

## Checklist for school paperwork required for Governors Discipline Committee (GDC) meetings

The Information required includes:	One off Incident ✓	Persistent breaches ✓
1. Exclusion Letter	Required	Required
<p>A copy of the letter sent to the parents/carers informing them of the permanent exclusion.</p> <p>The letter should include the following information:</p> <ul style="list-style-type: none"> <li>○ Details of the incident(s) leading to the exclusion, including dates and a clear explanation of the reasons.</li> <li>○ Details of what Education will be provided for the first 5 days of the exclusion.</li> <li>○ Details on what happens following 6<sup>th</sup> day of the Exclusion and key contact from the Local Authority.</li> <li>○ The letter should also include the timeframe in which the Governors meeting must be arranged by, parents right to appeal the permanent exclusion and who to contact should parent request to make representation.</li> </ul>		
2. Headteacher's overview statement	Required	Required
<p>A detailed overview statement from the headteacher explaining why it is felt that a permanent exclusion is appropriate in this situation.</p> <p>A thorough report detailing the serious incident, including a chronological account of what occurred and how the incident breached the school's behaviour policy and triggered a permanent exclusion.</p> <p>The school should highlight what part of the behaviour policy was breached and where appropriate reference Exclusion Policy, SEN policy, Equality Act, Bullying Policy, Safeguarding.</p> <p>The headteacher's report may also include the following information:</p> <ul style="list-style-type: none"> <li>○ Where alternatives considered (managed move, referral to FAP, longer suspension)</li> <li>○ Whether exclusion is for one off incident or persistent breaches of schools behaviour policy</li> </ul>		
3. Evidence supporting the Exclusion/Investigation process	Required	Required
<p>A clear account of the incident which led to the decision to PEX, including any events which led up to the incident and how the investigation process was carried out.</p> <ul style="list-style-type: none"> <li>○ <b>Statements:</b> Investigation process which will include statements from staff and students who witnessed the incident.</li> <li>○ <b>Voice of Child:</b> The excluded pupil should be given the chance to provide an account either written or scribed. This should be completed on the day of the incident, if possible. If that is not possible, the pupil should be asked to provide their account as soon as possible after the incident.</li> </ul> <p>Any written accounts made by staff and pupils who were involved in, or who witnessed the incident should be included in the pack. These must be attributed, signed, and dated; however, the school must consider the data subject rights of all concerned. Where a statement is written by a pupil, the school will need to consider their data protection obligations to that pupil and whether redaction of pupils' names</p>		

<p>(and identifying details) is necessary in any witness statements which are being released to third parties.</p> <ul style="list-style-type: none"> <li>○ <b>CCTV:</b> Any relevant CCTV footage or other visual/audio evidence.</li> </ul> <p><b>Immediate Response:</b></p> <ul style="list-style-type: none"> <li>○ Details of the immediate actions taken by the school following the incident.</li> <li>○ Records of any first aid or medical treatment provided, if applicable.</li> <li>○ Notes on any immediate communication with parents/carers following the incident.</li> <li>○ Safeguarding where applicable (MASH, AIMS Assessment)</li> </ul>		
<p><b>4. Mitigating Circumstances</b></p> <p>With reference to the DfE's statutory guidance on exclusions, considering mitigating circumstances is essential to ensure that the exclusion process is fair, proportionate, and compliant with legal and statutory requirements. It supports vulnerable students, prevents discrimination, promotes positive interventions, upholds the principles of natural justice, and ensures that the decision-making process is thorough and transparent.</p> <p><b>School should evidence the following:</b></p> <ul style="list-style-type: none"> <li>○ Information on any mitigating circumstances that may have contributed to the student's behaviour.</li> <li>○ Where reasonable adjustments made/considered</li> <li>○ Records of any discussions or considerations of alternatives to exclusion (if this has not already been evidenced in Headteacher's statement)</li> </ul>	Required	Required
<p><b>5. Support and interventions</b></p> <p>Dated documents reflecting how the pupil's needs have been addressed and whether targets have been met, for example, Individual Education Plans (IEP), Educational Psychologist report (EP), CAMHS referral, EHCP, BACME SEMH and any other internal/external services. This should include all the strategies and interventions employed by the school to address a pupil's needs.</p>	If applicable	Required
<p><b>6. SEN information</b></p> <p>SEN perspective – Educational Psychology/Teacher Advisor reports, and details of how any recommendations have been implemented, and any supporting SEN papers, for example copy of EHCP, last annual review.</p>	Required	Required
<p><b>7. Circumstances of the child (LAC/CIN/CP/EHCP)</b></p> <p><b>Circumstances of the child:</b></p> <p>Information regarding the involvement of other agencies, for example CAMHS, Children's Service Department (Social Care), Early Help (EH), SEN involvement. If the young person is open to CIN, CP, LAC, SEN it is important school evidence what early discussions were had to prevent the permanent exclusion.</p> <p><b>Inviting virtual school and social care to GDC meetings:</b></p> <p>The DfE guidance on exclusions emphasizes the importance of involving social care and the virtual school in the GDC meetings for looked-after children and those with social care involvement. This ensures that exclusion decisions are made with a comprehensive understanding of the child's circumstances, supporting fair and well-rounded decision-making.</p>	Required	Required

**Key Points from the DfE Guidance:**

1. **Notification:** Schools must notify the virtual school and social worker immediately when a looked-after child or a child with a social worker is excluded. This ensures that these key professionals are aware and can take timely action.
2. **Invitation to Meetings:** Both the virtual school and the social worker should be invited to the GDC meeting. Their input is essential for providing a comprehensive understanding of the child's needs and circumstances.
3. **Collaboration:** The guidance emphasizes the importance of collaborative working between schools, social care, and the virtual school to ensure that exclusions are handled in a way that is mindful of the child's wider context and welfare.

**Child with Education Health Care Plan (EHCP):**

Whilst extending an invitation to SEN is not a legal requirement as per the code of practice, the DfE guidance emphasises the importance of considering a student's special educational needs in the exclusion process. This is in line with best practices and statutory guidance to ensure that the student's needs are fully considered and that the exclusion process is fair and inclusive.

**Here's how the guidance suggests schools should handle the involvement of SEN considerations.**

1. **Considering SEN in Exclusion Decisions:**
  - The guidance states that headteachers should consider whether a student's behaviour may have been influenced by unmet needs and whether a student with SEN might have been disadvantaged.
  - It advises that schools should consider any factors that might have contributed to the behaviour, including SEN, and the appropriateness of the support and interventions provided.
2. **Duty to Make Reasonable Adjustments:**
  - Under the Equality Act 2010, schools have a duty to make reasonable adjustments for students with disabilities. This includes considering how their SEN might affect their behaviour and ensuring appropriate support is in place.
3. **Involving Relevant Professionals:**
  - While it does not explicitly mandate the attendance of SEN at GDC meetings, the guidance encourages headteachers to consult with relevant professionals, including the SEN, when considering an exclusion.
  - Schools are expected to provide evidence of the support provided to students with SEN and how this support was considered in the decision to exclude.

8. Previous suspensions	No, unless directly linked to the permanent exclusion.	Required
Copies of the letters and notifications of any previous suspensions, internal seclusion. <ul style="list-style-type: none"> <li>○ Any previous relevant behaviour records of the student, previous warnings or disciplinary actions taken against the student - if applicable (in case of persistent breaches)</li> <li>○ Records of any interventions or support provided to the student prior to the exclusion.</li> </ul>		
9. Parent/Carer involvement	Required	Required
Details of <b>relevant</b> contact/involvement with parents/carers.		

10. Attendance details	Required	Required
Attendance records for the current academic year and the previous academic year.		
11. Attainment details	Optional, if applicable	Optional, if applicable
<p>A summary of the pupil's strengths and abilities in relation to National Curriculum Key Stages. More detailed information can also be provided if relevant, for example:</p> <ul style="list-style-type: none"> <li>○ a copy of the recent academic reports</li> <li>○ SATs results</li> <li>○ Predicted grades</li> <li>○ Pupil Progress file for Year 10 and Year 11, if applicable</li> </ul>		
12. School policies	Required	Required
A copy of relevant school policies, e.g.: Behaviour Policy, Exclusion Policy, SEN Policy, Bullying Policy, Safeguarding.		