

**Procedure Title - Improving Outcomes for Learners at Risk of Exclusion**

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<b>Date Agreed</b>	
<b>Last Review Date</b>	December 2022
<b>Next Review Date</b>	December 2025
<b>Agreed by</b>	Senior Management Team
<b>Has <a href="#">Screening for Equality Impact</a> been undertaken for this procedure?</b>	Integrated Impact Assessment agreed not required April 2019
<b>Has <a href="#">Implementation and Monitoring</a> been considered for this procedure?</b>	Yes
<b>If appropriate, has Health and Safety section had oversight of this procedure?</b>	N/A
<b>Name of Health and Safety contact</b>	

Definition: Procedure – An agreed method or approach to comply with Policy, Legislation and Departmental Decisions.

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### 1. PURPOSE

This procedure promotes participation, learning and a positive ethos of inclusion. It provides key information and guidance on a wider approach to ensure continuity of learning in line with Curriculum for Excellence so that our most vulnerable pupils remain included, engaged and involved in their learning environment. It also aims to deliver a clear procedure for all staff on the prevention of exclusion, early intervention and responding to individual need.

It recognises:

- The value of maintaining our pupils within their educational settings and preventing exclusion from all establishments
- Children's rights to an education (United Nation Convention on the Rights of the Child UNCRC)
- The preventative and protective role families, schools and other educational settings play in the lives of all pupils
- The importance of positively and meaningfully engaging families and pupils in planning, building on strengths and finding solutions to challenges
- National statistics indicating pupils who have a disability, have an additional support need or are from the most deprived areas are more likely to be excluded
- Care Experienced children and young people are significantly more likely to be excluded than their peers.
- The Promise Scotland's commitment to end the formal and informal exclusion of care experienced pupils
- That partnership working underpins the provision of the best opportunities for all of our-pupils
- The requirement of schools to balance the provision of effective education for all pupils and the needs of individual pupils
- The national and local focus on reducing exclusion to ensure all pupils are: present, participating, achieving and supported

### 2. SCOPE

This procedure sits underneath the overarching Communities and Families policy Included, Engaged, Involved in Edinburgh. All staff should familiarise themselves with this policy.

This procedure applies to all Communities and Families staff and partner agencies.

### 3. DEFINITIONS

**Additional Support Need:** Defined by the Education (Additional Support for Learning Act) 2009; considers factors which may prevent a pupil from benefitting from learning and can apply to any pupil throughout their learning career. The barriers to learning are not defined as being within the child or young person. The barriers arise from such factors as the learning environment, health and disability, social and emotional factors and family circumstance.

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**Child /Children/ Young Person / Young People:** this document uses these terms to describe any person under the age of 18

**Corporate parent:** Describes the role of all City of Edinburgh Council staff with regard to the provision of care and support for all pupils who are currently experiencing care. In some instances it is the local authority that has parental decision making rights for a child or young person in care. In all instances staff should consider how they would support if it was their own child.

**Family:** Describes those considered to be related to the child or young person by birth, affinity, choice or close personal ties and who can be contributors to the wider care and wellbeing of the child or young person.

**Care Experienced** The term *Care Experience* includes anyone who has experience of being in Care at any point in their lives. This might mean that they have lived at home under a Compulsory Supervision Order or, that they have lived away from home in foster care, residential care, secure care, kinship care or, with prospective adopters.

**Parent:** Describes any person/s who have parental responsibilities and any person who has custody of a child or young person, including foster carers, kinship carers and a parent who shares custody.

**Pupil/s:** Describes all children and young people who are enrolled or seeking to enroll in City of Edinburgh Council schools

**Schools:** All local authority schools, mainstream and special schools, and all settings providing early learning and child care on behalf of City of Edinburgh Council

**Staff:** Describes all staff working directly with pupils.

**The Promise:** Scotland's recommendation to improve the language of care and explain where the term 'looked after' may be in use to describe a child or young person currently in care, it should be referred to with sensitivity.

## 4. ACTIONS

### 4.1 Alternatives to Exclusion

School attendance enables the fulfilment of a fundamental right of every child and young person and is a protective factor related to positive future outcomes. Academic success, social links, key adults and community participation are all opportunities provided by schools that promote resilience and wellbeing.

Exclusion reduces these opportunities and for the pupil to be present, participating, achieving and supported. As such exclusion from schools must be a last resort. All schools should look to develop alternatives to exclusion specific to their individual context. When considering the impact of exclusion on an individual pupil the school must ask;

- What will be the effect upon the wellbeing of the pupil?
- Will the exclusion lead to improved outcomes for the pupil?

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- Is the exclusion a proportionate means of achieving the legitimate aim of maintaining order and discipline in the school and ensuring the educational wellbeing of pupils?
- Is the pupil care experienced? Additional planning must be in place for care experienced pupils, our aim is to avoid excluding care experienced pupil (section 4.3)
- Have reasonable adjustments been made to support Additional Support Needs?  
( section 4.6)

### 4.2 Individual Circumstances

Excluding any pupil from school is an extremely serious step and can impact significantly upon their learning and mental health and wellbeing. Communities and Families is committed to the principle that exclusion should never be used as a punishment and only be used as a last resort.

When considering the possible exclusion of any pupil, staff must ensure that reasonable arrangements are in place for the care and wellbeing of the pupil before they are excluded. If these arrangements are not in place, the pupil should remain in school until such time as arrangements are in place. It is vital to take account of personal circumstances and this is particularly important for our looked after pupils. The questions in section 4.4 are helpful considerations for all children and young people who might be considered vulnerable.

If a pupil is known to social work or a commissioned service offering family support, wherever possible there should be discussion with the child / young person's / family's worker prior to a possible exclusion. Additionally, if at any stage advice is required for any pupil this should be sought in the first instance from the school educational psychologist. If the school are unable to make contact with either they should follow the [Pathways to Support Inclusion flowchart](#).

Appendix 1 provides a flowchart with a summary of essential questions and considerations. Appendix 2 (1a and 1b) provides more detailed questions to support the full consideration of, and appropriate liaison in relation to, individual circumstances.

### 4.3 Care Experienced Children and Young People

The Promise Scotland stipulates that the formal and informal exclusion of care experienced pupils must end. This is a national and local priority. National and local statistics indicate that care experienced children and young people have lower attendance, attainment, and are at higher risk of exclusions.

Care experienced children and young people include those who are currently 'looked after' and those who have been previously 'looked after'. We know that the experiences leading to a child or young person becoming 'looked after' and the experience of being in care, can have a lifelong impact and therefore, special attention should be paid to all our care experienced children and young people.

All staff have a vital role in relation to their duty as a corporate parent. If a care experienced child or young person is at risk of exclusion it is expected that school staff work closely with social work colleagues and other key partners to put in place preventative supports and plans for alternatives to exclusion. Excluding children or young people who are care experienced can compound and exacerbate experiences of trauma and put them, and their home circumstances at risk.

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### 4.4 Pupils on the Child Protection Register or at Risk

For pupils at risk it is particularly important that alternatives to exclusion which support the wellbeing and safety of the pupil should be explored and exhausted, with exclusion from school being a last resort.

Prior to reaching a decision to exclude a pupil staff must establish whether they are on the child protection register or known by social work to be at risk. If a pupil is on the child protection register or known by social work to be at risk, **the school must consult the social worker (or if unavailable their team leader) and undertake a consideration of risk prior to reaching a decision.** This should ensure the pupil is not put at increased risk through exclusion.

If it is impossible to implement an alternative to exclusion the school must work with social work and clearly document a full consideration of risk in SEEMiS pastoral notes.

This should include;

- That there are appropriate arrangements for the care of the pupil before they are sent from the school premises
- Pupil vulnerability as a result of being at home or in the community
- Likely risk to care placement
- Consideration of whether there are family or other circumstances that mean increased support is required if a pupil is excluded
- Parent / carer capacity to support and maintain education at home
- Exclusion is for as short a period as possible

It is essential that effective communication is given to key staff regarding the particular vulnerability around a pupil on the Child Protection Register or assessed to be at risk.

### 4.5 Significant risk

The protection and wellbeing of pupils must remain at the heart of all planning and decision – making. Where there are concerns that a pupil poses a significant risk to themselves or others the school should refer to and follow the procedure for Preventing and Managing Risk.

### 4.6 Additional Support Needs

The provision of the Additional Support for Learning legislation includes pupils who have social, emotional and behavioural needs, in addition to this all care experienced children or young people are considered to have additional support needs (ASN) unless evidenced otherwise.

In considering the exclusion of a pupil who receives additional support, account should be taken of the potential impact of the loss of both their learning and support provision. School staff should be aware of the arrangements in place with other agencies such as Social Work and Health services. In making provision, account should be taken of any disruption to the provision and implication to the learner and to the services themselves. Steps should be taken to ensure that wherever possible, support provided by other services and agencies can continue throughout a period of exclusion. Schools and authorities must also take account of the on-going school support which learners are receiving and where possible maintain continuity of support throughout any exclusion in relation to their additional support needs, for example school counselling, Forrester schools, allied health support in school.

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In considering the exclusion of a pupil with a disability, as defined by the Equality Act 2010, Headteachers should ensure that all reasonable adjustments have been put in place before excluding any child or young person whose behaviour arises from a disability.

The duty to make reasonable adjustments taking into account the pupil's disability applies to the circumstances leading up to a possible exclusion, the behaviours giving rise to risk of exclusion and the procedures for exclusion and re-admission.

Please see appendix 3 for an explanation of reasonable adjustments and case examples. Failure to make reasonable adjustments has a negative impact on the progress and wellbeing of the pupil and also exposes Children's Services to the possibility of the exclusion being overturned by appeal and / or to the exclusion being found to have amounted to disability discrimination. A finding of disability discrimination is likely to do great reputational damage and be contrary to General Teaching Council for Scotland (GTCS) Standards for Leadership and Management. Parents and pupils will have the opportunity to appeal any decision or action which could be discriminatory before the Health and Education Chamber Tribunal.

### 4.7 Multiple Exclusions

Multiple exclusions suggest continued difficulties despite the implementation of strategies and supports. A small number of pupils in Edinburgh receive multiple exclusions. Schools and partners should consider carefully the impact this should trigger a review of the pathways to support, assessment of need and child or Young Person's plan. Schools and partners should work collaboratively to ensure appropriate support for the pupil with the aim of improving behaviour and maintaining school provision through alternatives to exclusion.

The school and partners should consider:

- Reviewing assessments of need to look at any gaps in support or changing needs. The CIRCLE resource Pupil Participation Scale can be a useful tool to support this process
- Identifying a key adult to listen to and consider the views of the child / young person ideally setting regular times to check in with them proactively
- Alternative strategies and supports to avoid exclusion
- Arranging a Child or Young Person's Planning Meeting to review the plan
- Whether a [risk assessment and management plan](#) is required

### 4.8 Managing Exclusions

Regulations state that an education authority **shall not exclude** a pupil from school unless they are of the opinion that

"in all the circumstances to allow the pupil to continue his/her attendance at the school would be likely to be seriously detrimental to order and discipline in the school or the educational well-being of the pupils there."

or

"the parent of the pupil refuses or fails to comply, or refuses or fails to allow the pupil to comply, with the rules, regulations, or disciplinary requirements of the school;"

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The Headteacher should wherever possible take into consideration the views of the team around the pupil regarding individual circumstances prior to their decision to exclude. This should include discussions with the pupil (once calm) and their parent, so that their views can be taken into account. This may not be possible in all cases, for example if the pupil's behaviour is an immediate and serious threat to the safety of other pupils or staff. However, in all cases the person taking a decision to exclude must have taken reasonable steps to investigate the circumstances. If the exclusion arises from a particular alleged incident, the investigation should establish that the incident took place on a balance of probability. The final decision is the responsibility of the Head Teacher or a member of the senior management team to whom the Head Teacher has delegated responsibility temporarily.

An exclusion should be for as short a period as is possible but sufficient to allow all reasonable efforts to be made to try to resolve the situation and plan for appropriate support or provision and a successful return, in partnership with pupils and their parent. All appropriate staff must be informed of the decision to exclude the pupil. All reasonable efforts should be made to avoid the exclusion lasting more than 3 school days and particularly to avoid an exclusion extending over the period of a school holiday.

Advice on the decision must be sought from the team around the child / young person where exclusion longer than 5 school days occurs. If the exclusion continues for a further 5 school days, the Head Teacher must seek further advice from the team around the child / young person and follow the Pathways to Support Inclusion flowchart to seek advice from more senior managers.

Exclusions for the following reasons schools must refer to the [risk management and reduction procedure](#):

- Physical violence towards staff or pupils
- Weapons in school
- Providing or taking illegal substances
- Serious bullying or intimidation

If an exclusion is triggered by a reaction to an act of discrimination against another pupil (because of actual or perceived disability, race, religion, sexual orientation or gender identity) then the act of discrimination must also be taken seriously and in line with the school's anti-bullying and equalities policy and Child Protection procedures.

### 4.9 Seeking the views of the pupil

In taking the decision to exclude a pupil and as part of the decision-making process, school staff must take account of the pupil's views of the event facilitated by a trusted adult. To enable the pupil to share their views in a meaningful way adults may need to make adjustments or implement identified strategies as outlined in the Child / Young Person's Plan.

The trusted adult could be a member of school staff, key partner or member of the family but their availability should not unnecessarily delay planning and support. This may help to resolve the situation by establishing the pupil's understanding of the harm caused and by allowing the pupil to contribute to resolving the situation and identifying solutions. The pupil's views of the event must be sought and recorded in the child / young person's plan. The pupil's views should always be sought when they are calm and in an environment that they feel comfortable in and ideally allows some privacy.

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### 4.10 Communication with Parents and Pupils

Exclusion is not a form of punishment, it is an immediate intervention to address and reduce risk and it provides an opportunity to review and adjust supports with the child / young person and family. All communication should be restorative, trauma-informed and part of an emotionally supportive process for the child / young person and their family.

On the day of the decision to exclude, the parent must be informed of that decision and the arrangements for a meeting to discuss the exclusion. The meeting has to be offered to be held within 7 calendar days following the day of the decision to exclude but the holding of a meeting is not a precondition for re-admission. On the day of the exclusion the parent can be informed orally or in writing.

A letter must be sent to the parent within 7 days informing them of:

- The reasons the learner was excluded.
- The right of appeal.

Schools should use the relevant pro forma letters provided on SEEMIS. This letter must be sent to arrive before the meeting to discuss the exclusion but it does not need to be sent on the day of the decision to exclude.

In the case of a pupil aged 16 years or over, the letter along with information on the right to appeal must be sent to the pupil as well as to the parent.

In the case of a pupil aged between 12 and 16 years, the pupil is presumed to have capacity to exercise a right of appeal so the letter must be sent to the pupil as well as to the parent unless the school considers that the pupil does not have "capacity". Capacity relates to maturity and understanding. There is very little case law as to what capacity means in practice. Schools should assume such pupils have capacity unless the school considers that sending the letter to the pupil would be likely to cause the pupil distress and / or confusion.

Where it is known or suspected that the parent or pupil with capacity may have difficulty in accessing written communication, additional alternative means of communication must be considered, for example phone calls, using bilingual support assistants with the Additional Support for Learning Services, Interpreting and Translation Service, Community Learning and Development.

### 4.11 Sending home without excluding

"Learners **must not be** sent home from school for reasons relating to behaviour without being excluded." (The Scottish Government: 2011)

"All exclusions from school must be formally recorded. Children and young people must not be sent home on an 'informal exclusion' or sent home to 'cool-off'" (Included, Engaged, Involved 2, Scottish Government 2017)

As a strategy to avoid an exclusion the school may identify a safe space for the child or young person to calm down and take time out. Ordinarily this is a planned strategy that is outlined in the Child / Young Person's Plan. Any separation of a child or young person must be in a place that is safe, not lockable, easily monitored and that does not cause any additional distress.

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In exceptional circumstance the Child / Young Person's Plan might implement a short term flexible timetable to avoid exclusions. This might involve planned time out of school as a strategy to reduce likely triggers and sources of distress. This should be purposeful and with the agreement of the parents and partners in the plan. The aim should always be to minimise time out of school and work towards a return to full time education. When implementing and recording a flexible timetable schools should refer to [the Flexible and Alternative Timetable procedure](#).

If you have concerns about the pupil's safety and wellbeing please discuss this with the school Educational Psychologist or Additional Support for Learning Service leader, schools should also follow their procedures for child protection and wellbeing concerns.

### 4.12 Procedures to be followed when a decision is taken to exclude a pupil

The power to exclude a pupil from school is delegated to the Head Teacher who is responsible for ensuring that procedures are followed. On such occasions when the Head Teacher is not in school the power to exclude a pupil is delegated to a member of the senior management team.

Appendix 1 provides a flowchart summarising the essential questions covered in this procedure. Appendix 2 provides checklists to support best practice in relation to considerations and actions as referenced throughout this procedure.

### 4.13 Alternative educational provision during exclusion and timescales

It will not be sufficient to simply provide excluded pupils with homework / classwork if they do not also receive sufficient guidance to enable them to understand the material. Whilst excluded, staff should aim to provide pupils with relevant classwork with clear guidance for completion, marking and return. This should closely relate to the work they will miss in their class and aid the re-admittance process.

If an exclusion extends beyond 3 school days the pupil should also have regular direct, phone or e-mail contact with a key adult in school. The aim of this is to support both the pupil's progression in learning and their on-going relationships with adults in the school.

For exclusions extending beyond 3 days the school and partners, for example ASL, should look to implement a more comprehensive package of support.

### 4.14 Re-engagement

As part of the return to school, it is highly desirable to have a solution focused Child / Young Person's Planning Meeting including the parent, pupil and school in order to look at strengths to build on, areas of concern and review assessments of need and input necessary to help the pupil remain in school. This process should always be restorative, trauma-informed and emotionally supportive for the child / young person and their family. A key element of this planning should be identifying and nurturing key relationships in school. This meeting will usually be the meeting within 7 calendar days of the day of the decision to exclude.

Ordinarily all involved professionals attend a Child / Young Person's Planning meeting along with the family and school however due to the timescale this may not be possible and a smaller meeting may need to take place with a date set for a subsequent review meeting involving the wider group. If the parent of pupils aged 12 or over, are unable to participate, then a meeting with the pupil present is acceptable, as long as there is an agreed judgement as to the capacity

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of that pupil. The pupil should be asked if they would like to identify a trusted adult to support them and careful consideration should be given to how they are supported through the process and how information should subsequently be shared with parents.

Although it is not a legal pre-requisite to a return to school a collaborative meeting with both the parent and pupil is best practice and likely to support improved outcomes. It provides an opportunity for everyone to reflect and work together to discuss concerns with a focus on the review of supports so that the risk of future exclusion can be minimised. However, difficulties arranging a meeting should not become a barrier to agreeing a plan for a return to school. In exceptional circumstances if the reason for the exclusion has been directly related to the parent's unwillingness to work in partnership with the school then the lack of a collaborative planning meeting could cause particular difficulties in the schools ability to re-admit. In these circumstances schools should seek advice from senior managers.

Appendix 2 (checklist 3) details actions to consider when planning a return to school following exclusion.

### 4.15 Phased return

A phased return must ensure a prompt return to full-time education this arrangement should have a clear timescale and objectives recorded in the Child / Young Person's Plan and time in school should always be maximised. A flexible timetable related to an exclusion should be recorded on SEEMIS (Code PTX, Short Code Y).

Where a pupil is following a flexible timetable as part of a phased return this should be discussed with school partners as part of the child planning process. Key principles include;

- maximising time in school
- ensuring there is a process of review and extension overtime
- a target of fulltime provision within 6 weeks if this is not realistic a phased return is not a justifiable support strategy

The school must ensure the start and end date for all flexible timetables are appropriately recorded on SEEMIS. Please consult the [Flexible and Alternative Time Table procedure](#).

### 4.16 Removal from the school roll

In very exceptional circumstances the school in discussion with senior managers may agree that a pupil should be removed from the school roll. This would normally be the result of a combination of factors;

- There is clear evidence of a Child / Young Person's Planning process evidencing that reasonable adjustments have been made over time to support the child / young person in their current school setting
- Despite this a risk management plan completed with school partners has indicated that the level of risk is unmanageable due to the specific constraints of the current school environment
- There is clear evidence that these risks could be better mitigated within another City of Edinburgh council provision
- The family are not willing to work with the local authority to consider identified alternatives and are not successfully supporting the process of risk management therefore causing unreasonable risk to the wider school community

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In these situations the school should discuss the Risk Management Plan and the current Child / Young Person's Plan with the team around the child or young person. Removal from the school roll is a very serious and exceptional decision that is made by the Executive Director for Education and Children's Services on the basis of this evidence. In the first instance this should be discussed with the inclusion lead officer as detailed in the [Pathways to Support Inclusion flowchart](#).

The school is expected to support education provision and child / young person planning until such time as the pupil is successfully enrolled in another school.

### 4.17 Monitoring, Evaluation and Reporting

A written record must be kept of all procedures, including the reason why a Head Teacher decided on a particular course of action. Comments should be specific including the names of teachers, dates, times and any other information that may be deemed to be relevant. This information may, in certain circumstances, be required to substantiate the authority's case in a court of law. An example template for recording this information can be found in appendix 4.

Schools should regularly review their procedures and practice in relation to exclusion and the implementation of the local authority [Relationships, Learning and Behaviour procedure](#) and provide information in school handbooks / websites on their school policy. School monitoring of exclusion data should be used to inform self-evaluation, planning and development of best practice. It should also be discussed with key partners such as Educational Psychology, Additional Support for Learning Service and Quality Improvement Service in the consideration of appropriate supports and resources.

The Edinburgh Learns Inclusion board will monitor and review the effectiveness of implementation of this guidance through the collection of summary information on the number of exclusions, number of learners affected by exclusion and length of exclusions. Each year a self-evaluation report on citywide exclusions will be circulated to all schools, ASL services, Psychological Services and Senior Education Managers.

## 5. Responsibilities

Psychological Services has responsibility for the maintenance of this procedure.

School senior management teams are responsible for the implementation of this procedure within their school.

## 6. Policy Base

This procedure has been developed to promote inclusive and fair practice, which will minimise the use of exclusion across the authority and the implementation of Scottish Government Guidance:-

- Included, Engaged, Involved 2 (2017) <https://www.gov.scot/publications/included-engaged-involved-part-2-positive-approach-preventing-managing-school/>
- [The Promise Scotland https://www.carereview.scot/wp-content/uploads/2020/03/The-Promise\\_v7.pdf](https://www.carereview.scot/wp-content/uploads/2020/03/The-Promise_v7.pdf)
- [The United Nations Convention on the Rights of the Child UN Convention on the Rights of the Child - UNICEF UK](#)

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- Children and Young People Scotland Act (2014) [Children and Young People \(Scotland\) Act 2014 \(legislation.gov.uk\)](#)
- Included, Engaged, Involved in Edinburgh Policy 2018  
<https://cityofedinburgheducation.sharepoint.com/sites/365CentralResources/inclusionhub/inclusionpolicy/Shared%20Documents/Final%20Included,%20Engaged,%20Involved%20Policy%2027%20Oct%2018.pdf>
- Guidance on the Presumption to Provide Education in a Mainstream Setting (2019)  
<https://www.gov.scot/publications/guidance-presumption-provide-education-mainstream-setting/>

### 7. ASSOCIATED DOCUMENTS

- Appendix 1 Flowchart on exclusion process
- Appendix 2 Included, Engaged, Involved checklists (preventing and managing exclusion)
- Appendix 3 Understanding Reasonable Adjustments
- Appendix 4 Record of the Exclusion Process
- Appendix 5 Frequently asked Questions
- Appendix 6 Appeals Process
- Appendix 7 Sample Appeal Report
- Appendix 8 Exclusion Letter Templates

### 8. RECORD KEEPING

*When a procedure has been followed there are often outputs such as decisions made or events occurred that need to be recorded. These outputs are considered Council records. Please list all Records, including completed forms, generated by this procedure. For each record, list its title, location, responsible officer and minimum retention period.*

Record Title	Location	Responsible Officer	Minimum Retention Period

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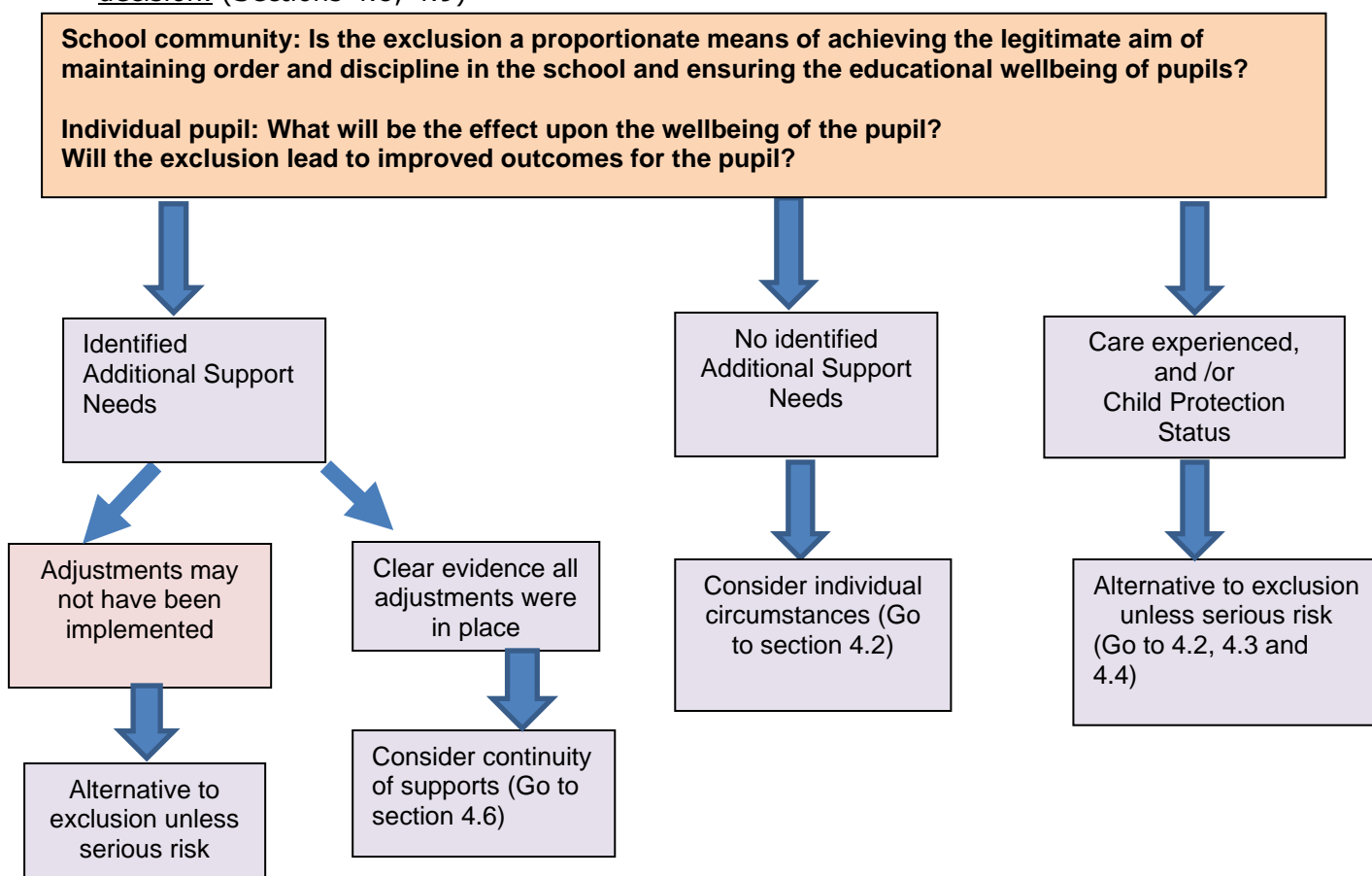
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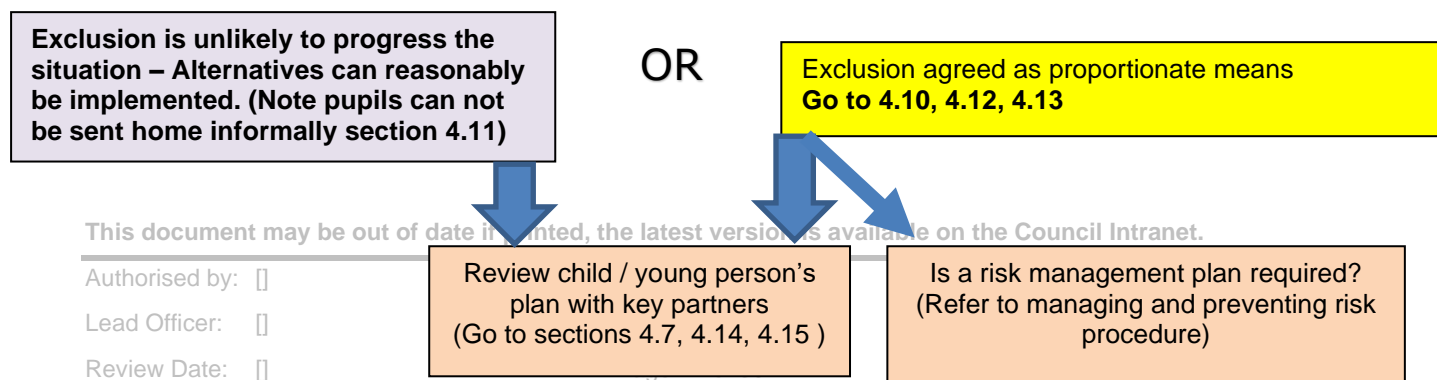
## Appendix 1 – Decision Making Regarding Exclusion

This summary guide on consideration of exclusion is based on the premise that there has been appropriate Child or Young Person’s Planning involving the parent and pupil and the school has put in place any reasonable adjustments. (Section 4.6 and appendix 3).

It is important that before making the decision re: exclusion the views of all those involved in the incident, including the child / young person themselves, are considered. You should be confident that you have sufficient information to make an informed decision. (Sections 4.8, 4.9)



### Decision Based on Considerations Above



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**Appendix 2 - Checklists of Key considerations to be made prior to, during and after exclusion**

**(Adapted from Included, Involved, Engaged 2 2017)**

The following checklists are intended as a useful tool to support planning prior to, during, and after exclusion. These checklists can be used as a prompt to ensure support is provided at the appropriate time to meet the wellbeing needs of pupils and ensure that every effort is made to avoid exclusion and to use it only as a last resort.

**Checklist 1a - Preventing exclusion – children / young people with emerging or identified additional support needs**

<b>Key consideration questions</b>	<b>Consideration given</b>	<b>Comment</b>
Is there a clear and up to date assessment of needs?		
Is there a clear and up to date CPM /YPPM ?		
Have all appropriate partners including the pupil and parents been involved in planning?		
Are appropriate supports, interventions and reasonable adjustments in place?		
Have wider family supports been explored?		
Have any adjustments been considered unreasonable? Where are the reasons for this recorded?		
Can the support pathways and school partnerships be utilised to further support?		
Where appropriate, has a risk management plan been completed?		
Has there been any changes in the pupil's presentation? If so how has this been followed up?		
Is there a need to review any documentation? (Wellbeing concerns, Risk Management, Child / Young Person's Plan)		
Are there concerns that should be raised with Social Care Direct?		

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**Checklist 1b (to be used alongside checklist 1c) – Considerations prior to exclusion for all pupils**

Key consideration questions	Consideration given	Comment
Has the incident been reviewed sufficiently to explore fully what happened?		
Have the views of all involved been recorded and fully considered? (including the pupil)		
As far as is possible have key staff / partners been consulted?		
Has the impact of exclusion on the pupil been considered in light of individual circumstances? (checklist 1c)		
Does the exclusion comply with the regulation 4 of the 1975 regulations as amended? (section 4.8 CEC procedure)		
What are the expected outcomes of an exclusion? Is there an alternative?		
Has the pupil been excluded before? What was impact of this?		
Has the person making the decision discussed the process with a critical friend?		
Has there been consideration given to length of exclusion to ensure it is proportionate?		

**Checklist 1c (to be used alongside checklist 1b) - Individual circumstances**

Individual circumstance	Additional consideration	Consideration given	Comments
Currently Care Experienced	Social worker consulted to assess risk prior to decision		
	Appropriate arrangements made with regard to support/care and wellbeing at home		
	Decision made as to whether exclusion to go ahead based on		

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	full exploration of alternatives		
	Social Worker and Educational Psychologist consulted on plan		
Child Protection Register/ previous child protection concerns	Child Protection Designated Officer and Social Worker consulted		
	SEEMiS checked for child protection message		
	Communities and Families senior managers consulted about appropriate provision		
	Collaborative decision made as to whether exclusion to go ahead following full exploration of alternatives		
Child / Young Person with additional support needs	Partners involved with pupil consulted on continuation of any additional input		
	Reasonable adjustments clearly evidenced		
	Are protected characteristics a factor?		
	Impact of exclusion on pupil's learning and support provision		
	Transition planning is taken into account to support positive return to school		
Child / Young Person from an area of socioeconomic deprivation	Extra consideration should be given to the impact on pupil; <ul style="list-style-type: none"> <li>• wellbeing</li> <li>• free school meals</li> <li>• attainment</li> </ul>		

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### Checklist 2 - Decision to exclude has been made (this checklist should be used after completion of Checklist 1b and 1c)

Action to be taken	Action taken	Comment
Pupil is informed they are to be excluded		
Immediately inform parents/carers verbally		
Communication with all those with parental rights and responsibilities, including the reason exclusion was necessary (eg. foster carers, kinship carer, Social Worker)		
Care Experienced or Child Protection Register/child protection concerns - decision communicated to all partners <b>(Checklist 1c)</b>		
Pupil not to leave school until appropriate arrangements are in place		
If parent cannot be contacted pupil must be supervised at school until suitable arrangements can be made		
Written confirmation of exclusion within 7 days and prior to meeting. Include reason for exclusion and information on Right of Appeal (SEEMiS template letters)		
Inform of date, time and place where Head Teacher available to meet to discuss the exclusion and supports (within 7 days of exclusion)		
For pupil of legal capacity (ordinarily 12yrs) inform them in writing of exclusion and right of appeal		
Record of exclusion completed		
Ensure exclusion is recorded accurately on SEEMiS		
All documents relating to exclusion to be retained in Pupil's Progress Record		
Appropriate educational provision to be provided and monitored e.g. course work, access to library, online learning		

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Arrangements for the pupil to access any existing support (outwith school if necessary)		
A contact person should be allocated for family to liaise with		
Parent should be informed of their responsibility and supported in the provision of appropriate education throughout the period of exclusion		
Parent should be provided with information on support to assist them or advocate on behalf of their child		
If exclusion extends beyond 5 days or is multiple review support plan with partners.		
If family exercise their right of appeal, meet with parent and pupil and/or an advocate for the pupil to discuss		
Referral to Scottish Children's Reporter if appropriate		

### Checklist 3 - Return to school after exclusion

Action to be taken	Action taken	Comment
Solution focussed meeting with parent and pupil ( Meeting is best practice not pre-requisite, CEC procedure 4.14)		
Plan in place to ensure appropriate ongoing support		
Collaboration with key partners eg. EP, ASL, SW		
Risk management plan is completed and implemented (where appropriate)		
Needs of staff and other pupils taken into account e.g. restorative meetings held / safety plans as appropriate		
Supports implemented to promote successful return to school		
Child / Young Person planning processes adapted, reviewed and monitored in light of exclusion		

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### Appendix 3 - Understanding Reasonable Adjustments

#### Reasonable Adjustments Key Principles

The planning and making of reasonable adjustments for disabled pupils should be part of everyday good practice in schools. It should be an integral part of early intervention within Getting it Right. Getting the right supports in place for pupils is a key factor in avoiding exclusion.

The duty is 'to take such steps as it is reasonable to have to take to avoid the substantial disadvantage' to a disabled person caused by a provision, criterion or practice applied by or on behalf of a school, or by the absence of an auxiliary aid or service.

Reasonable adjustments applies, in effect, to all aspects of school life including extra curricular activities. It does not apply to physical features, however schools have a duty to plan to improve access for disabled pupils generally, including in relation to the physical environment of the school.

The definition of physical features is not clear – not least because there is very little case law. So it is best to interpret physical features cautiously - to refer to substantial and fixed parts of the school building and playground such as supporting walls.

#### **Factors to be taken into account when deciding whether or not something is a reasonable adjustment:**

1. The effect on the disabled pupil – would not making the adjustment cause the pupil substantial disadvantage; substantial meaning more than minor or trivial.
2. The effect on other pupils - would making the adjustment cause other pupils substantial disadvantage; substantial meaning more than minor or trivial.
3. The cost of the adjustment – in assessing costs, schools should consider the possibility of obtaining non-devolved funding including from the Education Authority and from business partners and from charities and parent councils.
4. Maintaining standards of achievement. A disabled pupil may wish to represent the school in an inter-school football competition but has not reached the necessary standard to be selected for the team - that is not disability discrimination. However, schools may take positive action to help disabled pupils – this is sometimes referred to as positive discrimination – a school may decide to provide an extra-curricular activity targeted at pupils with social and emotional needs.

Schools must also make reasonable adjustments for:

1. Race
2. Religion and belief
3. Sex
4. Sexual orientation

**Definition: Procedure – An agreed method or approach to comply with Policy, Legislation and Departmental Decisions.**

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It is anticipated that a school would never knowingly and directly exclude a child or young person for any of these factors and therefore this guidance has focused on the area of disability. However, schools and the Education Authority must be mindful of the risk of “indirect” discrimination.

### Disability and Discrimination

- Schools have a legal duty to make reasonable adjustments for disabled pupils.
- A disability is a physical or mental impairment that has a substantial and long-term adverse effect on the ability to carry out normal day-to-day activities.
- Substantial means anything more than minor or trivial.
- Long-term means likely to last for at least 12 months.
- Failure to make a reasonable adjustment for the disability of a pupil amounts to discrimination against that pupil on the grounds of their disability.
- The law explicitly refers to exclusion from school as one of the areas of school life covered by these legal duties.
- So a failure to make reasonable adjustments may lead to exclusion in which case the exclusion would amount to disability discrimination.
- Exclusion is not discrimination if it is a proportionate means of achieving a legitimate aim. If the school makes reasonable adjustments but the pupil’s behaviour is still a serious threat to discipline and order then excluding the child or young person is a proportionate means of achieving the legitimate aim of maintaining order and discipline.

### Appeals

Parents and older pupils with the capacity to do so, have a right to appeal to the Additional Support Needs Tribunal if they believe that they have been discriminated against.

### Case Examples of Reasonable Adjustments

Based on examples contained in guidance from the Equality and Human Rights Commission.  
<https://www.equalityhumanrights.com/en/publication-download/technical-guidance-schools-scotland>

#### Case 1

##### Scenario

A pupil with autism spectrum disorder is excluded for flapping their arms at a supply teacher. The supply teacher was alarmed by what they perceived as threatening behaviour. The pupil always sat in the same seat in the classroom and this was recognised as a reasonable adjustment for their autism by their class teacher.

##### Outcome

Since the pupil’s reaction of flapping their arms was connected to their disability, the exclusion would be discrimination arising from disability. Because the school had not advised the supply teacher of the reasonable adjustment, the school would be unlikely to be able to justify the discrimination and therefore it would be unlawful.

#### Case 2

##### Scenario

A pupil with learning difficulties is repeatedly getting up from their seat during lessons and disrupting other pupils. It is the school’s view that this is causing repeated disruption to the teaching and learning of others and as outlined in their policy the pupil is therefore excluded.

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**Outcome**

The school is under a duty to make reasonable adjustments to its policy, which might mean disregarding some of the disruptive behaviour and working with the pupil to find a way in which to help them remain in his seat during lessons

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Appendix 4 – Example template

## Record of Events Leading to Potential Pupil Exclusion

Date of incident:

School:

Individuals directly involved in incident (include staff and pupils): Click or tap here to enter text.

Account of Incident (please expand the table as necessary and record each individual's account of the event and any factors that they feel were significant and should be taken into consideration)

Name and role of individual	Account of Incident

Please record any accounts of the incident observed by others

Click or tap here to enter text.

If known please record the views of parents or carers of children / young people directly involved

Click or tap here to enter text.

Please expand the table below to include any details of any other key staff or partners consulted with;

Name and role of individual	Summary of consultation

School lead's view of the situation and recommended action of the school (please review exclusion flow chart and consider key questions prior to final decision).

Click or tap here to enter text.

School Lead:

Date of completion:

This incident record should be kept in the Pupil Progress Records of the pupils directly involved.  
In the event of a subject access request any details relating to other pupils must be redacted.

## Appendix 5



# Exclusion: Frequently Asked Questions

## Why has my child been excluded?

We want to avoid time away from school through exclusion whenever we can, however sometimes exclusion is used as a necessary immediate intervention to address and reduce risk and protect learning for others. It provides an opportunity for us to review and adjust supports with the child or young person and their family. We do not use exclusion as a punishment.

When pupils are struggling with their behaviour it can have a negative impact on them and others:

- it can cause serious disruption to the learning of others.
- behaviours can cause risk to themselves, other pupils or members of staff.

When pupils are struggling with their behaviour it suggests something isn't going as well as it could and we need to plan together to put the right supports in place. We will always aim to work with families to support children and young people to avoid the need for exclusion.

In very exceptional cases schools can exclude a pupil because their parent/s have not been willing to plan solutions with the school, however we will always aim to communicate with you and involve you in planning early on so that we can work positively together.

## What does exclusion mean?

Exclusion means that your child is not allowed to attend school for a set period of time. We only exclude pupils as a last resort. Exclusion is used to give us some time to plan together to put in place the right supports for your child and find solutions to difficulties.

## Who decides to exclude a pupil?

The Head Teacher or his or her representative can exclude a pupil, after consulting with key professionals involved. For example they might speak to your child's teacher or pupil support leader or other people who are supporting like a social worker or educational psychologist.

## How long will my child be excluded?

Your child should be excluded for as short a period as possible but sufficient to allow planning to take place with you to support a positive return to school. During this time a meeting will be arranged to discuss this decision with you. During their exclusion, your child must not come into school, or be in the school grounds at any time, unless for the purposes of an agreed meeting or by agreement with the Head Teacher.

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#### How do schools let parents or carers know that their child has been excluded?

We will contact you **on the day** of the decision to exclude. This will then be followed up in a letter posted, by recorded delivery, to your home, explaining;

- why your child has been excluded
- how long they are being excluded for
- the date of the meeting to discuss the exclusion and plan ahead

#### What happens if I don't agree with my child's exclusion?

If you disagree with the decision to exclude your child, whether you are a parent or a carer, you can appeal and should write to:

[schoolsappeals@edinburgh.gov.uk](mailto:schoolsappeals@edinburgh.gov.uk) or The Clerk to the Placing in Schools Appeal Committee  
The City of Edinburgh Council,  
Waverley Court,  
Business Centre 2.1,  
4 East Market Street,  
Edinburgh  
EH8 8BG

If you are uncertain what action to take you may consult a solicitor. You may also obtain advice from a Citizens Advice Bureau or other advice agency.

#### Are details of my child's exclusion kept on record?

Yes. Details are recorded on the school registration system and copies of the following letters will be kept in your child's record file:

- the exclusion letter
- the letter outlining actions agreed at the meeting about your child going back to school.

#### What is the meeting for?

At the meeting, we discuss why your child was excluded and how we can work together to ensure that your child has a successful return to school. Parents/carers **and** the child or young person should attend the meeting. We want to work together with you and your child to agree the best way forward and make sure we put in place the right supports. The meeting is usually held at the school.

#### Can I bring someone else with me to the meeting?

You can bring a friend to support you, or someone who will help you discuss your child's welfare and support needs with us. Please let the school know before the meeting who you would like to bring along.

#### Who else will be at the meeting?

The Head Teacher or their representative will co-ordinate the meeting. They might invite school staff or other professionals involved with your child, for example, a social worker, educational psychologist or educational welfare worker to attend. This is because they might be able to support the plan to make sure there is a successful return to school.

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As it is very important to get your child back to school as soon as possible, we will go ahead with the meeting even if everyone cannot come to the meeting. This might mean there is another meeting which more people can attend once your child is back in school. This is called a Child Planning or Young Person's Planning Meeting. The aim of Child Planning or Young Person's Planning Meeting is to make sure that pupils have the right supports in place.

### **What will happen at the meeting?**

We will explain to you why we excluded your child. This will cover the particular incident that led us to take this action and any patterns we are seeing in their day-to-day school life that indicate they need support.

We would like to hear your views and those of your child. We hope you can tell us any concerns you have and offer suggestions about the support they need.

We will discuss ways in which we can work together to support your child's development, learning and care needs. We will agree targets with you to help plan your child's successful return to school.

### **What if I can't attend the meeting?**

If you can't come to the meeting, please phone the school as soon as you can so that we can arrange another time with you.

### **What if a parent/carer doesn't attend the meeting?**

If you don't attend the meeting and as a result the school doesn't feel confident your child can return to school safely then they may not be allowed to return to school. This could unnecessarily prolong their exclusion. Please let us know if you can't attend the meeting or need support to attend.

### **What contact will my child have with the school while they are excluded?**

The school will provide work for them to do at home as soon as is practicable. Arrangements will also be made with you about when and where the work is to be collected and returned for marking. It is very important you do your best to support your child with their school work whilst they are excluded.

We will also take steps to ensure that wherever possible, support provided by other services and agencies can continue throughout a period of exclusion.

### **How will the school help my child once they go back to school?**

Following your child's return to school the plan of support agreed with you at the meeting will be reviewed to make sure it is meeting your child's needs.

### **How can I help?**

Your support of the school is vital. We welcome your help to plan support together, ensure good attendance, and to support your child's participation in all aspects of school. Keeping in touch regularly with the school is essential to being involved in your child's learning and the ongoing work of the school.

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## **Appendix 6 - The Appeals Process**

The Appeals process gives the parent the right of appeal to an independent body.

### **1. The Appeal Panel**

The appeal panel consists of 3 members

- A parent of a school age child or young person who is independent of the school which has made the exclusion and whose child does not attend the same school as the excluded pupil.
- A Councillor
- A representative with knowledge of education [The Chair]

### **2. Documentation**

- The Head Teacher must complete a report [Appendix 9] and submit to the appeal panel via the Senior Education Manager for their locality. If the Head Teacher would like advice on the completion of the report they should also seek advice from the Senior Education Manager for their locality.
- The parent may also submit a written report to the panel

### **3. Timescale**

Appeals should normally be lodged within 28 days of the decision to exclude but appeals beyond this timescale can be considered.

### **4. The Hearing**

#### **Attendees**

- The Head Teacher who represents the Director at the Appeal may be accompanied by a member of the school staff
- The parent may be accompanied by up to three friends
- The pupil may be present if 12 or over
- If the parent is represented by a solicitor the authority will also have a solicitor present
- The Clerk to the Appeal Committee will also be present. The Clerk is responsible for arranging the hearing. The Clerk takes notes and records decisions and ensures the smooth running of the hearing on the day. The Clerk remains with the Committee during the deliberative stage.

#### **Procedure**

- The Chairperson will outline the procedure for the hearing
- The order is usually as follows
  - presentation of the case by the Head Teacher
  - questioning by the person making the appeal
  - presentation of the case by the person making the appeal
  - questioning by the Head Teacher
  - the panel will also ask questions during the hearing

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- summing up by the Head Teacher
- summing up by the person making the appeal

If the parent chooses not to attend the hearing it will still proceed in their absence and the decision will be notified to them.

#### **Decision**

- The Appeal Committee will notify the parent and the Head Teacher of the decision reached.
- If the Appeal Committee is unable to make a decision at the end of the hearing, they have a maximum of fourteen days to notify the appellant of their decision and the reasons for it.
- The letter informs the person making the appeal of any right of appeal to the Sheriff and the time limits that will be applicable

#### **The Powers of the Appeal Committee**

- Annul the decision to exclude
- Confirm the decision to exclude
- Confirm the decision, but modify the conditions for readmission[Section 28H[2], Education[Scotland] Act]1980

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**Appendix 7 - Fictional Sample Appeal Report (appendices not included)**



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**Appeal against the Decision to Exclude a Pupil from Anytown High School**

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**PLACING IN SCHOOLS APPEALS COMMITTEE**

**Date:**

**1 Purpose of report**

Mrs. Smith, 3 James Terrace, Edinburgh, EH22 6PQ, has appealed against the decision of the Council as Education Authority, to exclude her son Jason Smith from Anytown High School, Edinburgh. This report sets out background information, the events leading to the exclusion and the developments in the case thereafter.

**2 Summary**

2.1 Jason Smith [DOB 25.05.10] has attended Anytown High School since August 2021. He had a history of exclusions in primary school.

2.2 Jason's punctuality, attitude and attendance have consistently raised wellbeing concerns since his transition in S1.

2.3 The situation deteriorated over the last 12 months with reports being made of aggressive and disruptive behaviour and lack of co-operation. (*Appendix 1*). Jason's poor attendance and truanting also continued to cause concern. Regular contact has been made with Jason's mother as his sole carer regarding Jason's behaviour and wellbeing throughout his time at Anytown High School by letter, telephone and through Child Planning Meetings. (*Appendix 2*)

2.4 The normal support strategies of the school were applied to prevent exclusion but despite being placed on monitoring diaries, working in the support base,

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in-class support and 1:1 support from his guidance teacher, and 1:1 from a school-based youth worker Jason's behaviour has still not improved (*Appendix 3*). Jason has been excluded on 2 previous occasions since starting in S1 (*Appendix 4*) and has been referred to the Children's Hearing for non-attendance at school. (*Appendix 5*)

- 2.5 A copy of the Relationships, Learning and Behaviour policy at Anytown High is attached as *Appendix 6*.

### **3. Main Report**

#### **Events Leading to Formal Exclusions**

- 3.1 On 14 September 2022 Jason was participating in a drama lesson in the school hall. For no reason that was apparent to staff, Jason assaulted another pupil. When spoken to by his teacher Jason became verbally abusive and aggressive. On his way out of the room he broke a double window [estimated cost of damage £500]. The duty head was called but Jason could not be calmed or reasoned with. Investigation by the Headteacher could not establish any trigger for the assault that should be taken into consideration (*Appendix 7*).
- 3.2 Due to the physical nature of this incident presenting risk to others and because staff were unable to encourage Jason to calm down in a safe space the decision was taken to exclude Jason. In accordance with procedures a letter was sent to Mrs. Smith requesting her to attend a meeting on 21 September at 9.45.a.m. At this meeting supports for readmission could not be agreed with Jason and Mrs. Smith. Jason became upset and left the meeting and Mrs Smith followed. Since the meeting Jason and Mrs Smith have refused any further discussion with the school but have requested for a referral being made to request alternative school provision. A letter was sent to Mrs. Smith and to Jason confirming this request and detailing supports the school would like to put in place for Jason. (*See Appendix 13*)

### **4. Developments since exclusion**

- 4.1 Outreach teaching was agreed with the Additional Support for Learning school link on 8 October 2022. Teaching sessions commenced and are ongoing. School staff have provided work and guidance for Jason and a named person in school is monitoring this work and continues to make efforts to regularly liaise with Jason and Mrs Smith.
- 4.2 A referral was made to Outdoor Explorers and Jason was given a place on the November course. Edinburgh Together have also been supporting the family.

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4.3 Additional Support for Learning Service support continues to be provided.

4.4 A referral has been made to the Educational Placement group to consider the families request for a specialist provision.

## 5. Conclusion

5.1 For these reasons, it is the view of the Authority that it was appropriate to exclude Jason from Anytown High School on the grounds that to allow Jason to continue his attendance at the school was likely to be seriously detrimental to the order and discipline in the school or to the educational wellbeing of the pupils and staff there.

## 6. Recommendations

The Committee is asked to consider the Appeal.

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<b>Appendices</b>	Appendix 1 - Background Information
	Appendix 2 - Child Planning Meeting Minutes
	Appendix 3 - Behaviour Diaries
	Appendix 4 - Exclusion Record & Letters
	Appendix 5 - Hearings
	Appendix 6 - Relationships, Learning and Behaviour Policy
	Appendix 7 - Headteachers record of events leading to exclusion
	Appendix 8 - PSG minute
	Appendix 9 - Assessment of Need
	Appendix 10 - Child Planning Meeting Minutes
	Appendix 11 - Psychological Services report for CMRG
	Appendix 12 - Letter detailing supports

***The writer of the report should proof read all associated documents and ensure any information on other children, young people or families is anonymised. The submission for the tribunal will be shared with parents so it is also important that the appeal report uses factual and restorative language.***

## Appendix 8a Template exclusion letter to guardian

**Guardian Salutation**

**Guardian Address**

**Date**

**Dear Guardian Salutation**

**Pupil's Forename Pupil's Surname** - Exclusion From School

**Pupil Known As** has recently been involved in an incident – **Exclusion Details**. This has disrupted education. The incident occurred **Incident Details**.

As a result of this I decided to exclude **Pupil Known As** from school with effect from **Exclusion Date**.

The reason for this exclusion is alleged:

### **Exclusion Circumstances**

**Pupil Known As** must not for the duration of their exclusion attend school, or be in the school grounds at any time, unless for the purposes of a meeting or other specific purpose agreed with me or my representative as Head Teacher.

It is essential that we meet as soon as possible as I would like to minimise the time **pupil name** is not in school. The purpose of our meeting is to work together to support **pupil name** to prevent any further incidents. I will be pleased to meet with you and **Pupil name** at **meeting time** on **meeting date** in my room in school. You are welcome to bring someone with you to support you and help you with the discussion. This could be a friend, family member or someone who supports you in a professional capacity.

I have included an information sheet which I hope you will find helpful in preparing for this meeting. This includes details of your right to appeal this decision.

You have the right to appeal against my decision to exclude **Pupil Known As** under section 28H of the Education (Scotland) Act 1980. The appeal would be heard by an Appeal Committee set up and maintained under Section 28D of the same Act. If you wish to appeal you should write to:- [schoolsappeals@edinburgh.gov.uk](mailto:schoolsappeals@edinburgh.gov.uk) or The Clerk to the Placing in Schools Appeal Committee, The City of Edinburgh Council, Business Centre 2/1, 4 East Market Street, Edinburgh, EH8 8BG.

Yours sincerely

Head Teacher

Enc



## Appendix 8b template exclusion letter to pupil

### Date

**Pupil's Forename Child's Surname**

**Pupil's Address**

Dear **Pupil Known As**

**Pupil's Forename Pupil's Surname** Date of Birth: **Pupil's Date of Birth** -Exclusion From School

You have recently been involved in an alleged incident.

### Exclusion Details

When pupils struggle with their behaviour, it prevents other pupils from getting on with their work and it seriously affects your own learning. This school takes your learning and wellbeing very seriously and we want to support you - to enjoy school, learn with others and make the most of the opportunities available to you here.

I have taken the serious step of excluding you from school today as I feel we need to take some time to plan how we can all work together and agree what support would help you to manage school positively and avoid any more incidents.

The reason for your exclusion is alleged:

### Exclusion Circumstances

During your exclusion you should not be in the school grounds at any time, unless for the purposes of a meeting or other specific purpose agreed with me or my representative as Head Teacher.

In order to help us support you in school we want to understand your point of view. We are keen to listen to you and try and understand why you have behaved in this way and look together at what can be done to prevent it from happening again. Please meet with **parent/carer and staff name** on **meeting date and time** in school. It would be helpful if you have given all of this some thought before attending the meeting.

I enclose a copy of the letter sent to your family, detailing the date and time of the meeting. If everyone is in agreement, you will be able to return to school after the meeting.

You have the right to appeal against my decision to exclude you under section 28H of the Education (Scotland) Act 1980. The appeal would be heard by an Appeal Committee set **This document may be out of date if printed, the latest version is available on the Council Intranet.**

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up and maintained under Section 28D of the same Act. If you wish to appeal you should write to:- [schoolsappeals@edinburgh.gov.uk](mailto:schoolsappeals@edinburgh.gov.uk) or The Clerk to the Placing in Schools Appeal Committee, The City of Edinburgh Council, Business Centre 2/1, 4 East Market Street, Edinburgh, EH8 8BG.

Yours sincerely

Head Teacher  
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## Appendix 8c Template letter for pupil, return to school

### Today's Date

Dear **pupil known as**

**Pupil's Forename pupil's Surname** Return to School

This letter is to confirm your return to school on **Return Date**.

We have agreed the following strategies and supports to prevent any further incidents;

**We will continue to remind you of our value of respect and you will let x know if anyone else has upset you or hurt you**

**You will meet with x weekly at x to check in**

**You are going to join the basketball club at lunch times on x**

**If you feel things are getting too much you will go to x**

Please discuss these supports with your guidance teacher and let them know quickly if anything is not working as well as you would like. This is an important way for you to take responsibility and help us support you.

The entry in your progress file regarding the exclusion is as follows:

**Physical incident with another pupil causing harm**

Yours sincerely

Head Teacher

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Procedure Title - Improving outcomes for learners at risk of exclusion

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## Appendix 8d template letter return to school guardian

**Today's Date**

**Guardian Salutation**

**Guardian Address**

Dear **Guardian Salutation**

**Pupil's Forename Pupil's Surname** Date of Birth **Pupil's Date of Birth**

Further to the meeting on **Date** with **Depute /Head Teacher's Name** and **Teacher of Support for Learning's Name** I wish to confirm **Pupil known as** return to school, with effect from **Exclusion End Date**.

We have agreed the following collaborative approaches and supports;  
**Home will let school know if (pupil name) has had a difficult weekend**  
**School will feedback positives in home school diary to praise at home**  
**There will be a weekly check in with x at x**  
**We will have a CPM on x date at x time**

The entry in **Pupil Known As's** pupil progress file regarding the exclusion is as follows:

### **Exclusion Circumstances**

Please let me know if you are in disagreement with any aspect of our discussion or with the entry as noted above.

Yours sincerely

Head Teacher

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## Appendix 8e Template Letter return to school without meeting

**Today's Date**

**Guardian Salutation**

**Guardian Address**

Dear **Guardian Salutation**

**Pupil's Forename Pupil's Surname** Date of Birth **Pupil's Date of Birth**

I regret that you were unable to attend the meeting on **meeting date**. Following our phone conversation, I have, however, decided that **Pupil Known As** may return to school with effect from **Exclusion End Date**.

The school support team have proposed the following supports for **pupil name**;

**School will feedback positives in home school diary to praise at home**

**There will be a weekly check in with x at x**

**We will offer (pupil name) a drawing activity after their number work**

**We would like to ask that home lets school know on Monday morning if (pupil name) has had a difficult weekend**

**We would like to have a child planning meeting with you on x at x**

We hope we can work together to support **pupil name** to have a positive time at school. We would welcome your or **Pupil name's** views on any other supports that would be helpful.

The entry on **Child Known As's** pupil progress file regarding the exclusion is as follows:

### **Exclusion Circumstances**

Please let me know if you are in disagreement with any of the above. I would welcome an opportunity to discuss these matters with you. Please contact the school office at any time.

Please let the office know if the time and date suggested in this letter for the child planning meeting does not suit you and we will re-arrange to a time you can manage.

Yours sincerely

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Head Teacher

Enclosed: Parent information on Child Planning Meetings

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## Appendix 8f Template letter alternative meeting date

**Today's Date**

**Guardian Salutation**

**Guardian Address**

Dear **Guardian Salutation**

**Pupil's Forename Pupil's Surname** Date of Birth **Pupil's Date of Birth**

I regret that you were unable to attend the meeting on **Meeting Date**. Your views and those of **Pupil Known As** are essential to ensure that we have considered all aspects of their needs.

I will be pleased to meet you on **Date of Meeting** at **Time of Meeting** in my room at the school. If this is not convenient to you, please telephone to arrange another time.

Yours sincerely