previous suspensions |  |
| Final permanent exclusion letter |  |
| Correspondence between home and school that is relevant to suspensions or exclusions |  |
| **Interventions chronology – if relevant** |  |
| **Statements** |  |
| **Reintegration meetings** |  |
| Minutes |  |
| Meeting records |  |
| Agreements or similar about next steps |  |
| **Complete behaviour log (if PEX is based on persistent, disruptive behaviour)** |  |
| **Relevant Correspondence with 3rd parties, external agencies** |  |
| **Relevant reports from external agencies** |  |
| **Representations from parents** |  |
| **Policies** |  |
| Behaviour Policy |  |
| Exclusions Policy  |  |
| Other relevant policies, e.g. SEN or anti Bullying policies |  |