# Young person’s details

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Name: | Enter young person’s name | Date of exclusion: | date of exclusion | | Date of birth: | date of birth |
| School: | Enter the name of the school | Name of referrer: | | Enter referrer’s name | | |
| Ethnicity: | Enter the young person’s ethnicity | Gender: | | Enter the young person’s gender | | |

|  |  |
| --- | --- |
| Select contact 1 | Enter contact information |
| Select contact 2 | Enter contact information |

# Overview

Ask for an overview of what happened during the exclusion, including any circumstances leading up to it. Ask for details of any facts the school has stated which the family feels to be untrue

# About the exclusion

|  |  |
| --- | --- |
| *It is important to get a comprehensive history of the exclusion and any contextualizing circumstances.* | |
| What does the school say happened to lead to the exclusion: | Click or tap here to enter text. |
| Does the young person agree that this is what happened: | Click or tap here to enter text. |
| If no, what is their version of events: | Click or tap here to enter text. |
| What evidence does the school have: | Click or tap here to enter text. |
| Are there witnesses that can attest to the young person’s version of events: | Click or tap here to enter text. |
| If yes, what is their contact information: | Click or tap here to enter text. |

# About the young person

|  |  |
| --- | --- |
| *This section concerns SEND. This can be a sensitive topic for young people and parents. You can provide information about what this label means and how, if the young person has SEND, it is helpful to review this as a part of the challenge.*  *You can read more about SEND in exclusions challenges in the* [*Quick Guide: Special educational needs and disabilities*](https://justforkidslaw.org/school-exclusions-hub/legal-practitioners-and-professionals/making-case-schools-governor/meeting-preparing-case-governers/quick-guide-special-educational-needs-and-disabilities) | |
| Does the young person have SEND? | Click or tap here to enter text. |
| Is the school aware of this SEND: | Click or tap here to enter text. |
| Have the school taken steps to address this SEND: | Click or tap here to enter text. |
| Does the young person have an EHCP? | Click or tap here to enter text. |
| Are any clinicians, pastoral workers or professionals working to support the young person with their SEND? | Click or tap here to enter text. |

|  |  |
| --- | --- |
| *This section contains questions about the young person’s personal and home lives. These topics can be sensitive. However, bullying, trauma, and adverse childhood experiences can all have a huge impact on a young person’s behaviour and engagement at school. They may be relevant to any case raised to challenge the exclusion.* | |
| Are there issues around bullying: | Click or tap here to enter text. |
| Are there issues in the young person’s home life such as trauma, abuse or experience of state care: | Click or tap here to enter text. |
| Has anything recently changed in the young person’s social circles, such as a group of new friends, bereavement or relocation: | Click or tap here to enter text. |
| Is the young person in receipt of free school meals: | Click or tap here to enter text. |

# About the process

|  |  |
| --- | --- |
| *This section is about the procedural aspects of the exclusion, and the way the school made their decision.* | |
| Which member of staff made the decision to exclude the young person: | Click or tap here to enter text. |
| Was a letter written to confirm the exclusion: | Click or tap here to enter text. |
| Was the exclusion extended from a previous fixed term exclusion, or converted into a permanent exclusion: | Click or tap here to enter text. |
| Were the family aware of behavioral issues, or the risk of exclusion before it happened: | Click or tap here to enter text. |
| Did the school speak with the young person and take their version of events before excluding them: | Click or tap here to enter text. |

# Any other relevant information

Use this space to record any other relevant information