**Permanent Exclusion Pack**

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| **School Details** | | | | | | | | | | | | | | | | | | | | | | | |
| **Please complete all sections and return within the first 48 hours**  **of the permanent exclusion** | | | | | | | | | | | | | | | | | | | | | | | |
| **School** |  | | | | | | | | **School DFE Number** | | | | |  | | | | | | | | | |
| **School Contact** |  | | | | | | | | | | | | | | | | | | | | | | |
| **Phone Number** |  | | | | | | | | **Email** | | | | |  | | | | | | | | | |
| **Student Details** | | | | | | | | | | | | | | | | | | | | | | | |
| **Name** |  | | | | | | | | | | **UPN No.** | | | | |  | | | | | | | |
| **DOB** |  | | | | | | | | | | | | | | | | | | | | | | |
| **Safeguarding** | | | | | | | | | | | | | | | | | | | | | | | |
| **Has an E-CINS referral been completed?** | | | | | | | | | | | | | | | | | | | | | Y | | N |
| **Has an Early Help Planning Meeting taken place?** | | | | | | | | | | | | | | | | | | | | | Y | | N |
| **Has a Webstar been completed?** | | | | | | | | | | | | | | | | | | | | | Y | | N |
| **If the school have not referred to Early Help, please explain the reason why:** | | | | | | | | | | | | | | | | | | | | | | | |
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| **Are there any indicators or evidence to suggest this pupil may be a victim of criminal exploitation?** | | | | | | | | | | | | | | | | | | | | | Y | | N |
| If yes, please give details – | | | | | | | | | | | | | | | | | | | | | | | |
| **Has a Child Exploitation Initial Assessment Tool been completed?** | | | | | | | | | | | | | | | | | | | | | Y | | N |
| **Outcome of Child Exploitation Initial Assessment Tool:** | | | | | | | | | | | | | | | | | | | | | Low  Medium  High | | |
| **Are there any indicators or evidence to suggest this pupil may be a victim of Substance misuse?** | | | | | | | | | | | | | | | | | | | | | Y | | N |
| If yes, please give details – | | | | | | | | | | | | | | | | | | | | | | | |
| **Has a Substance Misuse Smarter Screening Tool been completed?** | | | | | | | | | | | | | | | | | | | | | Y | | N |
| **Outcome of Substance Misuse Smarter Screening Tool:** | | | | | | | | | | | | | | | | | | | | | Low  Medium  High | | |
| **Are there any indicators or evidence to suggest this pupil may be a victim of Neglect?** | | | | | | | | | | | | | | | | | | | | | Y | | N |
| If yes, please give details – | | | | | | | | | | | | | | | | | | | | | | | |
| **Has a Neglect Screening Tool been completed?** | | | | | | | | | | | | | | | | | | | | | Y | | N |
| **Outcome of Neglect Screening Tool:** | | | | | | | | | | | | | | | | | | | | | Low  Medium  High | | |
| **Exclusion Details** | | | | | | | | | | | | | | | | | | | | | | | |
| **Date permanent exclusion commenced** (dd/mm/yyyy) | | |  | | | | | | | | | **Date of PDC** (dd/mm/yyyy) | | | | | | | |  | | | |
| **Time of PDC (24HR)** | | | | | | | |
| **Total days excluded – this term to date** *(Including ‘lunch-time only’ exclusions)* | | |  | | | | | | | | | **Total days excluded – this academic year to date** *(Including ‘lunch-time only’ exclusions)* | | | | | | | |  | | | |
| **Date of Head’s letter to parent/carer** (dd/mm/yyyy) | | | | | | | | | | | |  | | | | | | | | | | | |
| **If the exclusion is drugs related, please identify the nature of the incident** | | | | | | | | | | | | | | | | | | | | | | | |
| Possession with intent to supply | | | | | | | |  | | Possession on the premises | | | | | | | | | | | |  | |
| Consumption on the premises | | | | | | | |  | | Alcohol | | | | | | | | | | | |  | |
| Tobacco | | | | | | | |  | | Solvents | | | | | | | | | | | |  | |
| Other | | | | | | | |  | |  | | | | | | | | | | | | | |
| If other, please give details – | | | | | | | | | | | | | | | | | | | | | | | |
| Was a weapon involved? Please give a brief description of weapon. Was the weapon used against someone? | | | | | | | | | | | | | | | | | | | | | | | |
| Please give details of any police involvement in relation to this incident. | | | | | | | | | | | | | | | | | | | | | | | |
| **Education Profile** | | | | | | | | | | | | | | | | | | | | | | | |
| **National Curriculum Results/Teacher Assessment** | | | | | | | | | | | | | | | | | | | | | | | |
| **KS2** | | | | | | | | | | **KS3** | | | | | | | | | | | | | |
| **English** | | | |  | | | | | | **English** | | | | | | | | |  | | | | |
| **Maths** | | | |  | | | | | | **Maths** | | | | | | | | |  | | | | |
| **Science** | | | |  | | | | | | **Science** | | | | | | | | |  | | | | |
| **KS4** *(To be completed for Y9, Y10 and Y11)*  *Please provide as much information as possible about the pupil’s chosen options, examination boards, texts studied, and any qualifications already*  *undertaken along with grades obtained.* | | | | | | | | | | | | | | | | | | | | | | | |
| **Subject** | | | | | | **Exam Board** | | | | | | | | | **Predicted Grade** | | | | | | | | |
| **English** | | | | | |  | | | | | | | | |  | | | | | | | | |
| **Maths** | | | | | |  | | | | | | | | |  | | | | | | | | |
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| **Modules or examinations already undertaken and result** | | | | | | | | | | | |  | | | | | | | | | | | |
| **Please state texts studied for English qualification** | | | | | | | | | | | |  | | | | | | | | | | | |
| **In which subjects/activities has the pupil shown a positive interest and or achievement?** | | | | | | | | | | | |  | | | | | | | | | | | |
| **Education Profile (Pupil)** | | | | | | | | | | | | | | | | | | | | | | | |
| **What protective factors are present for the pupil?** e.*g., supportive parent(s)* | | | | | | | | | | | |  | | | | | | | | | | | |
| **In which subjects/activities has the pupil shown a positive interest and or achievement?** | | | | | | | | | | | |  | | | | | | | | | | | |
| **Please give details of the pupil’s positive personal qualities and achievements** | | | | | | | | | | | |  | | | | | | | | | | | |
| **Please comment on the student’s interaction with peers** | | | | | | | | | | | |  | | | | | | | | | | | |
| **Please comment on the student’s interaction with staff** | | | | | | | | | | | |  | | | | | | | | | | | |
| **School Strategies (Educational & Non-Educational)**  **This section must be completed fully.** | | | | | | | | | | | | | | | | | | | | | | | |
| **Name of strategy** | | **Date strategy was put in place** | | | | | | | | | | **What was the impact** | | | | | | **Reason for not referring or implementing** | | | | | |
| Modified Timetable/ PLP | |  | | | | | | | | | |  | | | | | |  | | | | | |
| Personalised Learning Centre/Hub | |  | | | | | | | | | |  | | | | | |  | | | | | |
| Pastoral Support/Mentoring | |  | | | | | | | | | |  | | | | | |  | | | | | |
| Time out cards | |  | | | | | | | | | |  | | | | | |  | | | | | |
| School Nurse | |  | | | | | | | | | |  | | | | | |  | | | | | |
| Early Help Process | |  | | | | | | | | | |  | | | | | |  | | | | | |
| Pupil Planning Meeting with Local Authority | |  | | | | | | | | | |  | | | | | |  | | | | | |
| Application for an EHCP | |  | | | | | | | | | |  | | | | | |  | | | | | |
| Application for GSP | |  | | | | | | | | | |  | | | | | |  | | | | | |
| Isolations/Detentions | |  | | | | | | | | | |  | | | | | |  | | | | | |
| Suspensions/  Exclusions | |  | | | | | | | | | |  | | | | | |  | | | | | |
| On Report | |  | | | | | | | | | |  | | | | | |  | | | | | |
| Access to Alternative Provision or similar | |  | | | | | | | | | |  | | | | | |  | | | | | |
| **Other Educational Strategies/Agencies** | | | | | | | | | | | | | | | | | | | | | | | |
| Education Psychology Service | |  | | | | | | | | | |  | | | | | |  | | | | | |
| Woodlands Outreach | |  | | | | | | | | | |  | | | | | |  | | | | | |
| Spectra | |  | | | | | | | | | |  | | | | | |  | | | | | |
| Other (please provide details) | |  | | | | | | | | | |  | | | | | |  | | | | | |
| **Non-Educational Strategies/Agencies** | | | | | | | | | | | | | | | | | | | | | | | |
| CaMHS Involvement / BEEU | |  | | | | | | | | | |  | | | | | |  | | | | | |
| Targeted Youth Service | |  | | | | | | | | | |  | | | | | |  | | | | | |
| We are with you | |  | | | | | | | | | |  | | | | | |  | | | | | |
| Steer Clear | |  | | | | | | | | | |  | | | | | |  | | | | | |
| West Mercia Constabulary/ YOS | |  | | | | | | | | | |  | | | | | |  | | | | | |
| Enhance | |  | | | | | | | | | |  | | | | | |  | | | | | |
| Climb | |  | | | | | | | | | |  | | | | | |  | | | | | |
| BEAM/ Kooth/ other support for SEMH (please provide details) | |  | | | | | | | | | |  | | | | | |  | | | | | |
| Other (please provide details) | |  | | | | | | | | | |  | | | | | |  | | | | | |
| **Agency Involvement Contact Details** | | | | | | | | | | | | | | | | | | | | | | | |
| **Agency** | | | | | **Workers Name** | | | | | | | | | **Telephone** | | | | | | | | | |
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| **Behaviours** | | | | | | | | | | | | | | | | | | | | | | | |
| **What behaviours are causing concern? In rank order.** | | | | | | | | | | | | | | | | | | | | | | | |
| **Behaviour** | | | | | | | | | | | **Frequency and severity**  *(Per lesson/day/week)* | | | | | | | | | | | | |
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| **What usually happens BEFORE an incident – describe any patterns.** | | | | | | | | | | | | | | | | | | | | | | | |
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| **What usually happens AFTER an incident – describe any patterns.** | | | | | | | | | | | | | | | | | | | | | | | |
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| **What do you think the pupil gains by this behaviour?**  *e.g. Domination within peer group, work avoidance, being sent home, attention seeking.* | | | | | | | | | | | | | | | | | | | | | | | |
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| **Behaviour in lessons** | | | | | | | | | | | | | | | | | | | | | | | |
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| **Behaviour during social/ break times** | | | | | | | | | | | | | | | | | | | | | | | |
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| **Any known issues outside of school or in the community** | | | | | | | | | | | | | | | | | | | | | | | |
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| **Any known social/ emotional concerns** | | | | | | | | | | | | | | | | | | | | | | | |
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| **Risk Assessment** *(Please tick as appropriate)* | | | | | | | | | | | | | | | | | | | | | | | |
| **Risk** | | **No Risk** | | | | | **Small Risk** | | **Medium Risk** | | | | **High Risk** | | | | **Notes**  *(If medium or high risk)* | | | | | | |
| Persistent defiance | |  | | | | |  | |  | | | |  | | | |  | | | | | | |
| Persistent refusal to follow reasonable instructions | |  | | | | |  | |  | | | |  | | | |  | | | | | | |
| Inappropriate comments towards staff | |  | | | | |  | |  | | | |  | | | |  | | | | | | |
| Threatening behaviour towards staff | |  | | | | |  | |  | | | |  | | | |  | | | | | | |
| Threatening behaviour towards peers | |  | | | | |  | |  | | | |  | | | |  | | | | | | |
| Physical aggression towards peers | |  | | | | |  | |  | | | |  | | | |  | | | | | | |
| Physical aggression towards adults | |  | | | | |  | |  | | | |  | | | |  | | | | | | |
| Verbal aggression towards peers | |  | | | | |  | |  | | | |  | | | |  | | | | | | |
| Verbal aggression towards adults | |  | | | | |  | |  | | | |  | | | |  | | | | | | |
| Substance Misuse | |  | | | | |  | |  | | | |  | | | |  | | | | | | |
| Alcohol Misuse | |  | | | | |  | |  | | | |  | | | |  | | | | | | |
| Absconding | |  | | | | |  | |  | | | |  | | | |  | | | | | | |
| Truancy | |  | | | | |  | |  | | | |  | | | |  | | | | | | |
| Damage to property | |  | | | | |  | |  | | | |  | | | |  | | | | | | |
| Arson | |  | | | | |  | |  | | | |  | | | |  | | | | | | |
| Bullying - Verbal | |  | | | | |  | |  | | | |  | | | |  | | | | | | |
| Bullying - Physical | |  | | | | |  | |  | | | |  | | | |  | | | | | | |
| Sexually inappropriate behaviour towards others | |  | | | | |  | |  | | | |  | | | |  | | | | | | |
| Theft | |  | | | | |  | |  | | | |  | | | |  | | | | | | |
| Dangerous behaviour in the environment | |  | | | | |  | |  | | | |  | | | |  | | | | | | |
| Possession of a weapon/tool that can be used as weapon | |  | | | | |  | |  | | | |  | | | |  | | | | | | |
| Has exhibited racist behaviour | |  | | | | |  | |  | | | |  | | | |  | | | | | | |
| Unpredictable behaviour | |  | | | | |  | |  | | | |  | | | |  | | | | | | |
| Irrational behaviour | |  | | | | |  | |  | | | |  | | | |  | | | | | | |
| Physical Intervention required | |  | | | | |  | |  | | | |  | | | |  | | | | | | |
| **Do you consider the pupil to be suitable for mainstream?** | | | | | | | | | | | | | | | | | | | | | Y | | N |
| **Please explain the reason(s) why you think the pupil is or is not suitable for mainstream** | | | | | | | | | | | | | | | | | | | | | | | |
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| **What would have to change for the pupil to re-integrate successfully into mainstream school?** | | | | | | | | | | | | | | | | | | | | | | | |
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