

Contacts

Cheltenham –

Families First Plus – 01452 328160

Children and Families team - 01242 532425

Cotswold –

Families First Plus – 01452 328101

Children and Families team - 01285 881029

Forest of Dean -

Families First Plus – 01452 328048

Children and Families team - 01594 820577

Gloucester North –

Families First Plus – 01452 328076

Children and Families team - 01452 328018

Gloucester South -

Families First Plus – 01452 328076

Children and Families team - 01452 427852

Stroud -

Families First Plus – 01452 328130

Children and Families team - 01453 760530

Tewkesbury -

Families First Plus – 01452 328250

Children and Families team - 01452 328207

The Multi-Agency Safeguarding Hub (MASH) -

01452 426565

If you are not sure who is the social worker for the child, or if you have a broader query about a Child Protection or Safeguarding issues, you can contact the Multi-Agency Safeguarding Hub on 01452 426565

Safeguarding Manager for Education: -

Georgina Summers – 07388 715883

gsep@gloucestershire.gov.uk

Contacts continued

Education Inclusion Service

01452 427360

Exclusion Lead

Victoria Burt

Educational Psychology Service -

County Wide Senior EP, Greg Cotton - 01452 328050

- Cheltenham - 01452 328771
- Forest – 01452 328910
- Gloucester – 01452 328004
- Stroud – 01452 328131

Advisory Teaching Service -

- Gloucester & Forest –
Roz Rees - Tel: 01452 426813
Stroud –
Di Caesar/Clare Tongue - Tel: 01452 583728
- Cheltenham/Tewkesbury/ & Cotswolds –
Gill Wade Tel: 01452 324376

Statutory and local authority guidance can be found at:-

[School suspensions and permanent exclusions - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

[The Gloucestershire exclusions webpage is to help schools apply statutory guidance and to provide additional information about Gloucestershire's policies and procedures relating to preventing and managing exclusions.](#)

Gloucestershire Safeguarding Children Partnership



Safeguarding in Education Team

Child Protection and suspension/ permanent exclusion from school

www.gloucestershire.gov.uk/gscp

Government Suspension and Permanent Exclusion Guidance

Current guidance directs headteachers to formally record and specify the length of the suspension in every instance where a child is sent home for disciplinary reasons. Head teachers should ensure that:

- *they are meeting their legal duty of care towards pupils, and that parents/carers are formally notified of the suspension*
- *child protection issues are taken into account e.g. bearing in mind the child's age and vulnerability*
- *a parent/carer is at home and the child is not placed at risk by, for example, being left to wander the streets*

Any decision to exclude must be rationale. When considering an exclusion for a child with a social worker, it is essential that their current circumstances and any mitigating factors are taken into account. Before deciding whether to exclude a pupil, the headteacher should consult the Governments Statutory guidance as well as the Local Authority Guidance.

The decision to Exclude

If an exclusion is likely to create a significant risk due to the pupil being out of school, alternatives such as internal isolation should be considered as more appropriate.

If a parent does not comply with suspension, e.g. by sending the suspended excluded child to school, or by refusing to collect, the school must consider the child's safety in deciding what action to take. Any suspension should not be enforced if doing so may put the safety of the child at risk. The social worker may help to resolve the issue with the parents of any child with a CPP.

Child Protection Plans

A Strategy Discussion is held whenever there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm.

An initial child protection conference is convened in cases where a strategy discussion concludes that a child is at risk of significant harm. If the judgement of that conference is that the risk continues, a core group of significantly involved professionals contributes to a Core Assessment of the child's needs.

The assessment informs the subsequent Child Protection Plan (CPP) that comprises a multi-agency approach to reduce the risk to an acceptable level.

Role of the Designated Safeguarding Lead (DSL) in school

Working with the headteacher, the DSL is responsible for maintaining a confidential record of all pupils for whom there are CP issues or who have a CPP and for managing the education contribution to the CPP.

A child for whom there are CP issues or a CPP is more at risk of harm if their family is placed under unexpected stress. Any suspension/exclusion can create stress and each school will need systems that allow current information about a child's situation to be considered when the headteacher is thinking about suspension/exclusion.

The DSL can advise the headteacher and must contact the child's social worker before the headteacher takes action to exclude. In discussion with the headteacher or DSL, the social worker may decide to call a core group meeting for a child with CPPs to plan how to ensure the child is kept safe from significant harm.

Under the new DfE regulations, schools must notify and consult with social workers where a pupil is at risk of exclusion, being directed off-site or a managed move is being considered.

Social workers must be invited to attend Governor Exclusion Review meetings and Independent review meetings. Please note arrangements for them to attend virtually must be put in place if requested.

Schools have a statutory duty to make arrangements for safeguarding and to promote the welfare of their pupils. As part of this duty, schools are required to have regard to guidance issued by the Secretary of State for Education and must have regard to Keeping Children Safe in Education. Schools duties to work with social workers

Education Inclusion Service

The Education Inclusion Service can help Headteachers and other senior school staff to:

- review strategies and procedures to prevent escalating behaviour that may lead to suspension/permanent exclusion
- support with use of the Graduated Pathway to reduce risk of PEX and consider preventative measures to avoid suspension/permanent exclusion
- provide advice and support around individual children at risk of exclusion
- support with alternatives to suspension/permanent exclusion

Special Educational Needs

Current statutory guidance on identifying, assessing and making provision for pupils with SEN, including those with Social, Emotional and Mental Health Needs (SEMH) is given in the Special Educational Needs Code of Practice. Headteachers must have regard to this guidance when considering an exclusion.

EHCP

For any child with a social worker who has a EHC Plan and is at risk of exclusion, the school should invite the social worker to an EHCP review. It may be appropriate to review the EHCP as part of a broader multi agency review of the child's needs or to complete the EHCP review before a planned core group meeting.

The DSL will be able to share the outcomes of the review at any future meeting regarding the CPP.