This document is not a substitute for reading the DfE's ‘[Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](https://www.gov.uk/government/publications/school-exclusion)’ guidance (effective 1 September 2023) It is designed to guide you through the difficult and complicated process of deciding whether to permanently exclude a child.

**Suggested Questions at Panel Review Meetings**

|  |
| --- |
| **safeguarding concerns** |
| Do any of the facts relating to the incident or the pupil **raise safeguarding concerns**? E.g. physical abuse; sexual abuse; emotional and psychological abuse; neglect; county lines; radicalisation; FGM; Children Missing in Education; sexually active under 18; trafficking; child sexual exploitation; online safety; fostering and guardianship issues.  |
| If so, how has the school **addressed these concerns**? Has the pupil/family been assessed using the Common Assessment Framework (CAF)? If so, has a subsequent Team Around the Child (TAC) or Team Around the Family (TAF) meeting been held?  |
| Is the local authority or any other **external agency involved**? Has the social worker been notified and involved? |
| If pupil identified as a **Child In Need** (CIN)? |
| Have concerns been raised at CP conferences/core groups/CIN or **multi-agency meetings**? |
| Is the pupil known to **social care /early help**? Is there a pending Multi-Agency Safeguarding Hub (MASH) referral? |
| If **social worker** involved, were they invited to attend the meeting? |
| Is the pupil on your **vulnerable/at risk list** and being monitored at school or as part of a Team Around the Child (TAC)? |
| Has the pupil made an **allegation** against a professional with Local Authority Designated Officer (LADO) involvement? |
| If aware that pupil is **living with someone other than parents**, has the school explored possible private fostering or guardianship? Has the local authority been informed? |
| **the facts** |
| **To the school** |
| Is the **behaviour policy** well-publicised and clear about the behaviour involved and the potential sanction?  |
| If persistent breaches, was the Headteacher confident that staff had **applied the behaviour policy consistently**?  |
| If persistent breaches, what was the **tipping point** that led to permanent exclusion? Why now? |
| If a single serious breach, could the incident have been **foreseen** and, if so, what did the school do to prevent it? |
| Was the school aware of any **events at school** that affected the pupil’s behaviour (e.g. bullying, teasing, threats, inability to access the curriculum)?​ |
| Was the school aware of any **events outside of school** that may have affected the pupil’s behaviour (e.g. family breakup, bereavement, neighbourhood disputes)? |
| Did the incident **occur in front of other pupils**? |
| Was there **harm to staff** during the incident?​ Was it intentional or negligent? |
| Did the pupil show **remorse**? If not, is the school sure the pupil can **properly express emotion** and does not have SEND issues that preclude an ability to express emotion due to trauma or mental health? |
| **To the parent/pupil** |
| If pupil admits incident(s), **why** did the pupil engage in this behaviour? |
| Did the pupil understand the **consequences** of the behaviour? |
| Was the pupil **provoked**? |
| Did the pupil **intend** the outcome? |
| If pupil admits incident(s), was the pupil **sorry** for what happened (keeping in mind the ability to show remorse, based on age and SEND)? What have they learned? Do they think this will happen again? |
| Were there any **events or circumstances** the school was not aware of that affected the pupil’s behaviour, both in and out of school? |
| If **persistent breaches**, was the **parent aware** of pupil’s behaviour and were they notified of/involved in interventions to improve behaviour?  |
| **the process** |
| **To the school** |
| If not indicated in the evidence bundle, when did the school send out **invitation and paperwork**? |
| If pupil is LAC, have the **social worker and Virtual School Head** been notified, allowed to submit written statements and invited to the meeting? |
| Were there any indications the parents might **not be able to access the evidence** (e.g. English as an Additional Language (EAL) or illiteracy)? |
| If indications of **illiteracy**, did the school offer to sit down with the parent and explain the evidence? |
| If **EAL**, did the school ask the parent to bring someone to the meeting who could translate? |
| If **no statement** from the pupil, why? |
| If statements **not signed and dated**, why? |
| If statements obtained **more than a few days** after the incident, why? |
| Has the school provided **work for the first five days** of the exclusion *and* had it **marked**?  |
| Has the **local authority been advised** of the permanent exclusion?  |
| If local authority has declined to attend, have they provided **written input** on the exclusion? In academies, local authority involvement is at the discretion of the governors. |
| Where is the pupil **currently being educated**? |
| **To the parent/pupil** |
| Did the pupil and his/her family feel they had been **properly notified** of the exclusion and the hearing? |
| When did they receive the **invitation and paperwork**? |
| Were they able to **read and understand** the paperwork? |
| Is the pupil regularly **attending** the Pupil Referral Unit (PRU) and how is it going? |
| Do you feel that **reinstatement** would provide no meaningful opportunity for your child to improve his behaviour and avoid further exclusion? |
| At the end of the meeting, do they feel they had an **adequate opportunity** to represent themselves and be heard? |
| **discrimination, interventions and mitigating factors** |
| **To the school** |
| In a case of **persistent breaches**, has the school attempted to identify contributory factors and underlying causes for the impulsive or disruptive behaviour?  |
| Did there appear to be a need for an **Educational Psychologist** assessment? If needed, was this done? If not, why? |
| Has the school properly considered whether the child has other **Special Educational Needs**, including social emotional mental health needs (**SEMH**)?  |
| Has the school adequately addressed these needs through **reasonable adjustments** and **interventions and support**? |
| Were these interventions **tracked** for effectiveness and **amended** as necessary? |
| Has there been a referral to Child and Adolescent Mental Health Service (**CAMHS**)? What came of that? |
| If pupil has an EHCP, did the school make the required **reasonable adjustments** to meet the pupil’s needs? |
| If pupil has an EHCP, did the school conduct an **emergency annual review**? |
| If pupil is a **Looked-After Child**, has the school properly directed the funding and accessed all the resources available from the council? Were the **social worker/Virtual School Head** involved in interventions? |
| If pupil has **persistence absence** (≥10%), what steps did the school take to improve attendance? |
| If pupil is **low attaining**, has the school identified potential causes and tried to address them? Is this impacting the pupil’s behaviour in class? |
| If **Year 7** pupil, did school receive behaviour history from primary school and pay heed to the need for interventions? Has school allowed sufficient time for interventions to take effect? |
| If persistent breaches and pupil is in **Years 10 or 11, why exclude now**?  |
| **To the parent/pupil** |
| Does the pupil have any issues with **sleeping, eating, etc**? (e.g. to tease out any mitigating factors at home) |
| Does the pupil have **siblings** in school and what is their relationship? |
| How did the pupil **behave at home**? Was it consistent with in-school behaviour? If not, why? |
| **the headteacher’s decision** |
| **To the school** |
| Were you satisfied the **investigation** was thorough and evidence was accurate? |
| Did you hold a **meeting with the family** prior to making your decision? |
| What **alternatives** to permanent exclusion (direction offsite or managed move) did you consider and why did you reject them? |
| Would it have been sufficient to **direct the pupil offsite to an alternative provision** for a period of time? Was this an option and why was it rejected? |
| Without revealing any details or identities, can you tell us if the **other pupils involved** have been sanctioned? (This should be asked carefully, so as to avoid eliciting detail about the other pupil. But it is very relevant to proportionality, fairness and possibly discrimination.) |
| **considering reinstatement** |
| **To the parent** |
| If reinstated, do you feel this would provide your child with a **meaningful opportunity** to improve his behaviour and avoid further exclusion? |
| **To the school** |
| How strongly do you feel the pupil **will do this again** and why? |
| What **impact** would it have **on pupils and staff** at the school to have the pupil back? |
| What **impact** will the exclusion have **on the pupil** (e.g. Year 11, will they be able to take their GCSEs)? |
| Was the pupil **progressing** at the school?  |
| **To the local authority, if present** (to understand the full impact of the exclusion on the pupil, esp in Y11, and to give parents more information about what may happen if the pupil is not reinstated) |
| Are most pupils ultimately **placed in another mainstream school** and how long does this typically take? |
| If Years 10 or 11, **how many GCSEs** does the local PRU offer? |