

Key Considerations Prior to Exclusion Checklist

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

Name of Pupil:

Date of Birth:

School:

Year/Stage:

Date(s) of Incident:

Key Consideration Questions	Consideration Given	Comment
Has the child or young person been excluded before? What was the impact of this?		
Have the following been engaged to help prevent exclusion? <ul style="list-style-type: none"> Parents/carers Key education staff Other professionals (e.g. Social Work, Educational Psychologist) 		
Has there been clear assessment of the child or young person and their needs?		
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? eg., curriculum alternatives, temporary placement in base, use of virtual learning		
How can the staged intervention process and school partnerships be utilised to further support this child or young person?		
Has the incident that precipitated the consideration of exclusion been reviewed to explore what happened?		
Has another professional from within the school who is not directly involved, been consulted on the situation in order to provide a different perspective?		
Has the child or young person been consulted on their views of the situation?		
Has the key member of staff been consulted on how to move forward?		

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Has the possible impact of exclusion on the child or young person been considered in light of individual circumstances? (See accompanying table)		
Does the child or young person's recent presentation constitute a recent 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?		
Does the exclusion comply with the regulation 4 of the 1975 Act?		
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?		

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Special Circumstances - additional considerations to be made prior to exclusion			
Individual Circumstance	Additional Consideration	Consideration Given	Comment
Looked After Child	Social worker/Lead professional consulted prior to decision		
	Education Manager consulted on plan regarding particular issues		
	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 Development 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		

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Special Circumstances - additional considerations to be made prior to exclusion			
Individual Circumstance	Additional Consideration	Consideration Given	Comment
	reasons associated with a protected characteristic		
	Account is taken of impact of exclusion on child or young person's learning and support provision		
	Consideration is given to review of any Child's plan or Coordinated 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		