

Please Ask For

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Children & Family Support

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Website www.wolverhampton.gov.uk

Your Ref.

My Ref.

Head Teacher

All Schools

Dear Head Teacher,

As we start a new academic year, I thought it would be helpful to clarify the role of the Behaviour and Mental Health Support Service which currently sits within Early Help 5-18. You will be aware that from 1st April 2014, schools took the decision to not fund the BAMHS service through DSG. As a result of this funding cut, the role of the BAMHS service had to be refocused during the summer term.

The Local Authority still has a statutory responsibility for the following, and four Senior BaMHS Officer and the officer responsible for Elective Home Education will support with these processes.

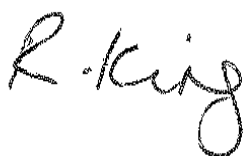
- Permanent Exclusion processes - including Advice and Guidance for Schools on available options and procedures; Advice and Guidance for Parents; arranging sixth day provision for permanently excluded pupils; and attending Governor Disciplinary Committee meetings for Maintained Schools, and when invited to do so for Academies.
- Attending, and advising at Pre-Permanent Exclusion meetings, although this is non-statutory, this is local process which is encouraged, and the officers will continue to support.
- Monitoring the quality of Alternative Provision for Local Authority placements only. In the case of schools placing pupils with Alternative Providers, it is the schools responsibility to monitor and review the placement, and to be satisfied with its quality.
- Supporting young people who are New into City and are not on a school roll, by arranging provision and supporting the school admissions process.
- Maintain a database for pupils not in full time education by meeting with Schools and Academies to discuss pupils who attend schools on a reduced timetable or who are placed with alternative providers. The Local Authority has a statutory responsibility to ensure that the Local Authority database for Pupils not in full time education is kept up to date; and as such will be required to have regular meetings in school to discuss these cases. Following the 2013 report 'Children missing out on education' Ofsted requires the reporting by schools of part-time education arrangements to the Local Authority. The officers are required to feedback the information and advice given in these meetings to the Safeguarding Service and the School Improvement Partnership Board and to monitor that schools follow the advice given.
- Support for Elective Home Education.

Your designated officer will be in contact with you shortly to introduce themselves; please see the contact list below, a school list can be found in the appendix to this letter:

Area	Name	Number	Email
1 and 2	Hannah Hill	550850	hannah.hill@wolverhampton.gov.uk
3 and 4	Josh Baker	556929	joshua.baker@wolverhampton.gov.uk
5 and 6	Ruby Hothi	556017	ruby.hothi@wolverhampton.gov.uk
7	Deborah Key	555171	deborah.key@wolverhampton.gov.uk
8	Rebecca Parker-Brittain	550721	rebecca.parker-brittain@wolverhampton.gov.uk

Attached in an appendix to this letter are copies of the relevant paperwork required by schools for exclusions. These can also be found on the Early Help 5-18, Engage Website. Copies of these forms/letters should be forwarded to the relevant officer for your area, and to Sarah Rennison sarah.rennison@wolverhampton.gov.uk (Data Officer) at Priory Green.

Yours sincerely



Rachel King

Head of Service – Early Help Service 5-18

Appendix

1. School List

A list of schools in each Children and Family Support Team area.

2. EX1 Form

To be completed for any fixed term or permanent exclusion. To be sent to Sarah Rennison and the Officer for your area – see contact details above.

3. EX2 Form

To be completed if there are any alterations to the exclusion, such as an extension in number of days. To be sent to Sarah Rennison and the Officer for your area – see contact details above.

4. Model Letter 1

To be sent to parent notifying of a fixed period exclusion of 5 school days or fewer in one term, and where a public examination is not missed. Also to be sent to Sarah Rennison and the Officer for your area – see contact details above.

5. Model Letter 2

To be sent by the Head Teacher (or teacher in charge of a PRU) to the parent/carer notifying of a fixed period exclusion of more than 5 school days (up to and including 15 school days) in a term. Also to be sent to Sarah Rennison and the Officer for your area – see contact details above.

6. Model Letter 3

To be sent by the Head Teacher (or teacher in charge of a PRU) to the parent/carer notifying of a pupil's permanent exclusion. This must be sent immediately to Sarah Rennison and the officer for your area, so that the local authority may fulfil their statutory duties.

7. Local Authority Guidance on Pre-Permanent Exclusions

Also includes notification letter for Pre-Permanent Exclusion and managed moves, to be sent by Head Teacher to Parent, Sarah Rennison and the officer for your area; paperwork to be completed during the Pre-Permanent Exclusion Meeting.

School List

Area One

Eastfield Primary School
East Park Primary School
Stowlawn Primary School
Stow Heath Primary School
Villiers Primary School
Deansfield School
Moseley Park Academy

Area two

St Martin's Church of England Primary School
Wilkinson Primary School
Holy Trinity Catholic Primary School
Field View Primary School
Bilston Church of England Primary School
Loxdale Primary School
South Wolverhampton and Bilston Academy

Area Three

Grove Primary School
Hill Avenue Primary School
Lanesfield Primary School
Parkfield Primary School
Spring Vale Primary School
SS Mary and John's Catholic Primary School
St Teresa's Catholic Primary School
Goldthorn Park Primary School
Graiseley Primary School
St Luke's Church of England Primary School
Manor Primary School
Colton Hills Community School Specialist
Language

Area Four

St Michael's Catholic Primary School
Westacre Infant School
Springdale Infant School
Springdale Junior School
Castlecroft Primary School
Uplands Junior School
Warstones Primary School
Woodfield Infant School
Merridale Primary School
Woodfield Junior School
Bantock St. Bartholomew's Church of England
Primary School
Highfields Science Specialist
Smestow a Specialist Sports College

Area Five

Dunstall Hill Primary School
West Park Primary School
The Giffard Catholic Primary School

Claregate Primary School
Woodthorne Primary School
St Andrew's Church of England Primary School
Christ Church Infant School
Christ Church Junior School
St Jude's Church of England Primary School
St Michael's Church of England Primary School
St Peter's Collegiate Church of England
St Edmunds Catholic School
The King's Church of England

Area Six

Oxley Primary School
Northwood Park Primary School
St Anthony's Catholic Primary School
Rakegate Primary school
Dovecotes Primary School
St Paul's Church of England Primary School
Elston Hall Primary School
Palmers Cross Primary School
North East Wolverhampton Academy
Aldersley Academy

Area Seven

Berrybrook Primary School
Bushbury Hill Primary School
Fallings Park Primary School
St Mary's Catholic Primary School
Whitgreave Infant School
Whitgreave Junior School
Moreton Community School
Our Lady and Saint Chad Catholic Sport College

Area Eight

D'Eyncourt Primary School
Wood End Primary School
St Thomas' Church of England Primary School
Perry Hall Primary School
Long Knowle Primary School
Oak Meadow Primary School
Corpus Christi Catholic Primary School
St Alban's Church of England Primary School
Wodensfield Primary School
Trinity Church of England Primary school
Woden Primary school
St Patrick's Catholic Primary School
St Stephen's Church of England Primary School
Edward the Elder Primary School
Wednesfield High
Coppice Performing Arts
Heath Park Business and Enterprise College

Notification to LA of an Exclusion

This form must be completed on the day exclusion commences and returned to Sarah Rennison, together with a copy of the letter that is sent to the parents/guardians either by email (sarah.rennison@wolverhampton.gov.uk) or post (Priory Green Building, Whitburn Close, Pendeford, WV9 5NJ). **NB it is essential to complete this form in full. Schools will be requested to supply any missing information as the DCSF and Ofsted expect the LA to collect this data.**

PUPILS FULL NAME:		SCHOOL:	Gender: Male / Female
D.O.B:	YEAR GROUP:	UPN:	
ADDRESS:			

Ethnicity:

White UK		White Irish		White Other	
White & Black Caribbean		White & Black African		White & Asian	
Mixed Other		Indian		Pakistani	
Bangladeshi		Asian Other		Black Caribbean	
Black African		Black Other		Chinese	

Other Please state

Childs current Special Educational Needs Status?

No special
provision ☐School
Action ☐School
Action Plus ☐School Action Plus and
Statutory Assessment ☐Statemented ☐

Is the child in Public Care?

No ☐In Care ☐Care Authority ☐In Care at Current School ☐

If so, who is the Social Worker?

Tel:

From the national standards list of reasons for exclusions, what was the cause for exclusion?

Physical assault against pupil		Verbal abuse/threatening behaviour against adult		Racist abuse		Bullying	
Physical assault against adult		Verbal abuse/threatening behaviour against pupil		Drug and alcohol related		Damage	
Persistent disruptive behaviour		Theft		Sexual misconduct			
Other (please specify:)		Did the incident that led to exclusion involve: An Offensive Weapon* Y/N (please specify.....) An object used offensively** Y/N (please specify.....)					

Type of Exclusion?

Fixed

Duration

Days

Half day(s)

Duration

Days

Lunchtime

Duration

Days

Permanent

* e.g. knife

** e.g. stabbing with a compass

Date of Exclusion

Date of Return

Is the pupil due to take public examinations during the period of exclusion? Yes / No

If yes what proposals do you have to allow this to take place?

Signed:

Head Teacher / Deputy

Date

Should this exclusion be varied in due course, please inform us of any changes immediately using the EX2 form.

Notification of Variation of an Exclusion

Please use this form to inform the LA of any changes to an Exclusion. Please return by post or e-mail to Sarah Rennison c/o Early Help Service 5-18+ at Priory Green Building, sarah.rennison@wolverhampton.gov.uk

Pupil: _____

School: _____

D.O.B _____

Date of Exclusion: _____

Detail of variation: _____

Signed (Head Teacher / Deputy)

Date:

Cc **Early Help Area Team**
 Clerk to Governors Discipline Committee

Model Letter 1

Dear **[Parent's Name]**,

I am writing to inform you of my decision to exclude **[Child's Name]** for a fixed period of **[specify days]**. This means that he/she will not be allowed in school for this period. The exclusion begins/began on **[date]** and ends on **[date]**.

I realise that this exclusion may well be upsetting for you and your family, but the decision to exclude has not been taken lightly. **[Child's Name]** has been excluded for this fixed period because **[reason for exclusion]**.

We will set work to be completed during the period of his/her exclusion. Please ensure that work set by the school is completed and returned to us promptly for marking. You must ensure that he/she is not present in a public place during school hours without reasonable justification.

You have the right to make representations about this decision to the governing body/management committee. If you wish to make representations please contact **[Name of Contact]** on/at **[contact details — address, phone number, email]**, as soon as possible. Whilst the governing body/management committee has no power to direct reinstatement, they must consider any representations you make and may place a copy of their findings on your child's school record.

You should also be aware that if you think the exclusion relates to a disability your child has, and you think disability discrimination has occurred, you have the right to appeal, and/or make a claim, to the First Tier Tribunal (<http://www.justice.gov.uk/guidance/courts-and-tribunals/tribunals/send/index.htm>).

[paragraph below is optional]

You and **[child's name]** are requested to attend a reintegration interview with me at **[time]** on **[date]** at **[place]**. The purpose of the reintegration interview is to discuss how best your child's return to school can be managed.

You also have the right to see a copy of your child's school record. Due to confidentiality restrictions, you will need to notify me in writing if you wish to be supplied with a copy. I will be happy to supply you with a copy if you request it. There may be a charge for photocopying.

The following sources of advice and guidance are available to you:

- The Children's Legal Centre. They aim to provide free legal advice and information to parents on education matters. They can be contacted on 0808 802 0008 or at <http://www.childrenslegalcentre.com>
- If your child has additional needs you can access information, advice and support from Wolverhampton Parent Partnership Service. The service offers dedicated exclusion support and can be contacted on 01902556945, e-mail ppservice@wolverhampton.gov.uk. There is also additional information about exclusion on their website www.wolvesparentpartnership.org
- Local Authority: Nigel Biddle Senior Adviser / Professional Lead Behaviour and Attendance on 01902 551117.
- Statutory guidance on exclusion can be found here: <http://www.education.gov.uk/schools/pupilsupport/behaviour/exclusion>

[Child's Name]'s exclusion expires on **[date]** and we expect **[Child's Name]** to be back in school on **[date]** at **[time]**.

Yours sincerely,

Head Teacher

Model letter 2

Dear **[Parent's Name]**,

I am writing to inform you of my decision to exclude **[Child's Name]** for a fixed period of **[specify days]**. This means that he/she will not be allowed in school for this period. The exclusion begins/began on **[date]** and ends on **[date]**.

I realise that this exclusion may well be upsetting for you and your family, but the decision to exclude has not been taken lightly. **[Child's Name]** has been excluded for this fixed period because **[reason for exclusion]**.

You have a duty to ensure that your child is not present in a public place in school hours during the first five school days of this exclusion, that is on **[specify dates]** unless there is reasonable justification for this. For the first five school days of the exclusion we will set work and would ask you to ensure this work is completed and returned promptly to school for marking. **[specify the arrangements for this]**

From the **[sixth school day of the pupil's exclusion]** **[specify date]** until the expiry of this exclusion we will provide suitable full-time education. **[Set out the arrangements if known at the time of writing. Please note that full time education can be provided from the first day of the exclusion]**. On **[date]** **[child's name]** should attend **[give name and address of the alternative provider]** at **[specify the time — this may not be identical to the start time of the home school]** and report to **[staff member's name]**. **[If applicable — say something about transport arrangements from home to the alternative provider]** **[if not known say that the arrangements for suitable full time education will be notified shortly by a further letter]**

You have the right to make representations about this decision to the governing body/management committee. If you wish to make representations please contact **[Name of Contact]** on/at **[contact details — address, phone number, email]**, as soon as possible. Whilst the governing body/management committee has no power to direct reinstatement, they must consider any representations you make and may place a copy of their findings on your child's school record.

You should also be aware that if you think the exclusion relates to a disability your child has, and you think disability discrimination has occurred, you have the right to appeal, and/or make a claim, to the First Tier Tribunal (<http://www.justice.gov.uk/guidance/courts-and-tribunals/tribunals/send/index.htm>).

[paragraph below is optional]

You and **[child's name]** are requested to attend a reintegration interview with me at **[time]** on **[date]** at **[place]**. The purpose of the reintegration interview is to discuss how best your child's return to school can be managed.

You also have the right to see a copy of your child's school record. Due to confidentiality restrictions, you will need to notify me in writing if you wish to be supplied with a copy. I will be happy to supply you with a copy if you request it. There may be a charge for photocopying.

The following sources of advice and guidance are available to you:

- The Children's Legal Centre. They aim to provide free legal advice and information to parents on education matters. They can be contacted on 0808 802 0008 or at <http://www.childrenslegalcentre.com>
- If your child has additional needs you can access information, advice and support from Wolverhampton Parent Partnership Service. The service offers dedicated exclusion support and can be contacted on 01902556945, e-mail ppservice@wolverhampton.gov.uk. There is also additional information about exclusion on their website www.wolvesparentpartnership.org
- Local Authority: Nigel Biddle Senior Adviser / Professional Lead Behaviour and Attendance on 01902 551117.
- Statutory guidance on exclusion can be found here: <http://www.education.gov.uk/schools/pupilsupport/behaviour/exclusion>

[Child's Name]'s exclusion expires on **[date]** and we expect **[Child's Name]** to be back in school on **[date]** at **[time]**.

Yours sincerely ,

Head Teacher

Model Letter 3

Dear **[Parent's Name]**,

[child's name] [date of birth]

I regret to inform you of my decision to permanently exclude **[child's name]** with effect from **[date]**. This means that **[child's name]** will not be allowed in **[this school/this PRU]** unless **[he/she]** is reinstated by the governing body/the discipline committee **[or PRU management committee]** or by the recommendation of a review panel.

I realise that this exclusion may well be upsetting for you and your family, but the decision to permanently exclude **[child's name]** has not been taken lightly. **[child's name]** has been excluded because **[reasons for the exclusion — include any other relevant previous history]**.

You have a duty to ensure that your child is not present in a public place in school hours during the first five school days of this exclusion, that is on **[specify dates]** unless there is reasonable justification for this.

Alternative arrangements for **[child's name]**'s education to continue will be made. For the first five school days of the exclusion we will set work for **[child's name]** and would ask you to ensure this work is completed and returned promptly to school for marking **[this may be different if supervised education is being provided earlier than the sixth day]**. From the sixth school day of the exclusion onwards — i.e. from **[specify the date]** the local authority will provide suitable full-time education.

I have also today informed **[name of officer]** at MAST **[name of MAST]** of your child's exclusion and they will be in touch with you about arrangements for **[his/her]** education from the sixth school day of exclusion. You can contact them at **[MAST contact details]**.

You have the right to make representations about this decision to the **[governing body/PRU management committee]** and ask them to reinstate your child. As this is a permanent exclusion the **[governing body /PRU management committee]** must meet to consider it. The **[governing body/PRU management committee]** have the power to reinstate your child immediately or from a specified date, or, alternatively, they have the power to uphold the exclusion in which case you may ask for the decision to be reviewed by an Independent Review Panel. The latest date by which the **[governing body/PRU management committee]** must meet is **[specify the date — the 15th school day after the date on which the governing body/PRU management committee was notified of the exclusion]**. If you wish to make representations to the **[governing body/PRU management committee]** please contact **[name of contact]** on/at **[contact details — address, phone number, email]**, as soon as possible. You will, whether you choose to make representations or not, be notified by the Clerk to the **[governing body/PRU management committee]** of the time, date and location of the meeting.

At the meeting you have the right to be accompanied by a friend or representative. Taking into account your child's age and understanding, **[he/she]** may also attend the meeting to speak on **[his/her]** own behalf and is entitled to bring a friend. Alternatively your child may wish to communicate **[his/her]** views by other means.

Please let us know if you have a disability or special needs which would affect your ability to attend the meeting. Also, please inform **[contact]** if it would be helpful for you to have an interpreter present at the meeting.

You should also be aware that if you think the exclusion relates to a disability your child has, and you think disability discrimination has occurred, you have the right to appeal, and/or make a claim, to the First Tier Tribunal (<http://www.justice.gov.uk/guidance/courts-and-tribunals/tribunals/send/index.htm>).

You also have the right to see a copy of your child's school record. Due to confidentiality restrictions, you will need to notify me in writing if you wish to be supplied with a copy. I will be happy to supply you with a copy if you request it. There may be a charge for photocopying.

The following sources of advice and guidance are available to you:

- The Children's Legal Centre. They aim to provide free legal advice and information to parents on education matters. They can be contacted on 0808 802 0008 or at <http://www.childrenslegalcentre.com>
- If your child has additional needs you can access information, advice and support from Wolverhampton Parent Partnership Service. The service offers dedicated exclusion support and can be contacted on 01902556945, e-mail ppservice@wolverhampton.gov.uk. There is also additional information about exclusion on their website www.wolvesparentpartnership.org
- Local Authority: Nigel Biddle Senior Adviser / Professional Lead Behaviour and Attendance on 01902 551117.
- Statutory guidance on exclusion can be found here: <http://www.education.gov.uk/schools/pupilsupport/behaviour/exclusion>

Yours sincerely

Head Teacher

GUIDANCE ON THE USE OF PRE-PERMANENT EXCLUSION MEETINGS

1.0 BACKGROUND

- 1.1 Several years ago Wolverhampton City Council adopted a “zero rejection” approach to managing the educational arrangements and special educational, psychological and social needs, of pupils whose behaviour called into question the ability of their school to continue to provide them with an effective education. For many of these pupils permanent exclusion would, in the past, have been considered by Headteachers.
- 1.2 In the vast majority of cases schools have supported this policy to great effect. For several years Wolverhampton has had one of the lowest levels of permanent exclusions in the country. In the last couple of years more authorities have adopted approaches similar to ours but in 2008/09 Wolverhampton was one of only four authorities to have avoided the use of permanent exclusion all together.

2.0 WHY IS IT HELPFUL TO AVOID THE USE OF PERMANENT EXCLUSION?

- 2.1 Schools are very important to children. Even for those who are apparently disaffected, exclusion from school is the next most significant exclusion they can face after exclusion from their family. For some children the reality has been that it brings their education to an end. For all it introduces a significant disruptive change that can seriously damage their educational opportunities and further damage their social and emotional development.
- 2.2 The Council’s “Zero Rejection” policy recognises that sometimes a pupil’s behaviour will present an unacceptable level of demand on teachers and fellow pupils. Sometimes the level of risk indicated by past incidents will be unmanageable. As a very last result Headteacher must exercise the power to permanently exclude a pupil. **However the “Zero Rejection” approach means that this power should only have to be used if a parent adamantly insists on their children continuing at the school despite efforts by the Headteacher, school and Area Team staff to persuade them of the value of an alternative approach designed to address their child’s needs in the most effective way.**

3.0 WHAT IDEAS UNDERPIN THE ZERO REJECTION APPROACH?

- 3.1 Society has developed several ways of regarding and managing children’s problematic behaviour. A *mental health* perspective provides clinical diagnosis of conditions such as Attention Deficit Hyperactivity Disorder, Conduct Disorder, Oppositional Defiance Disorder and many other patterns of symptoms that define a disorder characterised by the sort of apparently irrational, ill-considered, and antisocial behaviour that disrupts life in school and puts others at risk. Within Education two approaches have developed, *discipline* characterised by the use of rewards but more significantly punishments and *special education* which recognises behaviour and emotional difficulty as a disability. Other perspectives supported by legislation, are demonstrated by the Youth Justice and the Social Care Systems.
- 3.2 The essential feature of Wolverhampton’s Zero Rejection approach is that serious incidents of misbehaviour always have reasons underlying them that need to be understood and addressed if a child is to be helped to have access to the full range of educational opportunities. The reasons behind serious misbehaviour are not always apparent and makes assessment of children with these sorts of difficulties as one of its highest priorities for the Council’s Psychology Service. We know children’s problematic behaviour is often influenced by unrecognised special educational needs and significant life events (family dis-harmony, bereavement, etc) which only comes to light when a detailed assessment is undertaken.

- 3.3 Understanding the reasons why a child's behaviour has become unacceptable is essential but this must not lead to a response that results in a child being 'let off' or indeed other pupils being allowed to have the impression that they can get away with problematic behaviour. Some behaviours are unacceptable and the children concerned and other pupils need to be helped to understand this. This can be done very effectively without recourse to permanent exclusions and is an essential element in the Zero Rejection approach.

4.0 USING PRE-PERMANENT EXCLUSION MEETINGS

- 4.1 Many Headteachers, particularly in secondary schools, request meetings of this kind to try to avoid a permanent exclusion. Sometimes children stay at school with support but they often result in a 'managed move' to alternative provision or to another school. However the use of pre-permanent exclusion meetings and the way they have operated has varied from school to school. Both Headteachers and Area Team staff have requested that some guidance, based on best practice, be made available. A more formal recognition of these procedures will also assist Headteachers in explaining to parents, pupils and colleagues the importance of convening such a meeting, in the same way that an exclusion provides a 'signal' that a child's behaviour problems are serious and unacceptable.
- 4.2 Pre-permanent exclusion meetings should always be convened if a Headteacher feels that there is a likelihood of a permanent exclusion. They may come to this view after a long record of problematic behaviour has failed to improve matters, despite the involvement of Area Team support and every effort on the school's part. Occasionally pupils with no significant history of problems will become involved in a serious incident. In either case if the Headteacher feels that it is essential that the pupil be kept out of school a fixed period exclusion should be used with a provision that this may need to become permanent if an alternative way forward cannot be agreed at a pre-permanent exclusion planning meeting. It should not be automatic that a fixed period exclusion be used to keep the pupil out of school until a meeting is held. The requirements making schools responsible for ensuring alternative education for excluded pupils from the sixth day of exclusion may mean that 'exclusion' to an inschool centre or isolated working is a more appropriate response from the outset. On the other hand a 1-5 day exclusion with the parents responsible for supervision may help emphasise the importance of the problem.

5.0 CONVENING PRE-PERMANENT EXCLUSION MEETINGS

- 5.1 It is essential that these are arranged so that all who need to attend can come and that they are given high priority by all concerned. Those present should include:

The Headteacher (or Deputy if they have delegated authority to speak for the Headteacher)
The lead member of school staff for the pupil
A member of the BaMHS Team
Educational Psychologist if necessary (this would come out of the school's core time)
At least one parent, but preferably both

- 5.2 As the future of the pupil's education is at stake Headteachers and Psychologists will only send a deputy if that person has the authority to determine action and has been fully briefed. It will often be helpful to involve others in the meeting if they are involved with supporting the pupil or family. Examples include:

- EWO
- YOT Officer
- Social Worker
- Child and Adolescent Mental Health Service Worker
- Connexions Personnel Adviser

- 5.3 Consideration needs to be given as to how to involve the pupil. It is often helpful for them to attend but if this is felt not to be suitable they should be made aware that the meeting is taking place and involved in a separate discussion and explanation of its purpose and what occurred.
- 5.4 As Governors could become involved in reviewing the Headteacher's decision, they should not normally be involved in pre-exclusion meetings. If they are they should not have any subsequent involvement in the review/appeal process or discuss the matter with other Governors. It is particularly inappropriate for the Chair of Governing Body to be involved at this stage though they should be informed of a meeting being convened.
- 5.5 Some efforts should be made to negotiate a time that key members of the meeting can attend. It is not good practice to send out an invitation, often necessarily at fairly short notice, without consultation. Existing commitments will often have to be re-arranged and the difficulties this may involve should be respected so far as is consistent with convening a meeting in a timely manner.
- 5.6 **Conducting a pre-permanent exclusion planning meeting**
A Pre-permanent exclusion meeting will usually be chaired by the Headteacher unless it is agreed that a Local Authority Chair will be more helpful. Headteachers should arrange for the meeting to be minuted and details and action should be summarised on the Pre-permanent Exclusion meeting record. All concerned should receive a copy of this, of the minutes and of any reports submitted for consideration. If possible reports should be circulated before the meeting. If they are tabled the Chair should check that parents have had time to familiarise themselves with them. Details of the pupil's behaviour and of the school's response to this should always be available. Unless the incident is a 'one off' very serious matter the school would normally have a plan in place at SEN School Action or School Action Plus. (This may be called a Behaviour or Pastoral Support Plan but should still be recorded at one of the SEN planning stages). If this has not happened it should be considered as one of the possible outcomes of the meeting.
- 5.7 The Headteacher should usually open the meeting with a reminder for everyone that the purpose is to plan how to meet the pupil's needs more effectively so that they achieve success in their education. This should be followed by a brief description of the problems the pupil's behaviour has presented that have made it difficult for the school to assist, including a reference to the impact of any problematic behaviour on other pupils and staff. An indication that the school cannot continue with the arrangements that have been made so far because of the lack of success, the risk posed to others or the seriousness of an incident, signals that the pupil's place at the school is in question.
- 5.8 A more detailed account of the problems and of the school's response to them should be presented next. Often it is helpful if this is done by the lead member of the school staff for the pupil (Head of Year, Form Tutor, Learning Mentor). Parents will wish to respond and the Chair will judge how and when to involve other colleagues. The meeting should be brought to a close with an agreed plan of action.
- 5.9 **What are the possible outcomes of a pre-permanent exclusion meeting?**
Pre-permanent exclusion meetings should not automatically result in a pupil no longer attending the school. However as they should only be convened when permanent exclusion would otherwise be considered it is likely that an alternative programme will result from discussions. The pupil should remain on the school register and if possible continue to attend at least for part of the week, though this may be with additional support/supervision arrangements. Every effort should be made to arrange appropriate supervised alternatives if a pupil is not to attend the school for part or all of the week. This is the school's responsibility but the BaMHS Officer can offer advice on arranging and delivering an alternative programme. Time at home during the normal school day should only be used as a last resort and a temporary measure and parents must agree to supervise this. Work should be set and marked by the school. These alternative arrangements must be agreed by parents and reviewed at 2 / 3 weekly intervals. There must always be a clear plan to return the child to school or to transfer to a full time place in another school or PRU.

5.10 **Special Individual Educational Programmes and Parent Contracts**

Special Individual Educational Programmes (SIEP's) should include action by all concerned, but particularly the parents, to address the pupil's behaviour difficulties. The agreements will have the formal status of a 'Parenting Contract' consistent with the 2006 Education Act and DCSF guidance. They should be summarised using the Pre-Permanent Exclusion proforma, this should be made available to the pupil, parents and the BaMHS Officer. Schools should forward a further copy as formal notification of a Parenting Contract, Pre-permanent exclusion meeting and 'SIEP' to the relevant BaMHS Officer and Sarah Rennison at Priory Green. This is important as if problems continue, or parents fail to co-operate with efforts to improve the pupil's behaviour, further action could include an application to the Magistrates Court for a 'Parenting Order'. This new statutory context for working with parents adds authority to the pre-exclusion planning process and alternative arrangements and makes it even more important that programmes are properly agreed, implemented and reviewed. Failing to do so will seriously weaken the case for further action if this becomes necessary.

6.0 **LOOKED AFTER CHILDREN, CHILDREN WITH DISABILITIES, STATEMENTS OF SEN AND YOUNG PUPILS WITH A YOUTH JUSTICE ORDER**

6.1 The Local Authority and Schools have particular responsibilities for children and young people who fall into one of the four categories above. It is very important that permanent exclusions are avoided and that alternative arrangements are planned and implemented together with the staff (Social Workers, SEN Officers, YOT Officers) who have the lead responsibility for the Local Authority.

6.2 **Looked After Children (LAC)**

The Local Authority are the corporate parents for LAC and it is no more acceptable for their education to be unilaterally terminated through an exclusion than it is for a child to be excluded from home by a parent. It is essential that LAC who present behaviour or emotional problems are planned for proactively and that all involved in supporting them work together. Personal Education Plans should be prepared and reviewed (at least every six months) with this in mind. It is very important that Social Workers, residential care staff and foster carers are fully engaged in this process. Special Individual Educational Programmes should not include supervised time 'at home' as part of an alternative approach unless there are clear therapeutic reasons to support this and foster carers/residential staff are in complete agreement. Access to a 25 hour programme of appropriately supervised activity is essential.

6.3 **LAC and Fixed Term Exclusion**

As emphasised above the Local Authority act as the parents of LAC so responsibility for supervision of any LAC excluded for between one and five days rests with staff in Social Care or foster carers. Schools should have discussed how supervision of an excluded LAC can be managed **before** excluding as any arrangements that might make matters worse (eg increased contact with disturbed peers in a children's home or added strain on vulnerable foster placement), must be avoided. Whenever possible schools should try to arrange supervision from Day One of exclusion for all LAC.

6.4 **Children with Disabilities**

Schools should ensure that they have considered whether they have made reasonable adjustments to their normal systems and arrangements to take account of any disability a child may have, before resorting to disciplinary responses like exclusion. It is easier to recognise the need for this for a child with a physical disability than for children with 'mental health' problems like Attention Deficit Hyperactivity Disorder (ADHD) and Autistic Spectrum Disorder (ASD). This makes it all the more important to fully assess a child's needs with advice from the Psychology Service or CAMHS, as part of a proactive approach to addressing a child's problems.

6.5 **Children with Statements of SEN**

Schools should always seek to convene a meeting to review the statement if children with Statements of SEN risk a permanent exclusion. The relevant Statementing Officer should always be invited to a pre-exclusion meeting, which might also be used to review the Statement.

6.6 **Young People on Youth Justice Orders**

Schools should always involve the relevant YOT Officer for young people with Youth Justice Orders. Exclusions and alternative arrangements should take account of the key performance indicators, monitored by the Youth Justice Board at quarterly intervals, that young people with orders should be **engaged** with 25 hours of education training or employment

7.0 **MONITORING THE USE OF PRE-PERMANENT EXCLUSION MEETINGS**

7.1 Schools should keep their own record of the use of pre-exclusion meetings and Headteachers may feel it appropriate to report on these to their Governing Body. The Local Authority will also maintain a database and, as for exclusions, report on the use of these procedures annually to the Social Inclusion Partnership, to SMB and to Members. The DCSF request termly returns on the use of Parenting Contracts and the Pre-Permanent Exclusion meeting plans will be reported together with other types of parenting contracts (ie offending related, relating to behaviour difficulties that have not required a pre-permanent exclusion meeting and to attendance at school). Area Team/School Planning meetings should include a review of the use of these procedures as a regular agenda item.

8.0 **ACHIEVING 'ZERO REJECTION' AND EFFECTIVE ENGAGEMENT IN EDUCATION**

8.1 These procedures build on our successful existing practices in Wolverhampton and give additional authority to the process of avoiding exclusion and effectively meeting the educational and social, emotional and behavioural needs of pupils. They are pro-active and make a significant contribution to promoting the mental health of children and young people and reducing antisocial behaviour and offending. They avoid non solutions like moving a pupil around from school to school without underlying problems being identified and addressed properly. They also provide an effective system for reducing the disruptive and sometimes risky impact of the behaviour of a small number of disturbed pupils on the effective learning of everyone else in the school. **Above all it sends the positive message that education is too important to be excluded from and that schools, parents and the Local Authority will work together to help pupils enjoy and achieve.**

Pre-Permanent Exclusion Letter

Dear

NOTIFICATION OF POSSIBLE PERMANENT EXCLUSION

I am sorry to have to inform you that **[child's name]** behaviour is causing us so much concern that our ability to educate **[him/her]** successfully at **[name of school]** is in question. This is because **[describe incident or deterioration over recent months]**.

I have to let you know that this is serious enough for a permanent exclusion.

However I would prefer to avoid **[name]** education at **[name of school]** coming to a sudden end and hope that that we will be able to work together to help him realise the importance of school and learn to work with staff and other pupils more successfully. It may be that we can find ways to do this at **[name of school]**, however I must be clear with you that unless we can agree and organise significantly different arrangements which you support wholeheartedly it is likely that a transfer to another school will be required. In these circumstances an 'Alternative Programme' supported by us is often the best way forward in the short term. Success with this can then lead to a fresh start in another school. However if **[child's name]** difficulties do not improve it may mean that his/her education continues through alternative programmes or attendance at a Pupil Referral Unit or Special school.

I am sure that you will want to do all that you can to help us plan for **[child's name]** successful education. The first stage of this is to attend a meeting with me and colleagues from the school and Local Authority at on If you would like to discuss the purpose of this meeting please ring **[school contact]**. Please confirm that you will attend the meeting by ringing **[school admin contact.]**

Optional paragraph

Finally in view of the seriousness of **[child's name]** recent behaviour I have had to exclude him/her from school until This is a formal procedure which has to be notified to the Local Authority and to the Government's Department for Education. I enclose a separate letter about this. You will see that I have had to reserve the right to make the exclusion permanent, unless we can agree an alternative way forward when we meet.

Yours sincerely

- Normal exclusion letters to be used in addition
- This letter to be copied to:
 - Relevant BaMHS Officer
 - Area EP
 - Early Help Data Officer – Sarah Rennison
 - Any other professionals invited
 - Arthur Thompson: Chair of SSIAPP

Managed Move Letter

Letter to parents when a 'managed move' is the agreed outcome of a pre-permanent exclusion meeting. (To be sent on behalf of the Chair of SSIAPP by School Admissions on receipt of the transfer request)

Dear Parent/Carer

The Headteacher of **[child's school]** has informed me that a decision was made at your recent meeting to discuss how to avoid **[name of child]** permanent exclusion from school that a place in another school should be requested.

The School Transfer Request form *that you have completed* will be considered by the Secondary Advisory Placement Panel (SSIAPP) on **[date]** and it is likely that you child will be designated 'Hard to Place'. This is to his/her advantage as every school in the City has agreed to take up to two such admissions into each year group. However if the school of your choice has already taken two pupils into **[name of child]** year then the Panel may need to advise that you be offered a place at another school.

You will be notified of the decision by Jan Cochrane (Pupil Admissions and Transfer Team at the Civic Centre) and invited to an Action Planning meeting usually at the proposed new school to discuss how best to support **[name of child]** admission and the support arrangements that will be required to try to make sure that the transfer is a success. If you have any questions about this please contact Jan Cochrane at Pupil Admissions.

Yours sincerely

Arthur Thompson
Chair, Secondary Social Inclusion and Advisory Placement Panel

cc BaMHS Officer

PROCEDURE FOR PRE EXCLUSION PROCESS

Advice to Schools

The attached proforma is designed to ensure that when a student is at risk of permanent exclusion

- a) All possible strategies have been employed to avoid (if at all possible) the need to remove the pupil
- b) Furthermore, if this proves impossible and a move to another school/institution is necessary, that all parties agree to the move and understand the conditions and implications before it is referred to SSIAPP
- c) There is adequate time to make appropriate arrangements for education. (In view of the need to give adequate time to negotiate and arrange alternative educational provision, the process should be used as an alternative to permanent exclusion in suitable cases)
- d) A copy of the completed forms should be sent to all those attending the meeting and a copy forwarded to the Early Help Service 5-18+ (Sarah Rennison) at Priory Green and the Admission and Transfers Team (Jan Cochrane) at the Civic Centre

Record of Pre-Permanent Exclusion Meeting

Child's Name: _____ DOB: _____

Address: _____

School: _____ Current Year Group: _____

Meeting requested by: _____ Date of Meeting: _____

Is the pupil still attending school? Yes / No If not, date current fixed exclusion ends: _____

or date modified timetable agreed with parents: _____

Reason for considering a permanent exclusion _____

Is this a very serious 'one off' incident: Yes / No
Has the pupil been a significant concern prior to this? Yes / No

If yes, date of most recent SEN/Behaviour Support Plan: _____

Summary of plan to avoid a permanent exclusion

Plan agreed by:

Headteacher Parents.....

Early Help Service Pupil.....