



Guidance paper

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Safeguarding protocols for the exclusion of vulnerable learners

Exclusion of Children subject to formal child protection processes

Where the academy is considering excluding, either fixed-term or permanently, a pupil whom the school have child protection concerns, this would include, for example, children looked after, children who may be experiencing neglect or living with domestic violence, those living with drug or alcohol abusing parents or parental mental health problems, children and young people at risk of sexual exploitation, and children and young people displaying harmful sexual behaviours the school should consider any presenting risks to the safety and wellbeing of the pupil concerned. In such cases, the Head Teacher/Principal and or the DSL should consult with relevant professionals, prior to making the decision to exclude. In the event of a one-off serious incident resulting in an immediate decision to permanently exclude, the risk assessment *must* be completed prior to convening a meeting of the Governing body.

Wherever possible, the academy should look for alternatives to exclusion for these groups of children and young people.

Conducting a multi-agency risk assessment meeting

The school's designated safeguarding officer should consult with all professionals supporting any existing safeguarding plan to inform the risk assessment. Best practice dictates that a multi-agency meeting is convened to complete the risk assessment, however risk assessments can be informed through consultation. The purpose of the meeting/consultation will be for all agencies/practitioners involved with the pupil to satisfy themselves that exclusion will not put the child at increased risk of significant harm. If exclusion is unavoidable, a risk assessment should be carried out so that each agency is clear about the actions needed to keep the child safe.

The views of other relevant professionals may also be sought as appropriate. For example: where there is an existing safeguarding risk and vulnerability plan in place, this may include consultation with: the GP, police, Youth Offending Service, CAMHS, Educational Psychologist or Attendance Improvement Officer. Wherever possible the parents/carers should also be included – however, there may be *rare* situations when inviting the parent or carer would increase the risk to the child in which case it may be appropriate to conduct the risk assessment without their knowledge.

Information Sharing

- Where a pupil is permanently excluded and a receiving school has been identified, the child protection records AND a copy of the risk assessment must be passed securely to the receiving school without delay.
- Where a pupil is permanently excluded and will move to a specialist provision, the child protection records AND a copy of the risk assessment must be passed securely without delay.
- Where a pupil is permanently excluded and a new placement has not yet been identified, the child protection records AND a copy of the risk assessment must be either shared in line with your local authority Children's Services/MAP guidance or retained until a new school has been allocated and then transferred.
- Where a pupil will be provided with a dual-registration or alternative programme, a copy of the risk assessment should be passed securely to the provider AND a dialogue about the nature of the child protection concerns must take place without delay.
- Where a pupil is excluded, either fixed-term or permanently, as a result of inappropriate or harmful sexual behaviour, schools must ensure that they have followed the practice principles outlined in Part 5 (Child on child sexual violence and sexual harassment) of Keeping Children Safe in Education (DfE 2020). Further advice and support on managing and responding to harmful sexual behaviour can be accessed through Claire Dodd, Trust Safeguarding and Child Protection Lead Tel: 07753307971

Sharing Best Practice

Headteachers/Principals should ensure that their designated safeguarding staff keep them informed of pupils who are subject of a s47 Child Protection plan or for whom the designated staff are maintaining a child protection file. Wherever possible, academies should look for alternatives to exclusion for these groups of children and young people.

In keeping with statutory guidance Keeping Children Safe in Education (DfE 2020), all educational establishments should follow locally agreed multi-agency safeguarding arrangements put in place by the three safeguarding partners.

For advice/support on carrying out risk assessments please contact Carol Mitsi or Claire Dodd.

Further information on DfE guidance on exclusion procedures can be found [here](#) or by contacting your Chief Education Officer or Governance Manager.

Additional Information

Part-time/reduced tables

As a rule, part-time timetables should not be used for pupils. All pupils of compulsory school age are entitled to full-time education. In very exceptional circumstances there may be a need for a temporary part-time timetable to meet a pupil's individual needs. For example, where a medical condition prevents a pupil from attending full-time education and a part-time timetable is considered as part of a re-integration package. A part-time timetable must not be treated as a long-term solution. Any pastoral support programme or

other agreement must have a time limit by which point the pupil is expected to attend full-time or be provided with alternative provision. CEdO and the LGB should be informed and provided with an overview of the above information.

Code E: Excluded but no alternative provision made

If no alternative provision is made for a pupil to continue their education whilst they are excluded but still on the admission register, they should be marked absent in the attendance register using Code E. Alternative provision must be arranged for each excluded pupil from the sixth consecutive day of any fixed period or permanent exclusion. Where alternative provision is made, they should be marked using the appropriate attendance code.

In the case of a looked after child, the school and the local authority should work together to arrange alternative provision from the first day following the exclusion.

Further information on DfE guidance on School attendance, including part-time timetables, can be found [here](#).

This document was originally created by Leeds Education Safeguarding Team in response to a serious case review a number of years ago and has been adjusted to fit the Co-op Academies Trust