

## Promoting Inclusion – Reducing Exclusion

### *Policy, Practice and Paperwork*



**September 2018**

## CONTENTS

<b>Introduction</b>	<b>3</b>
<b>Legislative Framework</b>	<b>4</b>
<b>PART 1 – Policy</b>	<b>6</b>
<b>PART 2 – Practice</b>	<b>11</b>
<b>Appendices</b>	
Appendix 1 – Checklists of key considerations to be made prior to, during and after exclusion	<b>17</b>
Appendix 2 – Initial Exclusion Letters	<b>23</b>
Appendix 3 – Support Plan	<b>26</b>
Appendix 4 – 8 Day Letters	<b>27</b>
Appendix 5 – Team Around the Child Checklist	<b>29</b>
Appendix 6 – The Single Planning Process Supporting the Single Child’s Plan	<b>33</b>
Appendix 7 – Charter for Looked after Children and Young People	<b>40</b>

## INTRODUCTION

'Promoting Inclusion - Reducing Exclusion' is Dundee City Council's updated response to the national guidance, '*Included, Engaged and Involved Part 2: A positive approach to Preventing and managing school exclusions*' published by the Scottish Government in March 2011 and updated in 2016

<http://www.gov.scot/Publications/2017/06/8877#>

This guidance clarifies national policy on exclusion from schools within the context of *Getting It Right For Every Child* and Curriculum for Excellence with the overall aim of keeping all pupils fully included, engaged and involved in their education and improving outcomes for those at risk of exclusion.

This guidance should be implemented along with the following guidance which refers to Dundee's strategic approach to promoting Nurture and positive relationships:

- Nurturing Approaches in Dundee (including Restorative Approaches)
- De-escalation Guidelines
- Guidelines for Physical Intervention
- Anti-bullying Guidelines
- Health & Safety: Violent Incidents at Work

At the heart of Curriculum for Excellence is effective learning and teaching. This includes the breadth, flexibility and personalisation as well as an entitlement to support. It is in the context of promoting effective learning and teaching and developing positive relationships and behaviour that 'Promoting Inclusion - Reducing Exclusion' has been developed.

If we are to get it right for every child we need to consider how we work with our partner agencies to deliver preventative approaches to support inclusion and engagement. This includes a focus on prevention, early intervention and response to individual need, incorporating staged interventions.

The guidance is intended to provide a helpful and supportive framework within which individual schools can work effectively with children, young people and parents/carers to maintain positive relationships, behaviour and safety in schools.

## LEGISLATIVE FRAMEWORK

The power to exclude a pupil from school rests with the relevant education authority; in this case, Dundee City Council is the relevant education authority.

- The power to exclude a pupil is set out in **Regulation 4 and 4A** of the **Schools General (Scotland) Regulations 1975**, as amended.

An exclusion policy should also be seen in the wider context of an authority's duties under:

- **Education (Scotland) Act 1980**: "... secure that there is made for their area adequate and efficient provision of school education..."

- **Standards in Scotland's Schools Act 2000**:

"...have due regard, so far as is reasonably practicable, to the views (if there is a wish to express them) of the child or young person in decisions that significantly affect that child or young person, taking account of the child or young person's age and maturity."

- **Additional Support for Learning Act 2004/2009**:

"...every education authority must in exercising any of their functions in connection with the provision of school education, take account of the additional support needs of children and young persons having such needs."

- **Equality Act 2010**:

"... a school must not discriminate against a pupil - by excluding the pupil from the school. (If a disabled person behaves in a particular way as a consequence of their disability, and as a result is treated less favourably, that is discrimination, unless the person accused of the discrimination can justify what he has done by showing this was a proportionate means of achieving a legitimate aim.)"

- **Children and Young People (Scotland) Act (2014)**

This makes clear that Getting it Right For Every Child is the national approach to improving wellbeing of children and young people in Scotland and puts their interests at the heart of decision making. It recognises that children and young people will have different experiences in their lives but every children and young person has the right to expect the appropriate support from adults to allow them to grow and develop and reach their full potential.

Part 9 of the act requires local authorities and 23 other public bodies listed in the Act as statutory corporate parents in respect of Looked After Children. So Dundee City Council is a Corporate Parent to Looked After Children.

- **Adoption and Children (Scotland) Act 2007** introduced **Permanence Orders** where a Local Authority can apply to the Court to have the parental responsibilities and rights (PRRs) in respect of a child vested in the Local Authority. So Dundee City Council is the legal parent of children who are subject to a Permanence Order.

- **National Improvement Framework**

This framework aims to drive improvements in learning for individual children and to ensure that there is purpose to assessment and information gathering. It is hoped that more robust and transparent assessment and information gathering will help schools and local authorities support children and young people more appropriately

- **Scottish Attainment Challenge**

The Scottish Government recognises the need to raise attainment of children and young people living in deprived areas in order to close equity gap. This is set within the context of curriculum for excellence and targets improvement in literacy, numeracy and health and well-being. Addressing these barriers should also impact on the gap in the exclusion figures for specific groups as outlined above.

- **Youth Justice Strategy 2015-2020 'Preventing Offending: Getting it Right for children and young people'**

This places a particular focus on the quality of relationships that children and young people experience as a key factor in building on their strengths as well as helping to manage risks. It pledges to share good practice throughout Scotland in approaches to school inclusion with a focus on preventing offending by the end of 2016 and ensure that young people at risk of disengagement from education are identified early and supported.

- **Scottish policy context**

i.e. Early Years Framework, Equally Well, Achieving Our Potential, More Choices More Chances, GIRFEC and These are our Bairns. Underpinning each of these policies is the Scottish Government's commitment to supporting the promotion of children's rights and the United Nations Convention on the Rights of the Child (UNCRC). Key principles of the UNCRC include that:

- All rights apply to all children without discrimination and children should be protected from discrimination (Article 2)
- In all actions concerning children, the best interests of the child shall be a primary consideration (Article 3)
- Every child who is capable of forming their own views has right to express those views freely in all matters affecting them (Article 12)

## **KEY MESSAGES ON THE POTENTIAL IMPACT OF EXCLUSION**

The cost of exclusion can be seen in terms of wellbeing, attainment and later offending behaviour, with recognition that the negative impact of exclusion is cumulative. Children and young people can often become involved in a negative cycle of exclusion and non-attendance which are very likely to reduce social capital and significantly impact on later life chances (Included, Engaged & Involved 2, 2017).

Exclusion can increase children and young people's already high levels of shame and fear (Taransaud, 2011).

The additional impermanency that exclusion can bring to children and young people, i.e. the loss and rupture of the relationships that the children and young people have formed in schools, can often exacerbate the negative consequences that earlier traumas have had on their lives (Perry, 2011)

School connectedness and relationships are seen as vital in leading to a number of positive outcomes for children and young people. (Pupil and Kruger 1997; Commodari 2013; and Bergen and Bergen 2008). School exclusion is likely to have a negative impact on such relationships.

Excluding young people from the stable routines of school and leaving them in a chaotic home background or risky neighbourhood can worsen behaviour (Barnardo's, 2010)

## **PART 1: POLICY**

In Dundee City Council, the power to exclude a pupil has been delegated by the Executive Director of Children and Families Services to Head Teachers alone. Only when the Head Teacher is out of school is delegation to a Depute Head Teacher (DHT) permissible. In such a situation, the DHT may seek advice and support from the school's Education Manager.

Formal exclusion is an important sanction with a legitimate place within a school relationships and behaviour management policy. It marks the extreme seriousness of a breach of discipline that is detrimental to the good order of the school or to the educational well-being of the pupils there, and formally engages parents in supporting the school to manage their child's behaviour.

Exclusion is the most serious sanction that can be imposed on a pupil. Head Teachers should seek to minimise the need to use it by promoting a positive and inclusive school ethos. When considered necessary, it must be used as a last resort, short in duration, and implemented in accordance with agreed procedures.

For the purposes of this guidance: the term parent includes a carer or any other person who is liable to maintain, or has parental responsibility. Where the child is subject to a Permanence Order, Dundee City Council has parental responsibilities and rights in respect of the child.

### **1.1 The Decision to Exclude**

Head Teachers must always consider the impact and influence of exclusion on the pupil's future engagement and behaviour, or if in the circumstances, there are other measures which are more appropriate. There is a balance to be struck between meeting the needs of the individual pupil, as far as that is possible, and doing what is necessary to uphold expectations of safe and respectful relationships for the benefit of all pupils and staff. It is in the interests of all pupils, their families and school staff, to have all the relevant information available before taking the decision to exclude. The core questions contained in **Appendix 1** are to be used when exclusion is being considered.

It is very important to identify what the **purpose** of the exclusion is and what **positive outcomes** can be achieved by exclusion. Such identification allows consideration of other means, for example, a restorative meeting, to bring about the same effect as exclusion.

#### ***Seeking the views of the pupil***

In taking the decision to exclude a pupil, school staff should seek the views of the child or young person and appropriately take these into account as part of the decision-making process. This applies to all pupils including those with additional support needs, where communication should be adapted to the individual's abilities and understanding. It is also very useful to record this process to ensure that it has happened and to inform future resolution of the situation.

#### ***Involving parents/carers***

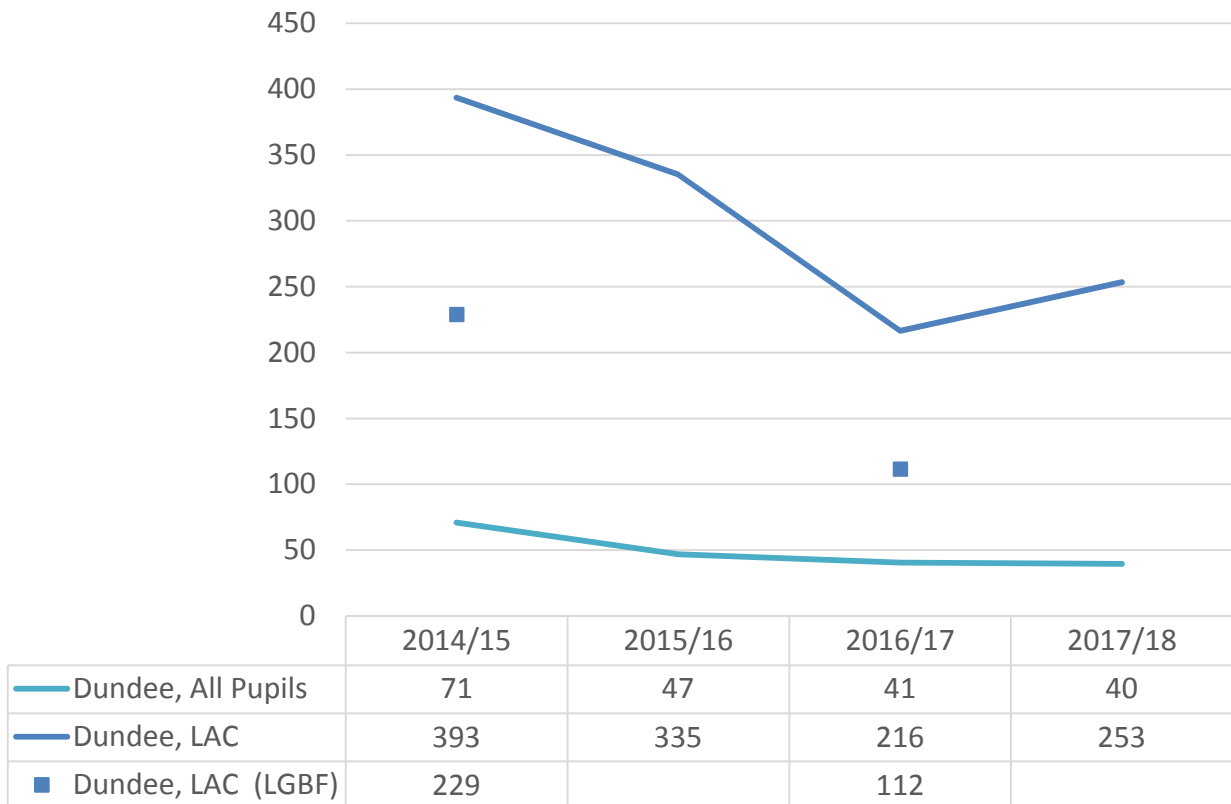
Parental co-operation is vital and every effort should be made to strengthen links with the home. All communication with parents/carers should be positive, supportive and involve them fully in considerations of the child/ young person's educational provision.

*For the purposes of this guidance; 'a child' means a person attending school from primary one onwards; and 'a young person' means a person over school age who has not yet attained the age of 18 years, as in section 135(1) of the 1980 Act.*

## 1.2 Consideration of Individual Circumstances

Statistics show that children and young people are more likely to be excluded if: they are looked after; they are from the most deprived areas; they have a disability; they have an additional support need and the additional support need is social, emotional and behavioural. This section of the guidance considers the individual circumstances of our most vulnerable children and young people. The graph below shows the exclusions data for Looked After Children in Dundee, which shows the significantly higher level of exclusions for Looked After Children and the rise over the last year. Further analysis of the data indicates the variance in exclusions across schools, with some having no exclusions for looked after children; while others have high levels.

### Exclusion rates (exclusion incidents per 1,000 pupils) for all pupils and Looked After pupils



## 1.3 Looked After Children

From the commencement of session 2018/19 Dundee City Council, as Corporate Parents, will implement an alternatives to exclusion policy for looked after children, whilst providing all available supports to enable children and young people to thrive in their current mainstream school.

The Education (Additional Support for Learning Act) (Scotland) Act 2004, as amended 2009, states that all looked after children (LAC) will be deemed to have additional support needs unless assessed otherwise. To exclude a LAC requires very serious consideration. Looked after and care experienced young people's already potentially challenging circumstances are likely to be further exacerbated, and an additional loss of learning is likely. Exclusion from school may also have a significant impact upon their home lives. An exclusion from school may be the catalyst to a change in placement as the need to ensure appropriate care and supervision for the child or young person

whilst excluded, may place a significant pressure on a parent or carer. The impact on both the child/young person and the wider system should not be underestimated.

**Alternatives to exclusion (see 2.5) must be implemented in the first instance wherever possible for Looked After Children.**

In exceptional circumstances, when exclusion has been assessed as the only possible course of action, the Chief Education Officer and Chief Social Work Officer must be consulted before any decision is taken.

In these exceptional circumstances, staff must ensure that appropriate arrangements are in place to ensure the care and wellbeing of any child or young person before they are excluded and sent home during school hours. If appropriate arrangements are not in place, the pupil should remain in school during school hours until such time as arrangements are in place, this is especially important in the case of LAC.

Therefore, in order to provide the best possible support for the looked after child or young person, it is essential that their social worker is involved in any decisions which affect attendance at school. The Team Manager or Duty Team Manager should be contacted in the social worker's absence.

#### **1.4 Corporate Parents**

Part 9 of the Children and Young People (Scotland) Act 2014 requires local authorities and 23 other public bodies listed in the Act as statutory corporate parents to develop Corporate Parenting Plans. In the Scottish Government Strategy for LAC 2015, Corporate Parenting is defined as 'an organisation's performance of actions necessary to uphold the rights and safeguard the wellbeing of a looked after child or care leaver and through which physical, emotional, spiritual, social and educational development is promoted'. See attached link for the Corporate Parenting Plan:

<https://www.dundee.gov.uk/reports/reports/310-2017.pdf>

Dundee City Council Children and Families Service have stated their commitment to Looked after Children with the development of a Charter for Looked after Children and Young People. See Appendix 7.

#### **1.5 Children or young people on the Child Protection Register for whom there are current or previous child protection concerns**

It is essential that all staff in educational establishments, including early years, schools and colleges, know which senior staff are aware of children or young people on the Child Protection Register or for whom there are concerns.

As with any other vulnerable child or young person, alternatives to exclusion which enable the ongoing wellbeing and safety of the child or young person, should be explored and exhausted with exclusion from school being a last resort.

#### **1.6 Children and Young People with Additional Support Needs including those with a Disability**

In considering the exclusion of a child or young person with a disability as defined by the **Equality Act 2010**, schools should ensure they comply with the provisions of that Act in relation to **discriminatory behaviour** in context of the exclusion from school.



If a child or young person with a disability behaves in a particular way as a consequence of their disability, and as a result of this behaviour is excluded, it could be deemed that the school have treated this pupil less favourably. That would constitute discrimination, unless the school could justify the exclusion as a proportionate means of achieving a legitimate aim. However, if there were **reasonable adjustments** the school could have made, then the exclusion is unjustified. The pupil or parent may appeal against the exclusion under the Education (Scotland) Act 1980, but also may have a complaint of discrimination to make to the Additional Support Needs Tribunal Service.

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. It is the Named Person's responsibility to be aware of the arrangements in place with other agencies such as Social Work services and Health services in making provision, and take account of any disruption to the provision of these services to the pupil and to the services themselves.

- Pupils should be allowed to continue to access any therapeutic support such as physiotherapy, speech and language therapy or occupational therapy as ongoing and necessary support and intervention.
- A period of exclusion from school creates a transition point for children and young people to return to school which can be particularly challenging for some pupils with additional support needs. In considering an exclusion from school, transition planning should be factored into the plans for return to school. For some pupils with additional support needs, an individual ABL plan will be in place which will contain details of learning targets and support provided towards the aim of the plan. For those who meet the criteria, a Child's Plan will contain the details of learning outcomes and support provided across multi-agencies towards specific learning aims. School staff, and where appropriate, multi-agency partners will require to take account of an exclusion within learning targets. The plan may require adjustment to reflect aspects of the exclusion and any subsequent follow up actions.
- The provisions of the Additional Support for Learning legislation include those children and young people who have social, emotional and behavioural needs. In considering exclusion of these children, schools and authorities should take account of the ongoing support which pupils are receiving and to ensure continuity of provision throughout any exclusion to support their learning needs.

## 1.7 Multiple Exclusions

The overarching aim of this policy is to reduce exclusions and in particular minimise the pattern of multiple exclusions which may develop for some children and young people. Schools should consider carefully the cumulative impact of multiple exclusions from school on the child or young person concerned. The TATC process should be undertaken to assess, prepare contingencies to manage the factors associated with the risk of further exclusion, and plan support with the aim of meeting the Wellbeing needs which have led to multiple exclusions.

Where there are multiple exclusions (more than 3) for one individual child or young person, or significant issues around an exclusion, schools should consult with their local Education Manager with regard to problem-solving and future action.

## **1.8 Quality Improvement and data analysis**

Through SEEMIS and the central management information service, the Senior Management Team, supported by the Data Analysis Group, closely monitors exclusions from schools. Exclusions data is one source of information which schools and education officers use for school improvement planning, and will be used as evidence of the impact which this policy and other related plans and policies, have on children and young people's inclusion, engagement and involvement in school.

The following flow-chart assists in the decision making process regarding exclusion from school.

## Promoting Inclusion and reducing Exclusion in Dundee

Child/young person exhibiting behaviour (and communicating need) indicating risk of exclusion

To prevent exclusion, engage with parents, carers and involved professionals via staged intervention process to assess and agree a plan to support the child / young person

No exclusion

- What interventions have been effected?
- Is exclusion a last resort?
- What will exclusion achieve, and would an alternative be successful?
- What is the likely impact upon the young person, and their wider circumstances?
- Does the young person require consideration for revised support?
- What perspective can the lead professional, Social Worker, residential worker, foster carer etc. offer?
- What will the impact be on a foster or residential placement?
- What impact will this have on the planning mechanisms in place such as the Child's Plan or Coordinated Support Plan?

### EXCLUSION - ELIMINATING RISK

**CHILD OR YOUNG PERSON SHOULD NOT LEAVE SCHOOL UNTIL SAFETY, HEALTH AND WELLBEING IS ASSURED AND APPROPRIATE ARRANGEMENTS ARE IN PLACE.**

#### Looked After Child

**From the commencement of session 2018/19 Dundee City Council, as Corporate Parents, will implement a 'no exclusions' policy for looked after children.**

- Alternatives to exclusion should be explored and exhausted with exclusion only being used in exceptional circumstances  
In exceptional circumstances:
- Consult Social Worker/ Lead Professional regarding consideration of exclusion
- Consult Chief Education Officer & Chief Social Work Officer to agree/reach decision
- TATC process to assess and plan support (ensure appropriate arrangements in place at home to support care and wellbeing prior to exclusion taking place)
- No arrangement – child / young person to remain in school

#### Child on the Child Protection Register, current/previous child protection concerns

- Consult CPO and Social Worker/Lead Professional
- Check SEEMIS for child protection message
- Complete risk assessment to ensure child not at further risk at home while excluded
- If excluded, alternative provision must be in place without delay – consult with education authority regarding this
- Consider appropriate arrangements for re-integration into school

#### Children with Additional Support Needs (including young carers)

- Ensure compliance with Disability Discrimination Act 1995 (**NB no child should be excluded for reasons associated with their disability**)
- Take account of the impact of exclusion on learning and support provision
- Advise other professionals involved with the child to arrange continuation of therapeutic input in school e.g., SALT, OT, Physio
- Consider need for / review Child's Plan and/or CSP

## **PART 2: PRACTICE**

### **2.1 Managing Exclusion**

After consideration of an individual's circumstances and information gathered, if the criteria to exclude are met i.e.

**Regulation 4 states** that, an education authority **shall not exclude** a pupil from school unless the authority:

- "consider that in all the circumstances to allow the pupil to continue 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
- "are aware of the opinion that the parent of the child refuses or fails to comply, or to allow the pupil to comply, with the rules, regulations, or disciplinary requirements of the school".

In all cases exclusion should be for as short a period as possible and should be used to constructively resolve the situation with all those affected; plan for any new support or provision; and safeguard a successful return, in partnership with pupils and their parents/ carers.

#### ***Duration and timing of exclusion***

The length of exclusion is not defined in legislation and accordingly is a matter for the discretion of the local authority. However, the local authority remains responsible for the education of the pupil, and for the provision of alternative education provision while excluded. It is reasonable to expect alternative education provision after 3 days.

Where the timing of a decision to exclude a pupil means that it falls near the end of a school term, the resolution and re-admission process should take place within the same term.

#### ***Sending home without excluding***

Previously, time out of school could be described as; 'temporary exclusion', 'informal exclusion', 'cooling off period' and 'sending home'. All such instances are forms of exclusion and must be recorded as such.

Pupils must **not** be sent home from school for reasons relating to behaviour or an incident without being excluded. It is recognised that schools do use short-term, half-day cool down periods as part of education plans, and to positively engage parents. However, there is a legal requirement to record this approach as exclusion so that it remains transparent and can be carefully monitored and/or appealed. Where such cool down periods are used as part of an agreed plan with parents/ carers, this should be clearly and positively reflected in all verbal and written communication about the exclusion.

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

### *Appendix 1 – Checklists of key considerations to be made prior to, during and after exclusion*

1. The child or young person is informed that s/he is to be temporarily excluded from school.
2. The school should contact the parent/carer immediately by telephone to advise of the circumstances of the exclusion and to offer an early appointment.
3. To ensure the safety and wellbeing of the child/young person, anyone under the age of 16 years must not be excluded from school until the end of the school day unless s/he can be delivered directly into the care of a parent/carer.
4. In the exceptional case of a pupil who is looked after or on the child protection register, schools should consult with the child's social worker/lead professional and ensure that appropriate arrangements are in place prior to them leaving the school premises.
5. A **letter (Appendix 2)** must be sent to the parent/carers confirming the decision to exclude and offering an appointment to discuss the situation **within 7 calendar days**. A meeting should normally take place within 3 days from the date of the exclusion.

The letter should be sent by first-class mail on the day of the exclusion and a copy given to the child/ young person to take home.

Where the pupil has had a number of exclusions, it may be necessary to convene a multiagency meeting. However, it is still necessary to offer a preliminary discussion with parents to inform them of this meeting.

6. Where the decision to exclude refers to a young person who has reached his/her 16<sup>th</sup> birthday, then all formal meetings and discussions should be with the young person. However, it is good practice and, therefore, advisable to involve parents in discussions/ meetings, albeit on a non statutory basis.
7. Where a young person has a **placement at a college or other provision**, it is good practice to let the college or placement know about the exclusion. This should include the reason and the purpose of the exclusion in order that the placement can consider any related issues such as safety. However, it is not necessary to expect the college or other placement to also exclude the young person as there may be clear benefits to continuing a positive placement and this aspect of their education. The young person should be aware of what is communicated to the college or other placement about the exclusion. Where a young person is excluded from a college or other placement, this should be communicated to the school.

### Within 7 Days

1. Meet with the parents and the pupil (**normally within 3 days**) to discuss the exclusion and re-admission. It is **not** a requirement to set conditions for return to school. Depending on the individual case, it may be appropriate to develop and agree action or support plans with the parent and pupil as part of a re-integration meeting; and as part of a review of staged intervention including the identification of respective roles and responsibilities. This should be documented in the plan to support the pupil's successful return to school (**Appendix 3**), copied to the parent and pupil.

2. At this meeting, parents and pupils over 12 years should be informed of their **right to appeal** (Section 28H, Education (Scotland) Act 1980). A pupil or parent's decision to appeal exclusion should in itself have no effect on the length of the exclusion or the pupil's return to school. A pupil can return to school after a period of exclusion regardless of the appeal process and timing.
3. Where an **appeal** in relation to an exclusion has been made to the Education Appeal Committee, the decision of the appeal must be noted in the child/young person's PPR – SEEMIS.
4. Where the decision of the Education Appeal Committee has been to annul the exclusion, this information should be deleted from the pupil's PPR/SEEMIS and not disclosed as part of the pupil's record.

#### 8<sup>th</sup> Calendar Day of Exclusion

1. If the pupil has not been re-admitted either through a lack of resolution at the meeting arranged within 7 calendar days of the exclusion or because the parent/carer has failed, or been unable to attend the meeting, or because there has been no communication from the parent/carer, then a formal follow-up letter (**Appendix 4**) must be sent to the parent/carer/young person indicating:
  - a. failure either to reach an agreement with regard to re-admission or to keep the appointment made
  - b. the reason for the decision to exclude
  - c. the right of appeal and the address to which an appeal should be made
  - d. a further date for a meeting in school
  - e. arrangements for alternative provision
2. If the follow-up letter remains unanswered, then the school's Education Resource Worker (ERW) or other professional who can represent the authority will be notified in order to work with the parents to establish contact and resolve the exclusion. A list of possible professional representatives of the education authority is found here [Internal Link](#) [External Link](#) 'service telephone directory'

Advice from Senior Officers (Locality East and West) and Senior Officer (Children with Complex and Additional Support Needs) may be appropriate.

### **2.3 Consideration of alternative educational provision during exclusion and timescales**

Education authorities have a duty under section 14(3) of the Education (Scotland) Act 1980 to make alternative education provision for excluded pupils without **undue delay**. The duty is to either:

- Provide school education for the excluded pupil in a school managed by them; or
- Make arrangements for the excluded pupil to receive such education in any other school the managers of which are willing to receive; or
- Make special arrangements for the excluded pupil to receive education other than at an educational establishment

Alternative provision in the form of homework or learning in an alternative educational establishment will contribute to continuity of learning which is of a similar standard to the education provided prior to exclusion and should be put in place as soon as practicable. It is reasonable to expect alternative education provision after 3 days. It is recognised that it will not be practically possible to deliver the same curriculum provision during an exclusion but efforts should be made to make some form of alternative provision. In the rare case where the exclusion is more than 10 days, it is imperative that alternative education is provided.

## **2.4 Re-engagement**

Re-admission should take into consideration preparing and meeting the needs of staff and other pupils affected by the behaviour/incident which led to the exclusion and follow-up support. It may be appropriate to hold a restorative or solution oriented meeting with staff and pupils involved in order to restore and repair relationships and trust as part of the return to school.

Following a period of exclusion, it is necessary to arrange the readmission of the pupil to school. It is good practice to meet with the pupil to discuss their return to classes and the work to complete, if appropriate. It may be necessary to implement a range of support provision to put together a package of personalised support to meet the needs of the pupil in the form of a Plan to Support (see Appendix 3).

## **2.5 Alternatives to Exclusion**

Alternatives to exclusion should be time-limited, and provide sufficient time in order to address the issues which have contributed or led to the incident causing concern or risk. The plan for an alternative to exclusion should be drawn up and agreed by those who form the Team Around the Child. In the case of looked after children, this will include their social worker.

The alternatives to exclusion which schools should consider will be based upon the existing resources available to the school, including Nurture bases and other 'internal exclusion' provision.

Where assessment for a looked after child indicates that there is a level of risk which cannot be managed within the school's resources, a request for assistance should be made to central services for time-limited support for the child or young person who is looked after.

## **2.6 Use of Flexible Approach to the Curriculum packages to improve outcomes**

As a result of assessment and as agreed through a Team Around the Child meeting, there may be the considered use of Flexible Approach to the Curriculum packages. This support may include time in onsite school support, offsite / central support centres, third sector interventions and social work support.

These supports will be continually reviewed through Team around the Child process and documented through the Child's plan.

As part of an initial support package on return to school, it may be appropriate for the pupil to return to school on a part-time basis for a short period of phased re-admission. Any such plans should be considered within the staged intervention framework and documented within the appropriate planning mechanism. These arrangements should be considered as an interim

step only in order to expedite a prompt return to full-time education. This arrangement should have a clear timescale and be kept to an absolute minimum. **Where a pupil is receiving a Flexible Approach to the Curriculum package on this basis, there remains a legal requirement to mark time absent as an exclusion.** The support package is the consequence of exclusion and it is important that such approaches are transparent and closely monitored. This approach, when used in a positive, planned and agreed way will not reflect negatively on a pupil or school. However, such part-time provision will be closely monitored by the Education Department. Flexible Approach to the Curriculum packages: all ten openings should be timetabled with a provider and location for the learning activity clearly defined. Any opening not timetabled will be recorded as an exclusion.

## **2.7 Decision making, managing exclusions and re-engagement**

The following appendices section covers the decision making process and consideration of alternatives to exclusion, as well as the process of exclusion including recording, communication, right of appeal, duration and timing, provision of alternative education whilst excluded, re-engagement, and parental responsibilities and engagement.



## CHECKLISTS OF KEY CONSIDERATIONS TO BE MADE PRIOR TO, DURING AND AFTER EXCLUSION

### Checklist 1 – Prior to an exclusion

Key consideration questions	Consideration given	Comment
<ul style="list-style-type: none"> <li>• Is this a Looked After Child ? (see Checklist 2)</li> <li>• Is this child on the Child Protection Register ? (see checklist 2)</li> <li>• Does the child have additional support needs ? (see check list 2)</li> </ul>		
Has the child been excluded before? What was impact of this?		
Have the following been engaged to help prevent exclusion? <ul style="list-style-type: none"> <li>• Parents/carers</li> <li>• Key education staff</li> <li>• Other professionals (eg Social Work, Educational Psychologist)</li> </ul>		
Has there been clear assessment of the child/young person and their needs?		
Have additional support/interventions been provided for the young person?		
Have alternative arrangements been made for the child or young person prior to the exclusion? eg curriculum alternatives, temporary placement in base, use of virtual learning.		
How can the staged intervention process and school partnerships be utilised to further support this child or young person?		
Has the incident that precipitated the consideration of exclusion been reviewed to explore what happened?		
Has another professional from within the school who is not directly involved, been consulted on the situation in order to provide a different perspective?		
Has the child or young person been consulted on their views of the situation?		
Has the Named Person/Lead Professional been consulted on how to move forward?		
Has the possible impact of exclusion on the child or young person been considered in light of individual circumstances?		

What might the impact of an exclusion be on a child or young person's wider circumstances and planning processes ?		
What are the risk factors of exclusion ? Has a risk assessment been completed for the young person where appropriate?		
What are the hoped for outcomes of an exclusion? Are there other alternatives that might achieve this?		
Has there been consideration given to length of exclusion to ensure it is proportionate and in best interests of child/young person?		
Does the exclusion comply with regulation 4 of the 1975 Act?		
Have the rights of the child or young person been considered, with regard to articles of UNCRC?		
Have all other options been considered before deciding on exclusion as a necessary step?		

**Checklist 2 (to be used alongside checklist 1) – Individual Circumstances**

Individual Circumstance	Additional Consideration	Consideration Given	Comments
Looked After Child	Consultation with the Social Worker/Lead Professional		
	Chief Education Officer and Chief Social Work Officer consulted and approval required		
	Appropriate arrangements made with regard to support/care and wellbeing at home.		
	Decision made as to whether exclusion to go ahead.		
Child on Child Protection Register/child protection concerns previous raised.	CPDO and Social Worker/Lead Professional consulted.		
	SEEMIS checked for child protection message.		
	Education authority consulted about appropriate provision.		
	Appropriate arrangements for return into school considered.		
Child with additional support needs.	Confirmation sought that child or young person is not being excluded for reasons associated with disability		
	Ensure that child or young person is not being excluded for reasons associated with a protected characteristic.		
	Account is taken of impact of exclusion on child or young person's learning and support provision.		
	Other professionals involved with child consulted on continuation of any additional input.		
	Consideration is given to review of any Child's Plan or Coordinated Support Plan.		
	Transition planning is taken into account with regard to return to school.		

### Checklist 3 – Decision to exclude has been made

Action To Be Taken	Action Taken	Comment
Child or young person is informed he/she is to be excluded.		
Immediately inform parents/carers verbally.		
Looked After Children (LAC) and children on Child Protection Register/child protection concerns – communication with all potential carers as well as any person who may have parental rights and responsibilities.		
LAC and children on Child Protection Register/child protection concerns – decision communicated to Lead Professional, Social Worker, Key Worker, foster carer, Educational Psychologists and Head of Service.		
Make arrangements for child to be sent or taken home, child not to leave school until safety, health and wellbeing assured and appropriate arrangements are in place.		
If parents/carers cannot be contacted child or young person must be supervised at school until suitable arrangements can be made.		
If verbal contact made, follow up by written confirmation of exclusion on same day exclusion takes place. Include reason for exclusion and information on right of appeal.		
Inform of date, time and place where HT or official of authority is available to discuss the exclusion.		
If child or young person is of legal capacity inform them in writing of exclusion and right of appeal.		
Record of exclusion filled out – incident report form.		
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, eg course work, access to library, online learning.		
Arrangements for the child or young person to access any existing support made (out with school if necessary).		

A contact person should be allocated for parent/carer/young person to liaise with re educational provision.		
Parent/carer should be informed of their responsibility to ensure child or young person is provided with appropriate education throughout the period of exclusion.		
Parent/carer should be provided with information on support to assist them or advocate on behalf of child/young person.		
If exclusion is lengthy or multiple, refer to local authority for support in decision making.		
If parent/carer/young person exercise their right of appeal, meet with parent/carer/young person to discuss.		
Referral to Scottish Children's Reporter ONLY if TATC process identifies the need for compulsory measures where associated risk factors are present.		

#### Checklist 4 – Return to School after Exclusion

Action To Be Taken	Action Taken	Comment
School meet with parent/carer and child or young person using a restorative approach		
Appropriate planning takes place to ensure support is provided.		
Risk assessment is completed where appropriate.		
Needs of staff and other children/young people taken into account – solution oriented/restorative meeting held if appropriate.		
Flexible package of support agreed and implemented where appropriate.		
Any changes to timetable for limited period recorded on SEEMIS.		
Staged intervention processes continued and adopted in light of exclusion.		
Consideration given to discussion at multi-agency forum.		
Named Person/Lead Professional updated.		
In exceptional circumstances where there is an agreed plan with Education Managers for a supported move of school, removal from the register.		
Transition arrangements made and records transferred to another school where appropriate.		

**Letter Exc 1**

**INITIAL LETTER TO PARENTS OF A PUPIL AGED BELOW 16**

- (i) to be issued on the day of the exclusion
- (ii) appointment normally to be offered within 3 working days

Dear NAME,

**TEMPORARY EXCLUSION: PUPIL'S NAME (DOB), CLASS**

I regret to advise you that PUPIL'S NAME has been temporarily excluded from attendance at school, with effect from DATE. This very serious step has been taken because DETAIL REASONS.

I should be grateful if you would come to school on DATE at TIME to discuss this matter. Please bring PUPIL'S NAME with you to the meeting.

Meantime, PUPIL'S NAME must not attend school or be within the school grounds, and will not take part in any school activities, until the exclusion has been resolved.

If either the date or time is unsuitable please contact me as soon as possible so that alternative arrangements can be made.

I must advise you that, in terms of Section 28H of the Education (Scotland) Act 1980 and the Standards in Scotland's Schools etc. Act 2000, Section 41, there is a right of appeal, which can be exercised by the parent/carer or the pupil, against my decision to exclude, in which case you should write to the Clerk to Education Appeal Committee, Support Services Department, Dundee City Council, 21 City Square, Dundee, DD1 3BY.

Yours sincerely,

HEAD TEACHER

**NB: Personalise the letter as appropriate. DO NOT LEAVE AS ABOVE.**

## Letter Exc 2

### INITIAL LETTER TO A YOUNG PERSON AGED 16 OR OVER

- (i) to be issued on the day of the exclusion
- (ii) appointment normally to be offered within 3 working days

Dear NAME,

#### **TEMPORARY EXCLUSION: PUPIL'S NAME (DOB), CLASS**

I regret to advise you that you have been temporarily excluded from attendance at school, with effect from DATE. This very serious step has been taken because DETAIL REASONS.

I should be grateful if you would come to school on DATE at TIME to discuss this matter. I have informed your PARENTS/CARER and invited them to attend the meeting if they wish.

Meantime, you must not attend school or be within the school grounds, and you will not take part in any school activities, until the exclusion has been resolved.

If either the date or time is unsuitable please contact me as soon as possible so that alternative arrangements can be made.

I must advise you that, in terms of Section 28H of the Education (Scotland) Act 1980 and the Standards in Scotland's Schools etc. Act 2000, Section 41, you have a right of appeal against my decision to exclude, in which case you should write to the Clerk to Education Appeal Committee, Support Services Dept, Dundee City Council, 21 City Square, Dundee, DD1 3BY.  
Yours sincerely,

HEAD TEACHER

**NB: Personalise the letter as appropriate. DO NOT LEAVE AS ABOVE.**



### Letter Exc 3

#### INITIAL LETTER TO PARENTS OF A PUPIL AGED 16 OR OVER

(i) to be issued on the day of the exclusion

Dear NAME,

#### **TEMPORARY EXCLUSION: PUPIL'S NAME (DOB), CLASS**

I regret to advise you that PUPIL'S NAME has been temporarily excluded from attendance at school, with effect from DATE. This very serious step has been taken because **DETAIL REASONS**.

As NAME is aged 16 or over, and is therefore considered to be a young person in their own right, I am obliged to meet them to discuss this matter. However I also wish to invite you to attend the meeting, which will take place in school on DATE at TIME.

Meantime, I have told PUPIL'S NAME that they must not attend school or be within the school grounds, and will not take part in any school activities, until the exclusion has been resolved.

If you wish to attend the meeting and either the date or time is unsuitable please contact me as soon as possible so that alternative arrangements can be made.

I have advised PUPIL'S NAME that, in terms of Section 28H of the Education (Scotland) Act 1980 and the Standards in Scotland's Schools etc. Act 2000, Section 41, they have a right of appeal against my decision to exclude, in which case they should write to the Clerk to Education Appeal Committee, Support Services Dept, Dundee City Council, 21 City Square, Dundee, DD1 3BY.

Yours sincerely,

HEAD TEACHER

**NB: Personalise the letter as appropriate. DO NOT LEAVE AS ABOVE.**

**Plan to support .....’s successful return to school**

Date of Exclusion.....

Date of Meeting.....

<b>Action</b> (What needs to happen)	<b>By Whom</b> (to include young person/parent/school/ etc.)	<b>Timescale</b>	<b>Progress/ Outcome</b> (How will we know that this has been successful?)

Following.....’s exclusion, this is our agreed plan to support a successful return to school.

Who contributed to the plan :

Young Person     Parent     HT/DHT   
 PT     Other.....

We will review this plan together on.... (date) .....

Distribution:  
 Signature YP  
 Signature Parent/Carer  
 Signature HT/DHT

**Outcome of Review**

**Letter Exc 4**

**8-DAY LETTER: NO AGREEMENT**

**REPRODUCE ON SCHOOL HEADED NOTEPAPER**

Dear NAME,

**TEMPORARY EXCLUSION: PUPIL'S NAME (DOB), CLASS**

I refer to my letter of DATE in which I informed you of my decision to exclude PUPIL'S NAME because DETAIL REASONS.

We met on DATE to discuss the temporary exclusion and agree actions/support plan for PUPIL'S NAME'S return to school.

I am sorry that our meeting did not lead to an agreement, as you were unable to accept the actions/support plan. PUPIL'S NAME therefore remains excluded and should not be in school or the school grounds.

It is important that we meet again as soon as possible to try to resolve this temporary exclusion and I should like you to come back to school on DATE at TIME, with PUPIL'S NAME. If after that we are still unable to make arrangements for PUPIL'S NAME to return to school I shall have to inform the Director of Education.

I would like to remind you that there is a right of appeal, which can be exercised by the parent/carer or the pupil, against my decision to exclude, in which case you should write to the Clerk to Education Appeal Committee, Support Services Dept, Dundee City Council, 21 City Square, Dundee, DD1 3BY.

I hope that we can meet again and agree actions/support plan under which PUPIL'S NAME can get back to school. If either the date or time is unsuitable please contact me as soon as possible so that alternative arrangements can be made.

Yours sincerely,

HEAD TEACHER

**NB: Personalise the letter as appropriate. DO NOT LEAVE AS ABOVE. Re-word the letter appropriately in the case of a pupil aged 16 or over.**

**Letter Exc 5**

**8-DAY LETTER: PARENT FAILS TO KEEP APPOINTMENT**

**REPRODUCE ON SCHOOL HEADED NOTEPAPER**

Dear NAME,

**TEMPORARY EXCLUSION: PUPIL'S NAME (DOB), CLASS**

I refer to my letter of DATE in which I informed you of my decision to exclude PUPIL'S NAME because DETAIL REASONS. I invited you to come to school on DATE to discuss the temporary exclusion and agree actions/plans for PUPIL'S NAME'S return to school.

I am sorry that you did not keep the appointment, and so PUPIL'S NAME remains excluded and should not be in school or the school grounds.

It is important that we meet as soon as possible to try to resolve this temporary exclusion and I should like you to come to school on DATE at TIME, with PUPIL'S NAME.

I would like to remind you that there is a right of appeal, which can be exercised by the parent/carer or the pupil, against my decision to exclude, in which case you should write to the Clerk to Education Appeal Committee, Support Services Dept, Dundee City Council, 21 City Square, Dundee, DD1 3BY. I have informed the Director of Education of the present situation.

I hope that we can meet and agree actions/support plan which will allow PUPIL'S NAME to get back to school. If either the date or time is unsuitable please contact me as soon as possible so that alternative arrangements can be made.

Yours sincerely,

HEAD TEACHER

**NB: Personalise the letter as appropriate. DO NOT LEAVE AS ABOVE. Re-word the letter appropriately in the case of a pupil aged 16 or over.**

### **CHECKLIST FOR TEAM AROUND THE CHILD PROCESS FOR PRIMARY AGED CHILDREN.**

This checklist is for school aged children and or young people NOT open to social work. If there is social work involvement contact the social worker directly. This checklist should be considered in line with current Dundee GIRFEC procedures; in particular The Single Planning Process Supporting the Singles Childs Plan Team Around the Child - version 7 November 2016.

This checklist is for Children and Families service staff in particular for named persons/lead professionals who are looking to arrange a TATC 3.

#### **TATC Level 1 Stage**

- Discuss wellbeing concern with parents/carers
- Consider need for internal resources such as School and Family Development Worker
- If the concern is school attendance then adhere to attendance procedure as detailed in Promoting and Supporting Pupil Attendance Policy and Procedure
- Obtain parents/carers consent
- Record meeting

#### **TATC Level 2 stage**

- Arrange a level 2 meeting when wellbeing concern continues and/or there are more concerns or there is non-engagement of parent.
- Ensure background checks are completed
- Consider need to involve siblings – if yes get in touch with their named person and convene a TATC Family
- If the concern is school attendance then adhere to attendance procedure (see above), in particular ensure all supports have already been attempted.
- Undertake a wellbeing wheel.
- Allocate a lead professional (this does not need to be the named person)
- Consider need from External Resources such as Health Service- see list below
- Consider need for voluntary organisations – see list below
- Ensure a note of the meeting is recorded with a child's plan preferable on Mosaic
- Implement "Flexible approaches to curriculum delivery"
- Seek advice from your Senior Officer Locality if required

#### **TATC level 3 stage**

##### **Actions to be taken prior to a TATC 3 meeting**

- Lead professional has discussion with named person
- Consider why the plan for the child would require social work involvement
- Seek advice from MASH/Locality Officer if required
- If information not on Mosaic email a note of level 2 meeting and child's plan to [csintake.manager@dundeecity.gov.uk](mailto:csintake.manager@dundeecity.gov.uk)
- Lead professional has discussion with care and protection duty manager (phone number 307940).

### TATC 3 Meeting

- Lead professional to chair
- Ensure a note of the meeting is recorded with a child's plan
- Agree actions
- Put in place review meeting
- Discuss whether a referral to the Children's Reporter is appropriate. No referral to be made unless agreed at a TATC 3 meeting.

If continued involvement from social work is not needed ensure lead professional and named person are informed and review meeting becomes a level 2. If professionals fail to agree then follow TATC guidance 7.

### Resources to be considered prior to level 3

- School and Family Development Worker
- School Nurse
- Additional support teachers
- Additional support workers
- Local support groups
- Voluntary Sector
- Dundee Educational Psychology Service DEPs
- Child & Adolescent Mental Health Service CAMHS
- Community Learning and Development CLD

This list is not exhaustive and other supports may be available in the local community. Check with the Family Information Service or contact MASH on 01382 307969 for advice on other resources available.

The MASH mini directory can be found



MASHjanuary2017v.  
4.pdf

The Child and Family Engagement Service is available by phone or email to any TATC Chair who wishes advice and guidance on best practice in relation to children and family engagement:

[Lesely.cook@children1st.org.uk](mailto:Lesely.cook@children1st.org.uk),  
[Jane.greenshields@children1st.org.uk](mailto:Jane.greenshields@children1st.org.uk)  
Tel 01382 349910

## **CHECKLIST FOR TEAM AROUND THE CHILD PROCESS FOR SECONDARY AGED CHILDREN.**

This checklist is for school aged children and or young people NOT open to social work. If there is social work involvement contact the social worker directly. This checklist should be considered in line with current Dundee GIRFEC procedures; in particular The Single Planning Process Supporting the Childs Single Plan (Team Around the Child) guidance – version 7 November 2016.

This checklist is for Children and Families service staff in particular for named persons/lead professionals who are looking to arrange a TATC 3.

### **TATC Level 1 Stage**

- Discuss wellbeing concern with parents/carers
- Consider need for internal resources such as the Education Resource Worker and or Pupil Support Worker
- If the concern is school attendance then adhere to attendance procedure as detailed in Promoting and Supporting Pupil Attendance Policy and Procedures
- Obtain parents/carers consent
- Record meeting

### **TATC Level 2 stage**

- Arrange a level 2 meeting when wellbeing concern continues and/or there are more concerns or there is non-engagement of parent.
- Ensure background checks are completed
- Consider need to involve siblings – if yes get in touch with their named person and convene a TATC Family
- If the concern is school attendance then adhere to attendance procedure (see above), in particular ensure all supports have already been attempted.
- Undertake a wellbeing wheel.
- Allocate a lead professional (this does not need to be the named person)
- Consider need from External Resources such as Health Service- see list below
- Consider need for voluntary organisations – see list below
- Ensure a note of the meeting is recorded with a child's plan preferable on Mosaic
- Implement "Flexible approaches to curriculum delivery"
- If appropriate consider referral to Options Group
- Seek advice from your Senior Officer Locality if required

### **TATC level 3 stage**

#### **Actions to be taken prior to a TATC 3 meeting**

- Lead professional has discussion with named person
- Consider why the plan for the child would require social work involvement
- Seek advice from MASH/Locality Officer if required
- If information not on Mosaic email a note of level 2 meeting and child's plan to [csintake.manager@dundeecity.gov.uk](mailto:csintake.manager@dundeecity.gov.uk)
- Lead professional has discussion with care and protection duty manager (phone number 307940).

### **TATC 3 Meeting**

- Lead professional to chair
- Ensure a note of the meeting is recorded with a child's plan
- Agree actions
- Put in place review meeting
- Discuss whether a referral to the Children's Reporter is appropriate. No referral to be made unless agreed at a TATC 3 meeting.

If continued involvement from social work is not needed ensure lead professional and named person are informed and review meeting becomes a level 2. If professionals fail to agree then follow TATC guidance 7 (see introduction).

### **Resources to be considered prior to level 3**

- School and Family Development Worker
- School Nurse
- Additional support teachers
- Additional support workers
- Local support groups
- Voluntary Sector - Includem
- Dundee Educational Psychology Service DEPs
- Child & Adolescent Mental Health Service CAMHS
- Community Learning and Development CLD

This list is not exhaustive and other supports may be available in the local community. Check with the Family Information Service or contact MASH on 01382 307969 for advice on other resources available.

The MASH mini directory can be found



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The Child and Family Engagement Service is available by phone or email to any TATC Chair who wishes advice and guidance on best practice in relation to children and family engagement:

[Lesely.cook@children1st.org.uk](mailto:Lesely.cook@children1st.org.uk),  
[Jane.greenshields@children1st.org.uk](mailto:Jane.greenshields@children1st.org.uk)  
Tel 01382 349910



## **INTEGRATED CHILDREN'S SERVICES GUIDANCE THE SINGLE PLANNING PROCESS SUPPORTING THE SINGLE CHILD'S PLAN (TEAM AROUND THE CHILD)**

**VERSION 9 – August 2017**

**Main Responsibility:** All Named Persons and Lead Professionals  
**Relevant Legislation:** Children and Young People (Scotland) Act 2014

### **LEGAL CONTEXT**

The Children and Young People (Scotland) Act became law on 27<sup>th</sup> March 2014 and is one of the most important pieces of legislation affecting children, young people and their families since the Children (Scotland) Act 1995. The Act will also have a significant impact on the way we practice across the whole Integrated Children's Services Partnership in Dundee. The specific parts of the Act this guidance relates to are: **Part 4 Provision of Named Persons and Part 5 the Child's Plan.**

### **INTRODUCTION**

This guidance is suitable for all practitioners and managers with Named Persons and/or Lead Professional functions as part of their responsibilities and all other Partners to a Child's/Young Person's Plan (CYPP) regardless of the agency they are based in. The Team Around The Child is the operational embodiment of the Single Planning Process supporting the Single CYPP within Dundee's Integrated Children's Services Partnership. As such it is a key delivery mechanism for Getting It Right For Every Child (GIRFEC) in Dundee City. This guidance should be read in conjunction with the [TATC Process Map](#) and the guidance for completion of the Tayside CYPP

### **THE NAMED PERSON**

Those practitioners and managers who have Named Person functions as part of their responsibilities have a key role in GIRFEC delivery and the Single Planning Process. In Dundee we have agreed that those who have Named Person functions as part of their responsibilities will be -

- Birth to P1 entry – Health Visitor or Family Nurse
- P1 entry to S1 entry – Head/Depute/Principal Teacher
- S1 to S6 – Depute Head/Guidance/Support for Learning Teacher
- 15 – 18 year olds who have left school – Skills for Learning and Work Service

The agreed roles and responsibilities of Named Persons and Lead Professionals in Dundee can be viewed [here](#).

## **WELLBEING**

Using the GIRFEC framework Wellbeing is defined under the indicators of:

- Safe
- Healthy
- Achieving
- Nurtured
- Active
- Respected
- Responsible
- Included

[Scottish Government Guidance](#) gives a very useful overview of GIRFEC and the role that Named Persons and Lead Professionals have in it.

If a wellbeing concern/information has been shared with the Named Person they must ask five key questions:

1. What is getting in the way of this child or young person's wellbeing?
2. Do I have all the information I need to help this child or young person?
3. What can I do now to help this child or young person?
4. What can my agency do to help this child or young person?
5. What additional help, if any, may be needed from others?

On receipt of a wellbeing concern, and having asked the five key questions, the Named Person must make two decisions. The first decision is whether or not to call a Team Around the Child meeting in relation to the wellbeing concern. If the decision is not to call a meeting then the reasons for this decision, and any other action taken, must be recorded by the Named Person's agency. If the decision is to call a Team Around The Child meeting then the Named Person must decide what level of meeting to call (see below).

If wellbeing information/concern(s) are received by practitioners who are not Named Persons or Lead Professionals then they should decide whether or not to appropriately and proportionately share that wellbeing information/concern(s) with the Named Person or Lead Professional as per the attached guidance below.

## **PREPARATION FOR THE TATC MEETING**

Engagement with the child/young person and family is an extremely important part of the TATC process at every level. Parents, carers, children and young people need to be prepared for a TATC meeting and their views sought. Therefore it is good practice for the Named Person or Lead Professional (or another practitioner delegated by them e.g. Meetings Buddy) to contact the family before the TATC meeting and explain the purpose of the meeting, who is to attend and what is to be discussed.

It is recommended that the Named Person/Lead Professional, or a Partner to the Child's Plan delegated by them, complete the [Demonstrating Outcomes in Dundee wellbeing wheels](#) with the child/young person and their parent/carer in advance of the meeting. This will give the family an overview of the wellbeing indicators to be discussed at the meeting and allow them

to state their own views regarding what is potentially to be discussed at the meeting. This will also allow the family to be informed about who is to attend the meeting.

It is very important to note that whilst preparing for the TATC meeting that individual children and young people are assessed using a **whole family perspective**. There will be aspects of a child's or young person's life that are unique to them as individuals and there will be aspects that are very much dependent on how their family functions.

This applies equally to any siblings in the family (immediate or extended) Therefore any subsequent concerns that emerge for siblings should be assessed and actioned as per this guidance regardless of whether the initial concern relates to another child. These concerns should be discussed with the appropriate Named Person in the first instance or with MASH if the concern is of a serious or child protection nature.

## **INFORMATION SHARING**

Reference should be made to the Dundee Partnership '*Practitioners Guide to Information Sharing*' in all situations where there are wellbeing concerns which need to be shared with other agencies and practitioners.

Information relating to Child Protection issues should be immediately discussed and actioned under existing Child Protection Procedures.

It is good practice to discuss with a child/young person and their family information relating to the wellbeing concern(s) that will be passed on to a Named Person or Lead Professional and discussed at the TATC meeting as part of the information sharing process. If the decision is that the wellbeing concern is such that information must be passed onto the Named Person and/or Lead Professional then the reasons, rationale and management decision, if necessary, should be noted and held within single agency records.

## **THE TEAM AROUND THE CHILD (TATC)**

TATC meetings are conducted on four levels depending on the assessed status of the wellbeing concern(s) If on receipt of a wellbeing concern and having asked the five key questions above the Named Person decides that additional help may be needed from others the first decision they must make is whether or not a TATC meeting is required to plan this additional help. If the decision is a TATC meeting is not required then the reasons for this must be recorded and stored securely by the Named Person's agency. If the decision is that a TATC meeting is required then the first decision is - what level should it be convened at? It is important to note that the TATC process is not linear i.e. it does not always have to start at Level 1 it can begin at any level depending on the assessed wellbeing concern.

[TATC Level Definitions Document](#)

### **TATC Level 1**

A TATC Level 1 meeting should be convened when the Named Person's assessment is that mainstream resources within their own agency are not sufficient to address the wellbeing concern(s) identified, but there are sufficient other resources from within that agency to provide effective support to the child or young person. For example within Education the Named Person (e.g. Primary Head Teacher or Guidance Teacher) may seek the assistance of Dundee

Educational Psychology Service, the Outreach Service (0–18), Multi-Sensory Support Service or Bilingual Pupils Support Service in providing support to a child or young person and their family. Similarly within Health a Named Person (e.g. a Health Visitor) may seek the assistance of Speech and Language Therapy or an Occupational Therapist in providing support to a child and their family. These support packages may be relatively complex but they are still within a single agency.

ABLE planning is the universal tool for addressing barriers to learning in educational settings (see [www.ableschools.org.uk](http://www.ableschools.org.uk)). For many children and young people, concerns about their wellbeing can be met through adaptations to the learning environment, as described in the ABLe framework. An ABLe plan is used to record the barriers to learning, the impact on the child/young person and the strategies used to overcome the barriers. Should a CYPP be required in order to coordinate targeted interventions, reference can be made to the ABLe plan within the CYPP.

At the TATC Level 1 meeting should there be a need to co-ordinate targeted interventions from within the single agency then a CYPP should be opened.

Where there is a need for a child or young person to have some of their education provided out with the school environment or by another provider, they may require a Flexible Learning Package (FLP). CYPP should form the basis of the FLP, outlining the wellbeing concerns which have led to it; and including desired outcomes to be achieved as a result of having a FLP. Approval for a FLP for pupils who have compulsory measures (LAAC; Child Protection) or for those pupils who are receiving educational provision for less than 50% of their week should still be sought from the relevant Education Manager.

Named Persons should record and store wellbeing information and/or Level 1 CYPPs on SEEMiS within Dundee City Council.

## **TATC Level 2**

A TATC Level 2 meeting should be convened when the Named Person's assessment is that there are insufficient resources within the single agency to address the Wellbeing Concern(s) and that one or more targeted interventions from other service providers that require significant co-ordination are necessary. For example a Named Person within Education services may assess that a Health Practitioner e.g. School Nursing or CAMHS and a Voluntary Sector agency e.g. Dundee Early Intervention Team or Young Carers may play an important role as Partners to the CYPP. Similarly a Named Person within Health may assess that a Nursery Head Teacher and a Voluntary Sector agency e.g. Barnardo's Family Counselling Service may play an important role as Partners to the CYPP. An Options referral can also be discussed and made at Level 2 for a young person who is not subject to compulsory measures i.e. LAC or Child Protection Registration.

It is important to note at this stage that the Team Around the Child Single Planning Process is designed to be integrated and inclusive. This means that the Named Person can contact any agency from the Statutory or Voluntary sectors and make a reasonable request for their assistance, or attendance at a TATC meeting, as potential Partners to a Child's Plan regardless of whether or not that agency has prior knowledge of the child, young person or family. If a Request for Assistance *is* made the service provider, must comply with the request unless to do so would be incompatible with other duties or unduly prejudice the exercise of any function of the relevant or listed authority.

An important task for the TATC Level 2 meeting is to allocate a **Lead Professional** who will construct, co-ordinate, review and communicate with all partners involved the CYPP that will emerge. It is important to note that there will only be one CYPP. This does not exclude other specialist assessments taking place, or if there is a Co-ordinated Support Plan in place, but they must be incorporated into the single CYPP.

Statutory CYPPs will be recorded and stored on MOSAIC within Dundee City Council. Health will have access to MOSAIC through an appropriate portal if they are partners to a CYPP that is recorded and stored on MOSAIC.

### **TATC Level 3**

A Level 3 TATC is where the voluntary integrated approach implemented at Level 2 has not resolved the issues and the wellbeing concerns will have escalated or the child may be deemed to be at risk. At this stage referral to the Scottish Children's Reporter Administration or to Options is being seriously considered. An Options referral for LAC and children whose names are on the Child Protection Register should be discussed at Level 3 or 4.

If a level 2 TATC meeting considers after exhausting all other reasonable possibilities, a referral for compulsory measures i.e. to the Scottish Children's Reporter Administration is advisable, discussion in the first instance should be sought with the Social Work Duty Team Manager at Care and Protection Intake Services, Seymour House (01382 307940). The Social Work Duty Team Manager will then take a decision about whether or not the situation meets Social Work criteria for referral and if so, will attend the TATC Level 3 meeting. If agreement cannot be reached between the current Lead Professional at Level 2 and the Social Work Duty Team Manager, then reference should be made to Integrated Children's Services ([ics.team@dundeecity.gcsx.gov.uk](mailto:ics.team@dundeecity.gcsx.gov.uk)). This will be considered by the GIRFEC Improvement Group who will arbitrate and take a final decision.

Given the possibility of compulsory measures, consideration should be given to whether or not Social Work representation is appropriate at the TATC meeting. **If a child protection concern/incident is noted at any time then a referral should be made immediately to MASH. Do not wait until the TATC meeting.**

Dispute resolution/arbitration can happen at any TATC level in relation to the involvement of any service requested by the Named Person or Lead Professional. The same process as outlined above will take place.

### **TATC Level 4**

In line with the principles of the Children and Young People (Scotland) Act TATC is Dundee City's single planning process supporting a single CYPP. This means that meetings held in relation to children and young people subject to compulsory measures and whose names are on the Child Protection Register will also be part of the process.

Meetings for these children and young people e.g. LAC Reviews and Child Protection Case Conferences will be held at Level 4 of the TATC process. Guidance and an expanded Process Map for Level 4 TATC meetings will be included in an updated version of this guidance.

## **REVIEWING THE TATC MEETING**

After the TATC meeting has taken place, and in advance of any review date set, it is good practice to maintain contact with the child/young person and their family to monitor the

progress of what has been agreed at the TATC meeting. This will ensure that the child/young person and their family are partners to their own plan which will make achieving good outcomes much more likely.

If a partner agency is considering ending their involvement, a review TATC meeting should be held particularly if that agency are providing the Lead Professional role. The review TATC meeting should consider the implications for the CYPP of any agency ceasing to be a partner to the plan and review the plan accordingly. It is particularly important for a child/young person and their family that they are aware of who their new Lead Professional is (if required) or whether the Named Person is to resume the main responsibility for the CYPP or any continuing support if the CYPP is closed.

Agencies should not unilaterally withdraw from being Plan Partners or Lead Professionals without a TATC meeting to discuss the implications of this for the CYPP and the child or young person and their family.

### **ADMIN SUPPORT**

Integrated Children's Services Administration will provide admin support to note the Child's Plan that will emerge from a multi-agency Team Around the Child Meeting i.e. TATC Level 2 and 3 meetings.

There is a timetable for Level 3 meetings where admin support is available. If you wish to schedule a Level 3 meeting out with this timetable, there is no guarantee that admin support will be available to attend the meeting. Flexibility will be applied to admin support timetabling of Level 2 meetings and, wherever possible, admin support will be in attendance.

ICS Admin also co-ordinate the invites to the TATC Level 2 and 3 meetings.

If admin support is not available or you do not wish to use central admin support, then the Named Person/Lead Professional should identify the chair and minute taker for the meeting. Chairing and minute taking duties should be negotiated and split between Named Persons and Lead Professionals, when these are separate individuals. If there is no Lead Professional the Named Person should seek support within their own service to assist them to effectively manage the meeting. It should be noted that no individual should be chairing and also recording a multi-agency CYPP meeting. These tasks should be shared between Plan Partners.

The CYPPs noted from Level 2, 3 and 4 meetings will be securely held on MOSAIC. This is for self-evaluation, quality assurance and continuous improvement purposes and will ensure a database is established that can be used to monitor outcomes that emerge for children and young people on a longer term basis. This will also help us identify gaps in services and resources and highlight good practice examples.

### **WHO SHOULD ATTEND A TATC MEETING**

The Team Around the Child is exactly that! It is to establish or review a Child's Plan with the **child at the centre** of that planning process. All partners to the CYPP should attend the TATC meeting, including the child/young person and their family. Only those who are directly involved in providing support to the child/young person and their family should be in

attendance or those who the Named Person or Lead Professional is of the opinion can enhance the TATC process. This is specifically intended to make the process as meaningful as possible for the child/young person and their family.

Please note that it may be appropriate in certain circumstances i.e. if wellbeing concerns are significant but have not yet met the level of Child Protection to convene a TATC meeting to discuss wellbeing concerns even if a parent/carer or child/young person declines to attend. The Named Person/Lead Professional or another Plan Partner can then feedback the outcome of the meeting to the child/young person and their family, share the CYPP with them and elicit any opinion the family might have.

This guidance is intended for the TATC process as it is in operation currently i.e. November 2016 We intend to learn from good practice experiences and will amend this guidance accordingly.

Should you have any comment OR suggestion in terms of improving this guidance please forward to [icsfeedback@dundeecity.gov.uk](mailto:icsfeedback@dundeecity.gov.uk)

**Dundee City Council  
Children and Families Service  
Our Charter for Looked After Children**

- 1. We fully understand what it means to be a Corporate Parent and we will ensure that, in fulfilling this role, Looked After Children and Young People receive the best possible support**
- 2. We will pro-actively and systematically listen to Looked After Children and Young People to ensure that our support is truly child centred and that we change approaches where required**
- 3. We will develop a range of suitable placements to ensure that Looked After Children and Young People remain with their siblings in their local community where appropriate**
- 4. We will ensure that one single Child's Plan is in place which outlines high expectations with appropriate support and includes contingency arrangements for crises**
- 5. We will ensure that a nurturing approach is evidenced in all our nurseries, primary and secondary schools, offsite education services, children's houses and kinship care and foster care placements**
- 6. We will interpret all behaviour as communicating a need and respond in an informed way based on our understanding of child development, attachment and the impact of stress and trauma**
- 7. We will implement an alternatives to exclusion policy whilst providing all available supports to enable children and young people to thrive in their current, mainstream school**
- 8. We will develop a buddy, or mentoring, system so children and young people always have access to extra support where they believe it would help them in school**
- 9. We will further develop and implement principles and practices to support transitions throughout and between nursery to primary to secondary and post-school and through care transitions**



- 10. We will use one central recording system – MOSAIC - to collectively record, share, analyse and act on information in a joined up, consistent way, with children and young people at the centre**
- 11. We will consistently use the National Practice Model to inform our shared assessment and chronology, particularly in times of change in care and education placements**
- 12. We will ensure relevant Health, Education, Social Work and other key professionals attend and engage in all key meetings, communications and Child's Plans**
- 13. We will develop family support hubs, on a real or virtual basis, to provide Health Visitors, Teachers, Social Workers and other professionals with an opportunity to refer families in need**
- 14. We will constantly strive to be creative and solution focused in helping children and young people overcome barriers in their lives, including any institutional barriers**
- 15. We will establish a city-wide Looked After Children and Young People Champion for schools, acting as a designated lead to ensure they are identified and supported**
- 16. We will develop a range of improved opportunities for Looked After Children and Young People to experience work placements and access further education, training, apprenticeships and employment**
- 17. We will routinely analyse and act on data on key issues in each school such as Looked After Children and Young People attendance, exclusions and attainment to help drive improvements**
- 18. We will measure the impact of our actions on improved outcomes through our Corporate Parenting, Education and Tayside Children, Young People and Families Plans**
- 19. We will govern and oversee actions through our Champions Board, Corporate Parenting Partnership, Children and Families Executive Board and Children and Families Committee**