Olveston CEVC Primary School

Exclusion of pupils

Signed (Vice Chair): Signed copy in school office	Name Justin Garrett	Date: January 2026
Signed (Headteacher):	Name: Lee Dunn	Date: January 2026
Ratified: by Full Governing Body	Next Review: January 2027	

Changes in policy
New Policy – Based on Local Authority guidance for school 2024 December 2025 – update from legislation (2021 to 2024)

Ephesians 3:17-19 *That Christ may dwell in your hearts through faith, as you are being rooted and grounded in love. I pray that you may have the power to comprehend, with all the saints, what is the breadth and length and height and depth, and to know the love of Christ that surpasses knowledge, so that you may be filled with all the fullness of God.*

The vision of the school, along with the values and attributes we seek to instil, form the foundation and the rationale behind our decisions, policies, and procedures as we strive to inspire the hearts and minds of all who work and learn in our school community in order for each individual to thrive and flourish. This policy has been developed to support our vision that all that we do is 'Rooted in Love'

Equality Impact Assessment (EqIA)

This policy has been assessed with regard to its impact on equalities issues. The equality impact assessment has been conducted by the Head teacher and focused on race, gender, disability, age, sexual orientation, gender identity and religion/belief. Community Cohesion has also formed part of the impact assessment work in order to ensure respect for diversity, alongside a commitment to common and shared bonds.

EqIA outcomes:The assessment found no areas of potential negative impact and actions resulting in positive impact are in place.

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Rationale:

All pupils in our school benefit when behaviour is good. High standards of behaviour are important to help children feel safe and learn well. Parents and carers play an important part in this.

The Government advises schools to focus on promoting positive behaviour, helping to build self-discipline and encouraging respect for others. Schools also need sanctions to deter pupils from misbehaving. This policy should be read in conjunction with our school Behaviour Policy, SEN Policy and Equalities Policy.

The decision to exclude a pupil, either permanently or for a fixed period of time, will therefore only be taken as a last resort and:

- In response to serious or persistent breaches of the school's Behaviour Policy
- If allowing the pupil to remain in the school would seriously harm the education or welfare of the pupil or others in the school.

The Headteacher is the only member of staff in a school who can decide to exclude a pupil from the premises.

This policy has been written following the 2024 guidelines outlined in the Department for Education 'Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement' and relates to the following legislation:

- The Education Act 2002, as amended by the Education Act 2011;
- The School Discipline (Pupil Exclusion and Reviews) (England) Regulations 2012;
- The Education and Inspections Act 2006; and
- The Education (Provision of Full-Time Education for Excluded Pupils) (England) Regulations 2014

https://www.gov.uk/government/publications/school-exclusion Please note: specific guidance for Headteachers and Parents/Carers at the back of this document (Annex B and Annex C).

Decision Making:

The school will use a 'staged approach' to dealing with suspensions and exclusions:

The following staged approach to discipline will be used where there is a build-up of unacceptable behaviour over a period of time, although there should be no assumption that a pupil will automatically move from stage to stage. It is important in implementing this approach that careful consideration is given at each stage to the action to be taken, not only the sanctions which are necessary to modify pupil behaviour, but also the support a pupil requires to meet their educational needs.

Particular consideration should be given where special educational needs are identified: the procedure includes consideration of the link with the various stages of the Code of Practice and its programme of Education and Health Care Plans with targets and appropriate action. If fixed-term or permanent exclusion is contemplated for a pupil with

special needs, and for whom the advice of an external agency has already been sought, contact should be made with the school's Educational Psychologist to consider whether a statutory assessment should be undertaken with the view to a child being made the subject of a statement.

STAGE A

- Headteacher discusses pupil with staff concerned
- Headteacher considers pupil's individual circumstances and needs. This might include discussion with SENCO and consideration of whether one of the stages of the Code of Practice is appropriate, possibly as an alternative to Staged Discipline Procedure, and/or whether outside agencies might be involved
- If Staged Discipline Procedure is appropriate, Headteacher sees pupil; advises him/her formally that he/she is at risk of exclusion from school
- Headteacher writes home, advising parents that he/she is informing Chair of Governors that child is at risk of exclusion from school. Copies of letters to Chair of Governors or nominated Governor and EWO
- Pastoral Support Plan is considered and written if this is felt necessary to aid the behaviour of the child
- Headteacher sees parents

This stage is applied when pupil has one or two incidents of poor behaviour and is not responding to actions taken by the school.

STAGE B

- Headteacher discusses pupil with staff concerned
- Headteacher sees pupil; advises him/her formally that he/she is at risk of exclusion from school
- Headteacher writes home, advising parents that he/she is informing Chair of Governors that child is at risk of exclusion from school. Copies of letters to Chair of Governors or nominated Governor and Principal EWO
- The Pastoral Support Plan is reviewed and updated adding new or changed targets and strategies, this may be on the advice of the SENCO or outside agencies involved
- Headteacher sees parents

This stage is applied when pupil has numerous incidents of poor behaviour and is not responding to actions taken by the school.

STAGE C

- Discussions in school about pupil
- Headteacher considers pupil's individual circumstances and needs. This might include discussion with SENCO and consideration of whether one of the stages of the Code of Practice is appropriate, possibly as an alternative to Staged Discipline Procedure, and/or whether outside agencies may be involved
- If Staged Discipline Procedure is appropriate, Short Fixed-Term Exclusion (up to 5 days) implemented; Headteacher sees pupil; explains reason for exclusion
- If possible, Headteacher contacts parents by telephone; invites them in to school to explain reasons for exclusion; parents take pupil home
- Headteacher writes home (see Fixed-Term Letter). Copies; Principal EWO, Chair of Governors
- Home visit by EWO (in cases where requested by parents or pupil is on officer's current caseload, or where parents are making representation to the LA)
- Headteacher considers appropriate action on a pupil's return to school, including any clarification of expected behaviour and consideration of provision to meet pupil's needs

This stage is applied when pupil has numerous incidents of poor behaviour and is not responding to actions taken by the school. The pupil's actions are against the behaviour policy of the school. They are physically aggressive towards other pupils, adults or verbally abusive which is serious use of bad language, racist or homophobic comments.

STAGE D

- Discussions in school re continuing misbehaviour
- Reference will be made to the Pastoral Support Plan and targets reviewed against the behaviour
- Headteacher considers pupil's individual circumstances and needs. This might include discussion with SENCO and consideration of whether one of the Stages of the Code of Practice leading to referral to, for example, the Educational Psychology Service and the Pupil Referral Service is appropriate
- If Staged Discipline Procedure is appropriate, Longer Fixed-Term Exclusion (up to 10 days) or where the cumulative total of exclusions is 10 days or more in any one term. Headteacher explains position to pupil
- Parents invited to school to discuss reasons for exclusion; take pupil home. Parents advised that a Governor's disciplinary panel will be convened
- Headteacher writes to parents, setting out reasons for exclusion. Copies to Principal EWO, Chair of Governors, members of Governors' sub-committee
- Governors' sub-committee meets with parents, pupil, school staff, EWO, to discuss child's future. Assurances as to future behaviour sought
- Headteacher considers appropriate action on a pupil's return to school, including any clarification of expected behaviour and consideration of provision to meet pupil's needs

This stage is applied when pupil continues to have numerous incidents of poor behaviour and is not responding to actions taken by the school. The pupil's actions are against the Behaviour Policy of the school. They are physically aggressive towards other pupils, adults or verbally abusive which is serious use of bad language, racist or homophobic comments.

STAGE E

- Permanent exclusion. Education Service Procedures apply
- In normal circumstances, the pupil should be present throughout, unless the parents wish otherwise
- The Headteacher should be invited to explain the reasons for the decision and to give details of the action taken by the school to investigate the alleged incident
- If appropriate, details should also be provided of what steps the school has taken to deal previously with a pupil's behaviour and if any other agencies have been involved (i.e.: permanent exclusion is the last resort)
- An opportunity should then be provided for all present to ask clarifying questions (i.e.:
  to ensure that the details are clear but not to enter into debate as to whether the school acted appropriately)
- The parents should then be invited to put to the Governors and the LA anything they wish to be taken into account, including whether or not they feel that matters have not been dealt with fairly or any other circumstances
- An opportunity should be given for all to ask any questions of the parents or pupil which are relevant or appropriate to the alleged incident or incidents. Governors should avoid making statements to the parents about previous behaviour or the school's code of conduct, since, however well-intended, this can give the impression that the Governor has made his/her mind up (and the meeting is therefore biased)
- The Governors should then reach their decision independently (i.e.: all others should withdraw, including the LA representative)

This stage is applied when pupil has had up to 45 days of exclusion in a school year or is unacceptably physically violent towards others in such a way that it would be unsafe for them to return to school.

DEFINITION OF FIXED-TERM SUSPENSIONS/EXCLUSION

A fixed-period exclusion means that the pupil has been excluded for a predetermined number of school days. The Education Act 1997 sets a limit for fixed period exclusions of up to 45 school days in a school year.

DEFINITION OF PERMANENT EXCLUSION

Permanent exclusion means that the Headteacher has decided a pupil should not return to the school. The decision is made by the Headteacher but is subject to consideration by

the Governing Body of the school and the LA; both have the individual power to overturn that decision and reinstate a pupil.

All evidence relating to the exclusion of a child must be written, signed and dated. It should give an accurate and objective account of the events leading to the exclusion and specific reasons.

Attached are copies of paperwork to be completed in the event of exclusion.

FOR PUPILS WITH STATEMENT OF SPECIAL EDUCATIONAL NEEDS

Where a pupil with a Statement of special need receives a fixed-term exclusion, the relevant Case Officer in the Special Education Section should be sent copies of all relevant documentation.

Where a permanent exclusion is being contemplated for a pupil with special educational needs, consideration should be given to whether it would be appropriate to bring forward an Annual Review prior to any decision on exclusion. (This would clearly not apply in an emergency situation.)

Before reaching a decision to exclude either permanently or for a fixed period, the Headteacher will:

- contact the LA Education Inclusion Officer (EIO) for primary/secondary and seek advice and support and consider whether this case meets the criteria to take to High Risk Group **Appendix D;**
- contact the Chair of your local SEND Cluster to consider if a request for additional funding for this pupil may be appropriate, using a costed provision map;
  consider all relevant facts and such evidence as may be available to support the allegations made, taking into account the school's Behaviour and Equalities Policies;
- allow the pupil to give his or her version of events;
- check whether the incident may have been provoked for example, by racial or sexual harassment;
- take account of any contributing factors that are identified after an incident for example, if a pupil has been subject to bullying, suffered a bereavement or has mental health issues;
- consider the impact of exclusion on certain vulnerable groups, including pupils with additional learning needs and 'Children in Care';
- consult others (whilst not using the pupil's name), including the CEO or Local Authority Officer (if a permanent exclusion), being careful not to involve anyone who may have a role in any statutory review of his or her decision, for example, members of the Governing Body's Discipline Committee;
- keep a written record of the actions taken, including any interview with the pupil. Witness statements must be dated and should be signed, wherever possible;

- ensure that the decision to exclude is made in line with the guidelines of administrative law i.e. that it is:
  Lawful (with respect to the legislation relating directly to exclusions and the School's wider legal duties, including the European Convention of Human Rights); Rational; Reasonable; Fair; and Proportionate;
  establish the facts in relation to the exclusion, applying the civil standard of proof i.e. 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt'.

South Gloucestershire Council and this school do not authorise the use of unlawful 'informal' or 'unofficial' exclusions where pupils are sent home, even with the agreement of their parents/carers, for a 'cooling off' period. Any exclusion of a pupil must be formally recorded. The Headteacher is responsible for the safeguarding of all pupils on roll during the school day. The only times they are not responsible are if the child is ill and has been kept at home or if they are formally excluded and the responsibility goes to the parents/carers. Elective Home Education (EHE) should never be referred to or encouraged by the Headteacher or member of staff at the school as an alternative to exclusion.

Alternatives to Exclusions

Olveston CE Primary School is committed to using exclusion only as a last resort. Alternatives will always be considered and may include:

- the use of the Early Help process, working with external agencies and parents/carers to provide support through an Early Help Assessment Process (EHAP) and person centred planning approach;
- restorative justice processes;
- the use of the 'alternatives to exclusion checklist' and support from the Inclusion Support Worker Education Inclusion Officer (via Pathways Learning Centre);
- internal isolation (where appropriate, in line with school's Behaviour Policy);
- a managed move, in line with the locally agreed protocol (See Fair Access Protocol for more information) http://www.southglos.gov.uk//documents/Fair-Access-ProtocolJune-2018.pdf.

Fixed-term exclusions

The Headteacher may exclude a pupil for up to 45 days in any one academic year. Generally, fixed-term exclusions will be for one to three days. No exclusion will be given for an unspecified period of time.

A fixed term exclusion does not have to be for a continuous period. In exceptional circumstances, where further evidence has come to light, a fixed term exclusion may be extended or converted to a permanent exclusion.

Procedures for review and appeal of fixed-term exclusions

A fixed term exclusion, which does not bring the pupil's total number of days of exclusion to more than five in a term (two termlets), will not usually be reviewed by the Governing

Body Disciplinary Committee unless a written request is submitted by a parent/carer, within 50 school days of receiving the notice of the exclusion, to review the decision; however, it cannot direct reinstatement.

If a pupil is excluded for more than five days (but not more than 15) in a single term (two termlets), the Governing Body Disciplinary Committee will consider the reinstatement of the pupil, if requested to do so by the parent/carer in writing, within 50 school days of receiving the notice of the exclusion.

If a pupil is excluded for 15 days or more in one term (two termlets), the Governing Body Disciplinary Committee will meet to consider the reinstatement of a pupil within 15 school days of receiving notice of the exclusion.

If, as a result of a fixed term exclusion, the pupil will miss a public examination or National Curriculum test, the Governing Body Discipline Committee will meet to consider the exclusion before the date of the examination or test. If it is not possible for the Governing Body Disciplinary Committee to meet, the Chair of the Governing Body may consider the exclusion independently and decide whether or not to reinstate the pupil.

A summary of the exclusion process and the Governing Body's duties to review exclusion decisions is shown in the flowchart, Appendix A.

Where a pupil has received multiple exclusions or is approaching the legal limit of 45 days the Headteacher will consider whether exclusion is providing an effective sanction.

When excluding a pupil who is a 'Child in Care', the Headteacher will ensure that the appropriate 'home' Local Authority Officer is informed.

Cancelling Exclusions: Headteachers can cancel exclusions if new evidence arises, ensuring parents/carers are informed promptly.

Virtual Meetings: Governing body meetings and review panels can now occur virtually when necessary.

Permanent exclusions

Permanent exclusions will normally be used only as a last resort when a range of other strategies have been exhausted.

In exceptional circumstances, where a serious breach of the School's Behaviour Policy has occurred, the Headteacher might consider it appropriate, having consulted with the CEO/DCEO or LA Officer, to permanently exclude a pupil for a first or one-off offence. Such circumstances might include:

Where there has been serious actual or threatened violence against another pupil or member of staff;

- Sexual misconduct;
- Supplying an illegal drug, as defined within the school's Drugs Policy;
- Carrying an offensive weapon;
- Any severe form of bullying including racist or homophobic bullying; and/or
- Any action resulting in a serious health and safety issue.

In cases where a criminal offence has taken place, the police and, where appropriate, the Youth Offending Team, Social Services or any other outside agency involved with the pupil may be informed.

A Headteacher should, as far as possible, avoid excluding permanently any pupil with a statement of SEN or a 'Child in Care'. Before making the decision to permanently exclude a pupil who is a 'Child in Care' the Headteacher will discuss with the appropriate 'home' Local Authority Officer the availability of a suitable, alternative appropriate school or provision elsewhere.

If the Headteacher decides to exclude a pupil permanently they will inform the Local Authority Exclusions Officer, Guy Halley, at the earliest possible opportunity. If the pupil lives outside the Local Authority area in which the school is located the Headteacher will also advise the pupil's 'home authority' of the exclusion without delay.

Following permanent exclusion, the Governing Body is required to review the Headteacher's decision. This review is to be carried out within 15 school days for the notice of exclusion.

The school must provide the governors (a panel of a minimum of three governors is required for this) with a full account of the reason(s) leading up to the permanent exclusion. The parent/carer and a Local Authority representative should also receive all this information. The governor review meeting is a formal meeting and must be taken seriously.

From day six of a permanent exclusion the Local Authority becomes responsible for the pupil's education. This will be organised through a Pupil Referral Unit (PRU). A placement in a Pupil Referral Unit is not supposed to be long term. An assessment will be carried out and the Local Authority will support the pupil to address the issues which led to the permanent exclusion.

Process for notification of a fixed-term exclusion of more than five consecutive days A

Headteacher must, without delay, notify the Governing Body and the Local Authority of:

- a permanent exclusion (including where a fixed-period exclusion is made permanent);
- fixed-term exclusions which would result in the pupil being excluded for more than five school days (or more than ten lunchtimes) in a term;
- Fixed-term exclusions which would result in the pupil missing a public examination or national curriculum test.

Procedures for review and appeal of permanent exclusions

The Governing Body Discipline Committee will consider the reinstatement of an excluded pupil within 15 school days of receiving the notice of the exclusion, invite the following parties to attend and circulate to them any written evidence and information received, within five school days in advance of the meeting:

- Parents/Carers;
- the Headteacher;
- a representative of the Local Authority.

During the meeting, the Governing Body Discipline Committee will consider the interests and circumstances of the excluded pupil, including the circumstances in which the pupil was excluded, and have regard to the interests of other pupils and people working at the school.

The Governing Body Disciplinary Committee, when establishing the facts in relation to the exclusion, must apply the civil standard of proof i.e. 'on the balance of probabilities' it is more likely than not that a fact is true, rather than the criminal standard of 'beyond reasonable doubt'. In light of their consideration, the Governing Body Disciplinary Committee can either:

- uphold the exclusion; or
- direct reinstatement of the pupil immediately or on a particular date.

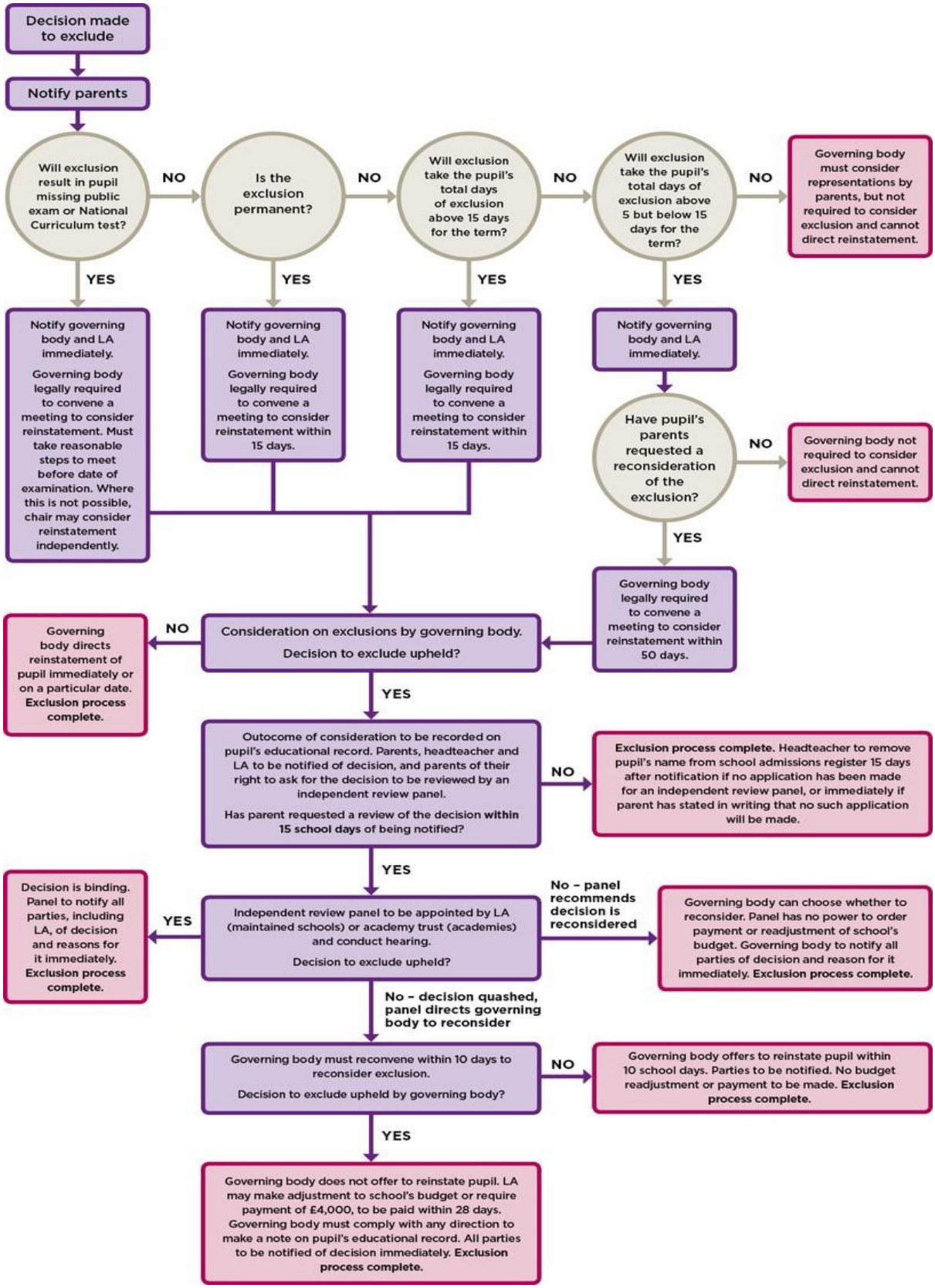
The Governing Body Disciplinary Committee is legally required to notify the parents/carers, the Headteacher and the Local Authority of its decision, and the reasons for its decision, in writing and without delay.

The Governing Body Disciplinary Committee will notify the parents/carers of the date by which an application for an Independent Review Panel must be made, which is 15 days from the date of the notice in writing.

If parents/carers apply for an Independent Review Panel within the legal time frame, the Governing Body will arrange for a hearing to take place, within 15 days of the parental notification, to review the decision of the Governing Body not to reinstate a permanently excluded pupil.

Appendix A – Exclusions Flowchart

NB: Term refers to 2 small 'termlets'



Appendix B – Alternatives to Exclusion Checklist Primary

STUDENT FOCUSED INTERVENTIONS

Managing anger/emotions/conflict resolution
Social Skills/peer relationships
Mental Health
Classroom behaviour skills
Time out card
Head of Year/House/TA/Class Teacher support

RELATIONSHIP BUILDING INTERVENTIONS

Restorative mediation with key staff
Micromanagement daily check in/debrief
Key adult support/mentoring
Peer mentor schemes
Student support/guild support services
Circle of adults with teaching staff
Counselling provision
Circle of friends/social skills

LEARNING INTERVENTIONS

Personalised learning/timetable change
SMART targets/daily positive report card
Literacy assessment
Tutor change/house change/class swap
Classroom observations
Frequency/ABC charts
Student passport/plan to share strategies of support
Additional support in class (not related to SEN)
Academic mentoring
Wave 2 SEN assessment
Additional literacy/maths intervention

ALTERNATIVE PROVISION

In school inclusion facility
Off-site provision (CLIC, Engage)
Work experience
Specialist mentoring (Breakthrough, Impact)
Early intervention strategies
(school swap/intervention moves)
College course
Work to Learn programme

ASSESSMENT AND PLANNING

EHAP
ISS/PSP/BSP with regular reviews
Planning reviewed internally through 360* or similar
Change Tracker
Academic assessment review to check progress and access to learning
EP assessment
PASS/attitudinal assessment
Speech and language assessment
Medical needs assessment

SPECIALIST INTERVENTION

Referral to EPS
YOT
FYPS
CAMHS
ISS
School nurse
Social Care

BEHAVIOUR DATA INTERVENTION

Patterns of negative incidents from Teachers have been addressed
The data is analysed regularly

SEN STATUS

EHCP
SEN K

SAFEGUARDING CONCERNS

ART referral
SERAF
My concern

RESPONSE TO ESCALATING BEHAVIOUR

Different day intervention
Fixed-period exclusions
Internal exclusion/seclusion

PARENTAL ENGAGEMENT

Regular contact/engagement with behaviour plan

Appendix C – Headteacher's Exclusion Checklist

	Yes	No
On the balance of probabilities, did the pupil do it?		
Does the incident represent a serious breach of the school behaviour policy / the final straw incident in a series of persistent breaches of the behaviour policy?		
Does the pupil's presence seriously harm the education/welfare of the pupil or others in the school community?		
Is exclusion the appropriate response? Factors to Consider • Decision to exclude not taken in the heat of the moment • A thorough investigation has been carried out • Evidence has been considered in the light of policies and discrimination • The pupil's views have been encouraged, heard and recorded • Mitigating circumstances and provocation (bullying etc.) have been considered • Appropriate wider consultation has been considered		
Has there been involvement from specialist teachers (SEND) or Behaviour/Inclusion Service or an Educational Psychologist?		
Has a pastoral support programme been tried?		
Has this case been bought to SEND Cluster Board or High Risk Group?		
Is there an Early Help strategy/EHAP in place?		
Have alternatives to exclusion been considered? **See Appendix B – Alternatives to Exclusion Checklist** (e.g. restorative justice, mediation, internal exclusion, school to school managed move)?		
Special Considerations		
Does this pupil have an Education Health Care Plan [EHCP] (statement of special educational needs)? If so: O Have you contacted the special needs officer? O Has an emergency annual review been called?		
Is this pupil currently a child in the care of the Local Authority? If so: O Have you contacted the Head of the Virtual School and Social Worker?		
Is this pupil subject to Child Protection procedures or a Child In Need? If so: O Have you spoken to the Social Worker?		
Have issues of SEN, disability, race and care been fully considered? *See separate check list for considerations around the exclusion of children with SEN/disability*		
Has the appropriate length of exclusion been considered?		

Appendix D

Department for Children, Adults and Health

High Risk Group (HRG)

Terms of Reference Rationale:

Escalating challenging behaviour resulting in the risk of permanent exclusion is often the result of complex experiences, catalysts and needs. Addressing these underlying needs requires a coordinated inter-agency approach.

The High Risk Group is a joint Local Authority/ School Peer Review Panel which aims to reduce the need for permanent exclusion and improve outcomes for vulnerable children through inter-agency working.

Principles:

- Schools work to find solutions which are in the best interest of the child or young person.
- Schools are committed to engaging in a 'collegiate/partnership approach' in order to reduce exclusions.
- Schools are committed to assessing and planning for those at the highest risk of PEX/multiple fixed-term exclusions.
- Schools are committed to identifying and supporting students that have additional/Special Educational Needs and or Disabilities.
- The meetings are confidential and sensitive information is shared with the members and Headteachers/School representatives only. Parents/carers will have given consent for their child's case to be brought to HRG. All information and paperwork will be shared securely.

Purpose:

To prevent permanent exclusion by:

- Ensuring appropriate assessments, planning and interventions are in place for students at the highest risk of PEX or multiple fixed-term exclusions.
- Offering independent view of current strategies.
- Sharing information from all appropriate agencies and facilitating inter-agency working.
- Providing advice and guidance to schools.
- Brokering support from agencies: Social Care; Youth Offending Team, FYPS, PLC, 0-25 Team, Integra, external providers etc.
- Brokering managed moves using Fair Access Protocols.
- Providing direct, short-term funding to allow schools to implement an appropriate, costed provision plan.

Quorate:

The group will be quorate if it is attended by the Chair and at least 4 members (which must include the Education Inclusion Officer).

Membership:

- The High Risk Group will be chaired by a designated Headteacher for Primary and Secondary (agreed annually).
- Representative Headteachers (from Primary/Secondary) will attend regularly as members (on a rota basis).
- The following Agencies/ Providers/ LA Officers will be group members:
    - Representative from Integra Inclusion Team ○ Education Welfare Support ○ Youth Offending Team/ Police ○ FYPS ○ CAMHS
    - Education Psychology Service ○ 0-25 Team ○ Social Care/ Early Help Team ○ Pathways Learning Centre (HT & Primary/ Secondary Education Inclusion Officers) ○ Public Health
    - Barnardo's
- Additional members may be co-opted to attend regularly or asked to attend specific meetings where appropriate.

Requests for HRG Involvement:

Before bringing a case to HRG schools will need to have:

- Demonstrated an appropriate level of school-based support via a 'Plan, do, review' approach, followed the guidance within the South Glos Way Graduated Response Toolkit.
- Attempted to assess and identify the child or young person's needs (incl. SEND, SEMH and environmental factors) via professional assessments and/ or the EHAP process.
- Made a referral to access funding via SEND cluster and carried out an impact review of this support (See Appendix B).
- Contacted the PLC Primary/ Secondary Education Inclusion Officers for advice and guidance and provided evidence that they have acted on this advice and allowed sufficient time for impact to be assessed (See Appendix C).

To bring a case to HRG, schools will need to:

Contact the PLC Primary/ Secondary Education Inclusion Officers and request HRG involvement.

- Complete the 'Alternative to Exclusion' documentation and submit this to the PLC Primary/ Secondary Education Inclusion Officers <u>at least 5 working days prior to the next HRG meeting</u> via SOFIE.

- PLC Primary/ Secondary Education Inclusion Officers will circulate paperwork to the HRG at least 2 working days before the meeting via SOFIE.
- If the pupil is currently going through the Education Health and Care needs assessment (EHCna) process then this case cannot be bought to HRG. If a pupil has received a high number of fixed-term exclusions and is at high risk of PEX, this case would need to be referred to the 0-25 service for a request for emergency funding. If a pupil has an EHCP and is at high risk of PEX, an urgent annual review would need to take place.

Format of meetings:

- Each case at the HRG will be given approximately 15 minutes including presentation and discussion.
- Headteachers/School representatives will be invited to present a pen portrait of the pupil being referred, including:
    - Brief details of whether a EHAP action plan is in place and timescales (or other type of plan), reviewed between 4-8 weeks – at least X2 'cycles'
    - SEND factors contributing to poor progress/behaviour/attitudes to learning.
    - Student voice ○ Parent voice
    - Relevant interventions/support and strategies in place and progress/impact of interventions
    - Academic assessments
    - SEMHD assessments inc. Ed Psych or other relevant specialist assessments and details of any assessments still pending
    - Reasonable adjustments that have been made for the student in terms of the school's approach to managing behaviour and supporting pupil needs
- Headteachers/School Representatives will clarify what they are requesting of the HRG, where possible outlining:
    - What services and/or support is needed to reduce the risk of exclusion
    - The nature of the provision/support/advice being requested (including the chosen approach/intervention, the timescale for this provision/programme and how impact will be assessed) ○ The approximate cost of any provision (Appendix B)
    - The school's contribution to the cost of any provision, including how the notional

      £6,000 has been spent on supporting the pupil and the impact of this so far

  All members will discuss the case and offer support and guidance. Members will question the Headteacher/School Representative regarding the request for funding. A decision will be made as to whether funding can be allocated.

- If funding is agreed, this will be recorded on the HRG paperwork and the

  Headteacher/School Representative will contact the Chair of their SEND cluster. Funding will then be released to the school asap, to enable the package of support to be implemented swiftly. (See Appendix A for further information).

- The Chair will summarise the support agreed and this will be recorded in the minutes, which will be circulated (via SOFIE) to all attendees.

Possible outcomes of referral:

- Further advice and guidance regarding the 'Plan, do, review' process and impact of professionals' advice
- Ongoing support from Education Inclusion Officer
- Access to funding for a timed, costed provision plan, led by the school ○ Outreach advice and guidance from PLC

Contact details:

Name	**Role**	**Contact details**
Andrew Holliday	Secondary PLC Education Inclusion Officer	Andrew.Holliday@pathwayslearningcentre.org
Nicola Joyce	Primary PLC Education Inclusion Officer	nicola.joyce@pathwayslearningcentre.org
Louise Leader	Headteacher at Pathways Learning Centre	Louise.leader@pathwayslearningcentre.org

South Gloucestershire Council

Department for Children, Adults and Health

Interim Funding Arrangements for the High Risk Group

HRG and SEND clusters work in close partnership. It is planned that the decision regarding funding for pupils who are at high risk of PEX will lie with the HRG multi-agency group and the outcome will be communicated to SEND clusters. To avoid a delay in funding, the Chair of SEND clusters can 'sign off' the funding and allocate funds to the school swiftly. The process below highlights how this process will work.

Stage	Process	Who is responsible?
1	• School has assessed pupil need and leaders are clear about what is needed to support pupil. A costed provision map is drawn up and submitted to SEND Cluster for a request for funding. If risk of PEX still continues after this work is complete and impact of this support is limited, school may move to stage 2.	School SENCO
2	• EIO works with school to ensure case meets HRG criteria (see EIO flow chart) Case presented to HRG. Costed provision map scrutinised and decision made about funding. • Pupil must not be going through EHCP needs assessment or be in receipt of EHCP. This request would need to be through 0-25 emergency funding or via an urgent early annual review process (for an EHCP pupil). If 20week assessment has not started (even if it is imminent), a school may still access SEND Cluster and/or HRG funding. Once funding is committed, this remains with the pupil, even if the 20 weeks start.	Education Inclusion Officer, Headteacher (Inclusion Lead/SENCO/Behaviour Lead
3	• If HRG agrees funding, this outcome is recorded on the HRG case paperwork to show that group have agreed this funding. • Pupil must stay on roll at the school. School is responsible for actioning the agreed initiatives and reporting impact.	Headteacher, EIO, Chair of HRG
4	• Head of school contacts Chair of SEND Cluster to inform them that HRG have agreed funding. Headteacher to send paperwork evidence to SEND Cluster.	Head of School
5	• Chair of SEND Cluster authorised funding to be sent to the requesting school asap. This is reported at the next SEND Cluster board meeting.	SEND Cluster Chairs
6	• Following the deployment of funding, Head of school must report back to the SEND Cluster board within 1 term of the piece of work being complete.	Head of School

SEND Cluster/HRG Costed Plan – Request for Funding

Child	School	Year Group	Cluster	Date of SEND Cluster/HRG

Intervention Including staffing and frequency	Current attainment/ entry data	Target: Specific Measurable Achievable Realistic Time limited	Review date	Outcome/ progress	Cost per day/week x weeks of intervention
HRG multi-agency panel agreed funding? YES/NO		**Next steps to release funding?** Pass to Faye Bertham to release funds Pass to SEND Cluster chair to release funding			**Total funding requested:**

Process for schools requesting EIO support (Draft)

School has concerns that a Student is continuing to behave in a way that is likely to result in FTE/PEX.

PRIMARY:
SLT to make contact with
Primary Education Inclusion Officer
Nicola.joyce@pathwayslearningcentre.org
Tel: 01454 862630

SECONDARY:
SLT make contact with
Primary Education Inclusion Officer
Andrew.Holliday@pathwayslearningcentre.org
Tel: 01454 862630

Once parental consent has been obtained by school, EIO completes 'EIO Consultation' with member of school SLT e.g Headteacher/SENCO/ Head of Behaviour
(See appendix 1)
EIO shares completed consultation paperwork school

POSSIBLE OUTCOMES FROM EIO CONSULTATION

- ART Referral
- **SEN Assessment**
- **Adapted Timetable**
- **EIO to meet with pupils/parents/Carers**
- Engagement with other external agency
- Therapeutic/ Counselling support
- School to oversee recommended outcomes and monitor their impact.
- **No further action**
- **Other**
- **Managed Move**
- **Alternative Provision**
- **School to take case to SEND Cluster**

EIO to consider for HRG

School to send completed **RfR Assessment** *(Appendix 2)* and **HRG referral** *(Appendix 3)* to Secondary/Primary
EIO for consideration for inclusion on next available HRG Agenda.
Agenda to be sent out to relevant schools 1 x week before panel
School representative to attend panel and present case

HRG panel to discuss and agree on any outcomes with schools
EIO to share Outcomes with schools/relevant agencies

School to monitor any suggested intervention/Actions from HRG and provide evidence of impact to EIO
including re-evaluation of RfR scores

EIO to share positive Outcomes with HRG Panel members

Appendix E – Exclusions Guidelines linked to letters

FIXED-TERM up to and including 5 days in one term (can be cumulative) **Model Letter 1**	**FIXED-TERM** adding up to more than 5 days and up to 15 days in one term (can be cumulative) **Model Letter 2**	**FIXED-TERM** adding up to **MORE THAN** 15 days in one term and no more than 45 days in school year (can be cumulative) **Model Letter 3**	**PERMANENT** **Model Letter 4**
1. Immediately inform parents/carers of type and length of exclusion and reasons for exclusion. 2. Inform parents/carers of right to make representations to Gov. Body (model letter 1). 3. Inform LA and record on SIMS. 4. Make arrangements for setting and marking work. 5. Make arrangements for a reintegration meeting that plans how future behaviour will be managed (not compulsory but good practice). 6. Maintain school exclusions database in order to monitor an aggregate of fixed-term exclusions. 7. Report exclusions termly to Gov. Body.	1. Immediately inform parents/carers of type and length of exclusion and reasons for exclusion. 2. Inform parents/carers of right to make representations to Gov. Body (model letter 2). 3. Inform Gov. Body to arrange meetings between 6th and 50th schools days following exclusion, if parent has requested a meeting. 4. Inform LA and record exclusion on SIMS within one school day. 5. Make arrangements for setting and marking work for the first 5 days. 6. Make arrangements for a re-integration meeting that plans how future behaviour will be managed (not compulsory but good practice). 7. Ensure all required documentation is made available to Gov. Body, Parent and LA when required. 8. Comply with Gov. Body's resolution to either decline to reinstate or to reinstate either immediately or by a specific date, if Governors so resolve. 9. Start/Continue an EHAP and engage with external agencies and parents/carers as a preventative approach to develop an action plan. Ensure parents/carers & pupil's views are included in action plans and reviews (not compulsory but good practice). 10. Contact the Education Inclusion Officer (via Pathways Learning Centre) and possible referral to High Risk Group (HRG). **For all fixed-term exclusion over 5 days** • Arrange suitable full-time education from the 6th day (this is the school's responsibility) • Inform parents/carers of arrangements for education during the exclusion	1. Immediately inform parents/carers of type and length of exclusion, and reasons for exclusion. 2. Inform parents/carers of right to make representations to Gov. Body (Model letter 3). 3. Inform Gov. Body to arrange meeting on or before 15th school day – statutory meeting. 4. Inform LA (and Home LA if not S. Glos) responsible officer for exclusions via email. 5. Make arrangements for setting and marking work for the first 5 days. 6. Make arrangements for a re-integration meeting that plans how future behaviour will be managed (not compulsory but good practice). 7. Ensure all required documentation is made available to Gov. Body, parent/carer and LA. 8. Comply with Gov. Body's resolution to either decline to reinstate or to reinstate either immediately or by a specific date, if Governors so resolve. 9. Start/Continue an EHAP and engage with external agencies as a preventative approach and parents/carers as a preventative approach to develop an action plan. Ensure parents/carers & pupil's views are included in action plans and reviews (not compulsory but good practice). 10. Continue working with the Education Inclusion Officer (via Pathways Learning Centre) and ENSURE there is a referral to High Risk Group (HRG). **For all fixed-term exclusion over 5 days** • Arrange suitable full-time education from the 6th day (this is the school's responsibility) • Inform parents/carers of arrangements for education during the exclusion	1. Immediately inform parents/carers of type of exclusion and reasons for exclusion. 2. Inform parents/carers of right to make representations to Governing Body **(Model letter 4).** 3. Inform Governing Body to **arrange meeting** on or before 15th school day. 4. Inform LA (and Home LA if not S. Glos) responsible officer for exclusions via email and phone to inform LA of the PEX and that information has been uploaded via SOFIE. 5. Complete a referral to Pathways Learning Centre (if pupil lives in South Glos) without delay to make the appropriate provision from the 6th day. Information to be sent secure (e.g. using SOFIE) and a copy to be sent to Exclusions and Licencing team (SOFIE/Local Authority/Ad Hoc/Exclusions and licensing). When notifying PLC, please check with them that the information has been received by telephone. 6. Make arrangements for setting and marking work for the first 5 days (If fixed-term made permanent start counting again from the date the exclusion is made permanent). 7. Ensure all required documentation made available (5 school days before the hearing) to Governing Body, parent/carer and LA, using secure communication. 8. Comply with Gov. Body's resolution to either decline to reinstate or to reinstate either immediately or by a specific date, if Governors so resolve. 9. Maintain the pupil on the school roll until the parental right to ask for the decision to be reviewed (para. 79 - 82) is exhausted.

Notes: Any reference to page numbers or paragraphs refers to **Exclusion from Maintained Schools, Academies and Pupil Referral Units in England – September 2017**

- Letters may need to be translated into other languages where the parents/carers first language is not English.
- For all exclusions – if the child loses the opportunity to take a public examination or National Curriculum Test the Governing Body MUST be informed.(Para's 40, 49, 55, 57 and 62 and **Annex** A Flowchart of DfE Exclusion Guidance Sept 2017 and **Annex B A non-statutory guide for head teachers**.)
- Lunchtime exclusion counts as half day.
- A child in the care of the LA (or in voluntary care) should not be excluded without considering alternative options for supporting the pupil and discussion with the LA to ensure suitable alternative full-time provision from Day 1. (summary and Para's 21, 23-25, 48, 50 and **Annex B A non-statutory guide for head teachers** DfE Exclusion Guidance Sept 2017).
- At all stages of the process, schools should consider the range of interventions available to meet the behavioural needs of the pupil e.g. EHAP. Inclusion/Behaviour Support, EP.
- Excluded pupils should be enabled and encouraged to participate at all stages of the exclusion process, taking into account their age and understanding.
- Pupils aged 18 or over have the right to represent themselves instead of parent/carer.
- Any decision to exclude must be made in line with the principals of administrative law i.e. that it is lawful, rational, reasonable, fair and proportionate.
- Governors should not interpret a parent's acceptance of full-time education off-site as signalling agreement with the Headteacher's decision to exclude.

Academies – a parent may invite an LA rep to attend a meeting of the Academy's Governing Body as an observer and he/she can only make representations with the Governing Body's consent.

Appendix F – Model Letters

Model Letters are used from the local authority (South Gloucestershire) to send to parents regarding fixed period exclusions (suspensions) and permanent exclusions. These can be obtained on request. This is an example of one of these letters.

FROM HEADTEACHER

Fixed period exclusion (Suspension) of 5 days or less

Where a public examination will be missed, please insert the following text into the letter at **

'As a public examination will be missed, the Governing Body/Academy Trust will try to consider the exclusion before that date or the Chair of Governing Body/Academy Trust may exceptionally consider the exclusion and decide whether or not to reinstate [pupil's name] or allow return for the duration of the examination.' Dear [Parents Name]

I am writing to inform you of my decision to exclude [Child's Name] for a fixed period of [period of exclusion]. This means that [he/she] will not be allowed in school for this period. The exclusion begins 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 [Child's Name] has not been taken lightly. [Child's Name] has been excluded for this fixed period because (Reason for Exclusion].

[Use this paragraph only where there is consideration of permanent exclusion]

In view of the nature of the incident, I feel that it is necessary to conduct further investigation before deciding whether it is appropriate to exclude [Child's Name] permanently.

[Use this paragraph for pupils of compulsory school age]

You have a duty to ensure that your child is not present in a public place in school hours during this exclusion on [specify dates] unless there is reasonable justification for this. I must advise you that you may receive a penalty notice from the local authority if your child is present in a public place during school hours on the specified dates. If so, it will be for you to show reasonable justification.

We will set work for [Name of child] during the [….. days] of the exclusion [detail the arrangements for this]. Please ensure that work set by the school is completed and returned to us promptly for marking.

You have the right to present your case about this decision to exclude [Name of child] to the school's Governing Body. If you wish to do so please contact [Name of Contact] on/at [Contact Details-Address, Phone Number, email] as soon as possible. Whilst the Governing Body has no power to direct reinstatement, they must consider any existing evidence presented by yourself and may place a copy of their findings on your child's school record.

You should also be aware that, if you think this exclusion relates to a disability your child has, and you think disability discrimination has occurred, you have the right to appeal to First-tier Tribunal (Special Educational Needs and Disability) (https://www.gov.uk/courts-tribunals/first-tier-tribunal-special-educational-needs-anddisability) or the County Court in the case of other forms of discrimination. A claim of discrimination made under these routes should be lodged within six months of the date on which the discrimination is alleged to have taken place e.g. the day on which the pupil was excluded. Making a claim would not affect your right to make representations to the [Governing Body/Academy Trust].

The following information may be helpful:

The statutory exclusions guidance 'Exclusion from maintained schools, Academies and pupil referral units in England 2017' can be found at:

https://www.gov.uk/government/publications/school-exclusion

Along with information and advice for parents:

https://www.gov.uk/school-discipline-exclusions/exclusions

Please note that the Department for Education refer to Fixed-Period Exclusions as 'Suspensions'.

The Children's Legal Centre. They aim to provide free legal advice and information to parents on state education matters. They can be contacted on 0808 802 0008 or at http://www.childrenslegalcentre.com/. The advice line is open from 8am – 8 pm Monday to Friday, except Bank Holidays and 24th December to 1st January.

SEND and You (SAY), formerly Supportive Parents, provide information, advice and support about SEND to children and young people up to 25 years old, and their parents and carers. They can be contacted on 0117 9897 725 or at www.sendandyou.org.uk

Stand Against Racism and Inequality (SARI) provides free and confidential support to anyone who is the victim of a hate crime. SARI can be contacted on 0117 942 0060 or at https://saricharity.org.uk

The Diversity Trust promotes equality, diversity and inclusion through the elimination of discrimination, harassment and victimisation on the grounds of: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. They can be contacted on 0772 029 4991, by email info@diversitytrust.org.uk or at www.diversitytrust.org.uk

Mermaids provides a free helpline service supporting transgender youth and their families. They can be contacted on 0808 801 0400 or at https://mermaidsuk.org.uk/

Off the Record provides support for young people living in Bristol and South Gloucestershire aged 11-25 who are struggling with their mental health. They can be contacted at: www.otrbristol.org.uk

[Include other relevant links for example Social Care, the Ethnic Minority & Traveller Achievement Service, EHC Coordination Team]

[Name of Child]'s exclusion expires on [Date] and we expect [Name of Child] to be back in school on [Date] at [Time].

Yours sincerely

[Name]

Head teacher

cc Attendance, Exclusions and Licensing Team amanda.lowe@southglos.gov.uk