



EXCLUSIONS AND SUSPENSIONS

PROTOCOL FOR FOR SUPPORTING YOUNG
PEOPLE WHO RECEIVE EXCLUSIONS AND
SUSPENSIONS

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The Virtual School has a statutory responsibility for the education of Looked after Children and a non-statutory responsibility for children with a Social Worker. The Assistant headteacher in charge of Children With a Social Worker (CWSW) also sits within the Inclusion and works with them to analyse Exclusion/Suspension patterns and trends.

The Virtual School is committed to reducing school exclusions of Looked After Children and CWSW, we work closely with schools, social workers and our in-borough Inclusion team to ensure that our young people get support at the point of need.

LOOKED AFTER CHILDREN

The Virtual school supports the education of all young people in care and whilst we have the highest expectations of their behaviour in all their various school settings we recognise that sometimes they behave in a way which means their schools suspend or permanently exclude them. When this happens it is important that we make sure that provision/support is put in place to meet their needs educationally and emotionally as quickly as possible.

The role of The Virtual School is to:

- Track all exclusions and work to reduce further exclusions.
- Ensure carers and social workers know where to seek advice about exclusions.
- Consider what extra assessment and support is required to address the causes of the child's behaviour.
- Make any extra arrangements to support the child's on-going education in the event of an exclusion.

This Guidance seeks to articulate the process the Virtual School uses when a suspension or an exclusion occurs.

Please note, this document should be read in conjunction with the statutory guidance on [Suspensions and Exclusions](#)



VIRTUAL SCHOOL: AT POINT OF EXCLUSION/ SUSPENSION:

Within the VS the lead for exclusions follows:

1. VS informed of the exclusion or potential for an exclusion (either from the school DT/HT directly or via Welfare Call)
2. VS Lead contacts the school and the SW and asks for
 - The suspension letter
 - The details of the incident
 - **Where the child was/will be educated for Day 1 of Day 6 provision**
 - Does the child have identified SEND or EHCP.
 - Ask for the date of the reintegration and VS to attend if possible.

AFTER EXCLUSIONS/SUSPENSIONS:

Arrange additional pep meetings (one every half-term if need be, which can include the mandatory full pep) to monitor.

If there are more than 3 suspensions during one half term period and the child attends a mainstream setting then VS Lead may suggest to the school that the YP would be better placed either in an AP or specialised (EHCP) setting.

The VS Lead advises that the period of time going forward needs to spend accruing evidence (as we could be wrong).

The school also need to have a clear plan of how they have accommodated the needs of a LAC if a future PEX were to be issued and presented to the Governing Body.



WE THEREFORE ASK THE DT TO:

- Inform the SENDCo and seek their advice – using questions like:
 - Are observations needed?’
 - Is the child on the SEND school register, if not, do they need to be?’
 - Is the child presenting as either ASD or ADHD/ADD?’
- Arrange an EP report (PP+ can be used to fund if needed).
- Ask the SW if a recent referral has been made to CAMHS – log any information on Epep SEND section.
- Decide if an ASD or ADHD referral needs to be made to CAMHS, and if so, complete the paperwork sent from the local authority.
- Decide if an EHCP assessment needs to be applied for.

HOLD ANOTHER PEP MEETING IN ORDER TO:

- Review the above. Record developments on Epep providing dates and outstanding actions.

If suspensions are continuing then look into Alternative Provision settings. This often involves a funding discussion – it should **not be** an assumption that the PP+ is used as it doesn't go very far in this context.

IN BOROUGH

- Liaise with the Inclusion team and discuss options for the young person.
- Take the young person to the appropriate panel, Rapid Response, Vulnerable Pupil Hot Clinic to discuss their additional needs and make sure that they are allocated funding for an appropriate setting.

OUT OF BOROUGH

- Ensure that the school have alerted their Local Authority Inclusion Officer (if they have one) and invite them to meetings to share local knowledge and advice.



REGULAR MONITORING TO PREVENT EXCLUSION

AS A VS TEAM:

VS Lead for Inclusion meets with Welfare Call once a month to ensure that the dates/letters match the information on their system and Epep.

Young People who we are concerned are at risk of PEX are also monitored via our Risk Register. They are discussed in depth at Team meetings and monitored closely by their individual VS Leads.

We provide regular training for our team and those who work with our young people to ensure they know and understand ACEs, Attachment and Trauma informed practice.

THE ROLE OF THE DESIGNATED TEACHER:

- Share any concerns regarding the education of LAC with the Virtual School as soon as they arise so timely action can be taken to avoid escalation and risk of exclusion.
- Advocate on behalf of the child or young person with school staff and management to identify issues, seek effective support and look for alternatives to exclusion.
- Promote school-wide attachment aware responses to behaviours from LAC, encouraging staff training and development in this area where possible.
- Ensure that PEP meetings are used to bring all stakeholders together to plan on-going support and/or intervention where there has been an incidence of exclusion.
- Notify the Virtual School if a pupil is at risk of exclusion.
- Notify the Head of the Virtual School if a pupil is excluded.



THE ROLE OF THE SOCIAL WORKER

- Share any concerns regarding the education of young person with the Virtual School as soon as they arise so timely action can be taken to avoid escalation and risk of exclusion.
- Attend multi-professional meetings to explore issues and offer support to children, young people and schools in relation to their care and development.
- Advocate for the child or young person ensuring all information relating to exclusion is fully understood, accurate and that all reasonable action to avoid exclusion is being taken.
- Ensure that PEP meetings are used to plan on-going support and/or intervention where there has been an incidence of exclusion.

THE ROLE OF THE VIRTUAL SCHOOL

- Ensure that PEP meetings are used to bring all stakeholders together to plan on-going support and/or intervention where there has been an incidence of exclusion.
- Attend multi-professional meetings to explore issues and offer support to children, young people and schools in relation to their care and development.
- Advocate for the child or young person ensuring all information relating to exclusion is fully understand, accurate and that all reasonable action to avoid exclusion is being taken.
- Deploy available resources effectively to support a child or young person in order to prevent exclusion.



EXTENDED ROLE OF THE VIRTUAL SCHOOL: CHILDREN WITH A SOCIAL WORKER

- Ensure that children who have been excluded who have a safeguarding status are known to the Inclusion Team.
- Analyse the data from our Suspensions and Exclusions and track any patterns.
- Support the promotion of inclusive behaviour practises in borough schools.
- Provide training on Trauma and Attachment informed practice.
- Look strategically at the local offer a plan support for the most vulnerable both in school and across the borough provisions.
- Attend Rapid Response, EPP and Vulnerable pupil Hot Clinics to champion CWSW and gain a greater understanding of their particular needs.

