

Educational provision for pupils who are unable to attend mainstream school



**Information on exclusions and
pupils with medical conditions**

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Introduction

Schools have the right to permanently exclude a pupil on disciplinary grounds. Pupils can be excluded for one or more fixed term periods (up to a maximum of 45 days in a single school year and if exceeded a pupil is automatically permanently excluded) or permanently. In exceptional cases, usually where further evidence has come to light, a fixed period exclusion may be extended or converted to a permanent exclusion.

It is unlawful to exclude for academic attainment or the actions of a pupil's parent, exclusions are undertaken as a direct result of a disciplinary issue. Behaviour that is disruptive over the lunchtime period may result in a lunchtime exclusion and is counted as a half day exclusion to give parents the right to challenge this via the school governors discipline panel.

The behaviour of pupils outside of school or attending alternative provision can be considered as ground for exclusion, this will be a matter of judgement on the part of the Headteacher in accordance with the school's published behaviour policy.

All exclusions must be made in line with the principles of administrative law in that they are lawful (including the schools wider legal duties as well as guidance on exclusion), rational, reasonable, fair and proportionate. The head teacher must also apply the civil standard of proof when considering the use of exclusion i.e. the balance of probabilities that a pupil did what they are accused of rather than the criminal standard, beyond reasonable doubt.

Informal or unofficial exclusions, such as sending pupils home to 'cool off' are unlawful regardless of whether or not they occur with the agreement of the parents/carers. The threat of exclusion must never be used in order to influence a parent to remove their child from a school.

Whilst there is no role in the exclusion guidance for a dedicated LA officer, all schools in Gateshead including academies have access to one to ensure the robustness of their decisions in relation to other schools practice and national guidance. All schools work within the fair access process and use the Pupil Placement Panel to consider managed moves to avoid permanent exclusion or to reintegrate a permanently excluded student.

Once a Headteacher makes the decision to permanently exclude, the Headteacher must notify the parents, local authority and the governing body of their decision to permanently exclude a pupil. At this point the local authority will consider this as a permanent exclusion.

The governing body must convene a meeting within 15 days of receiving notice of the permanent exclusion in order to consider the reinstatement of the excluded pupil. If they support the decision to permanently exclude the pupil the exclusion is considered to be 'upheld' by the local authority.

A parent also has the right to request a review of their child's permanent exclusion which is currently arranged via Legal and Corporate Services for all schools including academies. Since the introduction of this review process in 2012 we have had five reviews, four were decided in favour of the school and one on favour of the parent.

Exclusion

Schools should have a written behaviour policy on their web site which sets out the standards of behaviour it expects from students and what the consequences are for poor behaviour. One of those sanctions is exclusion from school. This can either be for a fixed period up to 45 days in a school year which includes lunchtime exclusion that are recorded as a half day exclusion, or as a permanent exclusion for either a one-off serious offence or for ongoing disruptive behaviour.

Only the Headteacher can exclude a student which must be for behaviour issues and for a permanent exclusion it must be;

- In response to a serious breach or persistent breaches of the school's behaviour policy and
- Where allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school.

Fixed term exclusions

Fixed term exclusions can be for different lengths of time.

Should a pupil be fixed term excluded there is an appeal process for parents to the school's governing body;

- For a pupil excluded for 1 – 5 school days in a term, a parent can make representations to the governing body, but they are not required to arrange a meeting with parents and cannot direct reinstatement.
- For a pupil excluded for 5 – 15 school days in a term, a parent can make representations to the governing body who must consider these within 50 school days from the date of exclusion. The governors will consider any representation made to decide whether the excluded student should be reinstated. If there are no representations from parents, the governing body is not required to meet.

Where an exclusion would result in the student missing a public examination, the governing body where practicable must meet within 15 school days to consider the exclusion before the date of the examination. Parents have the right to make representations to the governing body in such cases.

For a pupil excluded for 15 school days or more in a term, the governing body must convene a meeting within 15 school days from the date of exclusion to consider whether the student should be reinstated. They must invite the parents (who can be accompanied by a friend or representative), the head teacher and in the case of a maintained school, a representative from the Local Authority. In the case of an academy a representative of the Local Authority will also be invited to attend unless the parents do not want them to.

For a pupil who is fixed term excluded for more than 5 days, the school must arrange suitable full-time education from the sixth day.

Appendix 1-3 sets out the paperwork for fixed term exclusions

- Exclusion form
 - For use with fixed term exclusion
 - For use with a lunch time exclusion
- Flow chart outlining the governing bodies duties
 - Information for parents

Permanent exclusions

For a permanent exclusion the governing body must convene a meeting within 15 school days from the date of exclusion to consider whether the pupil should be reinstated. They must invite the parents (who can be accompanied by a friend or representative), the head teacher and in the case of a maintained school, a representative from the Local Authority. In the case of an academy a representative of the Local Authority will also be invited to attend unless the parents do not want them to.

In addition, where a pupil has an EHCP, the local authority may need to review the plan or reassess the child's needs, in consultation with parents, with a view to identifying a new placement.

Appendix 4-9 sets out the paper work for permanent exclusions

- Exclusion form
 - Permanent exclusions
- Process Chart for Permanent Exclusions
- Flow chart outlining the governing bodies duties
- Information for parents
- Permanent Exclusions Flowchart for parents
- Permanent Exclusions Pupil Profile

Schools will need to complete the Pupil Profile and return the information to the local authorities' Triage and Placement Officer within 5 days of the permanent exclusion in order for the local authority to decide the most appropriate education placement through the Education Inclusion Panel.

Schools will need to further complete the permanent exclusion disciplinary paperwork, which is then sent to the parents and the Exclusions Officer at least 5 days before the Governors Disciplinary Hearing.

Educational provision for pupils who are unable to attend mainstream school

The local authority has a legal obligation to arrange suitable full time education for children and young people who are permanently excluded as well as arranging suitable education if they are unable to continue at school due to illness or medical reasons. The local authority can meet these obligations through a variety of pathways including commissioning places at the RTMAT.

The aim of this policy is to provide:

- A clear and transparent admission process that is understood by service users (pupil), their parents/carers, schools/academies and staff
- To ensure that children and young people are placed in the most appropriate educational provision suitable to their needs

The objectives are to ensure that there:

- are clear criteria for deciding which children and young people should have priority for the limited places that are available
- is a clear understanding of the nature of the PRU provision
- is a clear understanding of the criteria for place and the means by which placements are decided

Prior to RTMAT becoming an academy, the local authority commissioned 103 FTE places at RTMAT; places which included provision for those children and young people who:

- can't attend school due to medical reasons or illness (pregnancy or non-attendance is not appropriate entry criteria)
- who have been permanently excluded
- those who are Looked After and who are at risk of permanent exclusion

In the future however, instead of an automatic placement in RTMAT, the local authority may also choose to place children and young people who meet the criteria on home tuition or alternative provision.

This paper sets out the procedures and practices for placing children and young people into RTMAT, alternative provision and home tuition.

Procedure and practices

Entry Criteria

The Education Inclusion Panel has been developed to decide on the most appropriate educational placements for those children and young people:

- who can't attend school due to medical reasons or illness (pregnancy or non-attendance is not appropriate entry criteria)
- who have been permanently excluded
- who are Looked After and who are at risk of permanent exclusion
- where there are resource implications for the current placement

Exit Criteria

The Education Inclusion Panel will also review pupils who are in receipt of education provided via home tuition, alternative education or the PRU on a regular basis. In the first instance this will be done via the Triage and Placement Manager. All children and young people who are placed via the Behaviour Panel must have own exit route identified which might include:

- Post 16 progression plan
- Return to mainstream via the fair access process
- EHCP (with a view to moving out of the PRU)

The Education Inclusion Panel meets on a monthly basis (Wednesday 9:00-11:00) during term time to consider the educational placements of these children and young people.

Core membership of the Panel includes representation from:

- Service Manager Education Support Service (Chair)
- SEN
- Triage and Placement Manager
- Early Help Officer
- Clerical support
- Mental Health
- Health
- Virtual School Headteacher (in the case of a Looked

After child/Young Person)

- HT RTMAT
- Social Care representative
- School representative

Decisions on the placement of children and young people will be made jointly by the panel members.

Process

The Education Inclusion Panel meetings will be held at the Dryden DC. Information will be uploaded onto the Learning Platform prior to each panel meeting. Members will be expected to bring their own papers downloaded from the Learning Platform or use an iPad/computer to access the papers at the meeting

Options

The Education Inclusion Panel will consider a range of educational options for the children and young people referred to them including:

- Home tuition
- Reintegration back into another mainstream school via the Pupil Placement Panel (secondary) or Fair Access Panel (primary)
- Alternative provision
- Placement in the RTMAT
- Placement at Eslington/ ARMS (primary if applicable)

Monitoring

The local authority will monitor the placement of children and young people placed at RTMAT, on home tuition and alternative education through the Education Inclusion Panel.

In the first instance this will be through regular meetings between the Triage and Placement Manager, SEN and RTMAT, as well as oversight of pupils on home tuition, those on a managed move (following a permanent exclusion) into a mainstream school until the move has been deemed a success or failure and those on alternative education placements. Looked after Children will also be monitored via REALAC service.

Termly reports on the progress of these pupils will be made to the Education Inclusion Panel; an additional panel meeting will be held at the end of each term to monitor pupil progress. An annual report will be sent to Headteachers, local authority officers and panel members.

Permanently Excluded Pupils

Under the provisions of Section 100-101 of the Education and Inspections Act 2006 the Local Authority has a legal obligation to arrange suitable full time education for pupils who are permanently excluded.

When a child or young person has been permanently excluded, the school inform the Exclusions Officer as soon as possible and then forward the relevant exclusion documentation to the Exclusion officer.

When invited the Exclusion Officer will attend the governors' disciplinary panel; where the decision is made to uphold the permanent exclusion or to reinstate the child or young person.

If asked the Exclusion Officer will discuss with parents their options in light of the pending permanent exclusion.

The Exclusion Officer will then pass the information on the exclusion to the Triage and Placement Manager, who will meet with the child/young person and parents to discuss Day 6 provision and options for further education. Part of this work will include the gathering of information from the parents, school and child/young person on their educational, social and emotional needs.

The Triage and Placement Manager will present the information to the Education Inclusion Panel where a decision will be made on the most appropriate educational placement for the child/young person.

For a permanently excluded child/young person the Education Inclusion Panel can consider the following placements:

- Reintegration back into a mainstream school/ academy
 - Dual registered with the shadow register
- Home tuition
 - Singled registered on the local authority register
- Alternative provision (KS4)
 - Singled registered on the local authority register for KS4 pupils
- Alternative provision (KS4)
 - on the RTMAT register

- RTMAT
 - SEN assessment of learning needs required
- RTMAT
 - Non SEN assessment of social, emotional and mental health needs required

Priorities for placement in the RTMAT

In order to clearly understand the PRU admissions criteria via the Education Inclusion Panel the following priority areas have been agreed

Admission priority to the PRU

- Priority 1
 - Looked after children who are at risk of a permanent exclusion; with evidence from the Virtual school - dual registered with mainstream school
- Priority 2
 - Permanently excluded pupils, who haven't previously attended the PRU, who have been reintegrated back into a mainstream school but this reintegration has failed
- Priority 3
 - Permanently excluded pupils
- Priority 4
 - Permanently excluded pupils who have moved into the local authority from another PRU
- Priority 5
 - Children/young people who are too ill to attend school - dual registered with mainstream school

Monitoring/Review process

Pupils attending the PRU will be reviewed on an ongoing weekly basis as part of their normal reviewing process.

Admissions to the RTMAT who meet the above criteria will only be funded by the local authority if they are placed there via the Education Inclusion Panel.

Children and Young People with a Medical Condition

The Children and Families Act 2014 includes a duty on schools to support children with medical conditions. In light of this, wherever possible children and young people with a medical condition (broken legs, pregnant students etc) should be supported to continue to attend their home schools.

Local authorities have a legal duty under the Education Act 1996 to arrange 'suitable education' for children and young people if they are unable to continue at school due to illness; through for example a hospital school or home tuition. For a small cohort of children and young people there will be a need to commission home and hospital tuition because they are either:

- too unwell to attend school and expected to be away from school for more than three consecutive weeks
- unable to access special school placements (e.g. young people who move into Gateshead for whom short term provision should be made for up to one academic year.)

The Panel can decide to place the children/young people as follows:

- Home tuition
 - singled registered with their mainstream school and monitored by the Triage and Placement Manager
- RTMAT
 - dual registered with RTMAT

Medical referrals to the Education Inclusion Panel will need to be made on a referral form and meet the following criteria:

- a medical condition which prohibits a child or young person from attending a mainstream educational provision
- information on the support the school has put in to address the issues (where appropriate)
- a letter of support from a relevant medical consultant which states that the child is medically unfit to attend their mainstream school, the reason for this and the time period this refers to

Monitoring/Review process

Pupils attending RTMAT will be reviewed on an ongoing basis.

Pupils who are dual registered will be reviewed involving their "home school" on a ½ termly basis.

All future admissions to RTMAT for children and young people who meet the above criteria will only be funded by the local authority if they are placed there via the Education Inclusion Panel.

Looked After Children

The local authority has a statutory duty (Children's Act 1989 section 22 (3A) and Children and Family Act 2014) to promote the educational achievements of Looked after Children. Gateshead Council's policy is that we don't permanently exclude Looked after Children.

Local authorities and schools/academies must have regard to the DfE statutory guidance *Exclusions from maintained schools, academies and pupil referral units in England (february 2018)*. In line with that, Headteachers should as far as possible, avoid excluding any Looked after Child. Where a school has concerns about a Looked after Child's behaviour, they should inform the Virtual School Head, so that they can make any additional arrangements to support the child's on-going education in the event of exclusion.

In this instance any Looked after Child/young person at risk of a permanent exclusion will be given Priority 1 status (with supporting evidence from the Virtual School) for a place in All future admissions to RTMAT for children and young people who meet the above criteria will only be funded by the local authority if they are placed there via the Education Inclusion Panel, although the Education Inclusion Panel may also want to consider other options for that child/young person.

The Looked after Child will remain dual registered with their mainstream/special school while attending RTMAT.

Appendix 1



EXCLUSION FORM FIXED LUNCHTIME

Current School:	Date of Entry:
Full Name of Pupil:	Date of Birth:
Previous School(s):	Age: Year Group:
	Gender:
Point of contact in school	

Ethnicity	White	Black Caribbean	Black African	Black Other	Indian	Pakistani	Bangladeshi	Chinese	Other

Name of Parent/Carer:	Telephone:
Address:	Post Code:
Email	

Exclusion Date & Time am/pm:	Length of this Exclusion: _____ sessions
Date Parent Informed:	Aggregated Total for this Term: _____ sessions
Member of Staff:	Aggregated Total for this School Year: _____ sessions
Last date of exclusion:	(1 day = 2 session. 1 session = ½ school day. Lunchtime = 1 session)

Pupil Exclusion Main Reason:			
PP Physical Assault Against a Pupil	<input type="checkbox"/>	SM Sexual Misconduct	<input type="checkbox"/>
PA Physical Assault Against an Adult	<input type="checkbox"/>	DA Drug and Alcohol Related	<input type="checkbox"/>
VP Verbal Abuse/Threatening Behaviour Against a Pupil	<input type="checkbox"/>	DM Damage	<input type="checkbox"/>
VA Verbal Abuse/Threatening Behaviour Against an Adult	<input type="checkbox"/>	TH Theft	<input type="checkbox"/>
BU Bullying	<input type="checkbox"/>	DB Persistent Disruptive Behaviour	<input type="checkbox"/>
RA Racist Abuse	<input type="checkbox"/>	OT Other (give details below)	<input type="checkbox"/>

Details of the Incident (Please attach any relevant documentation):

Any previous exclusions this academic year:

Names of any staff from LA Support Services Currently Involved: Primary Behaviour Support HINT/LINT EMTAS Education Psychology Early Help Education Support Service Other	EHCP	YES/NO
	SEN Team contact	
	If NO	
	SEN Support	YES/NO
	Name of SENCO	
Community Based Services involved: YES/NO If YES, contact name:	Looked After by Local Authority: YES/NO	

This section is to be complete when a FTE is over 5 days or over 15 days in a school term

Please outline the measures taken to manage the pupil's behaviour problems in school:

For an exclusion over 5 days, please attach copies of any Pastoral Support Programmes and/or IEP's that have been implemented within the last 6 months together with records of any reviews of the programmes.

The Setting and Marking of Work During the Period of the Exclusion

Please give details of the arrangements made for setting and marking work while the pupil is excluded.

Outline what day 6 arrangements are in place if applicable.

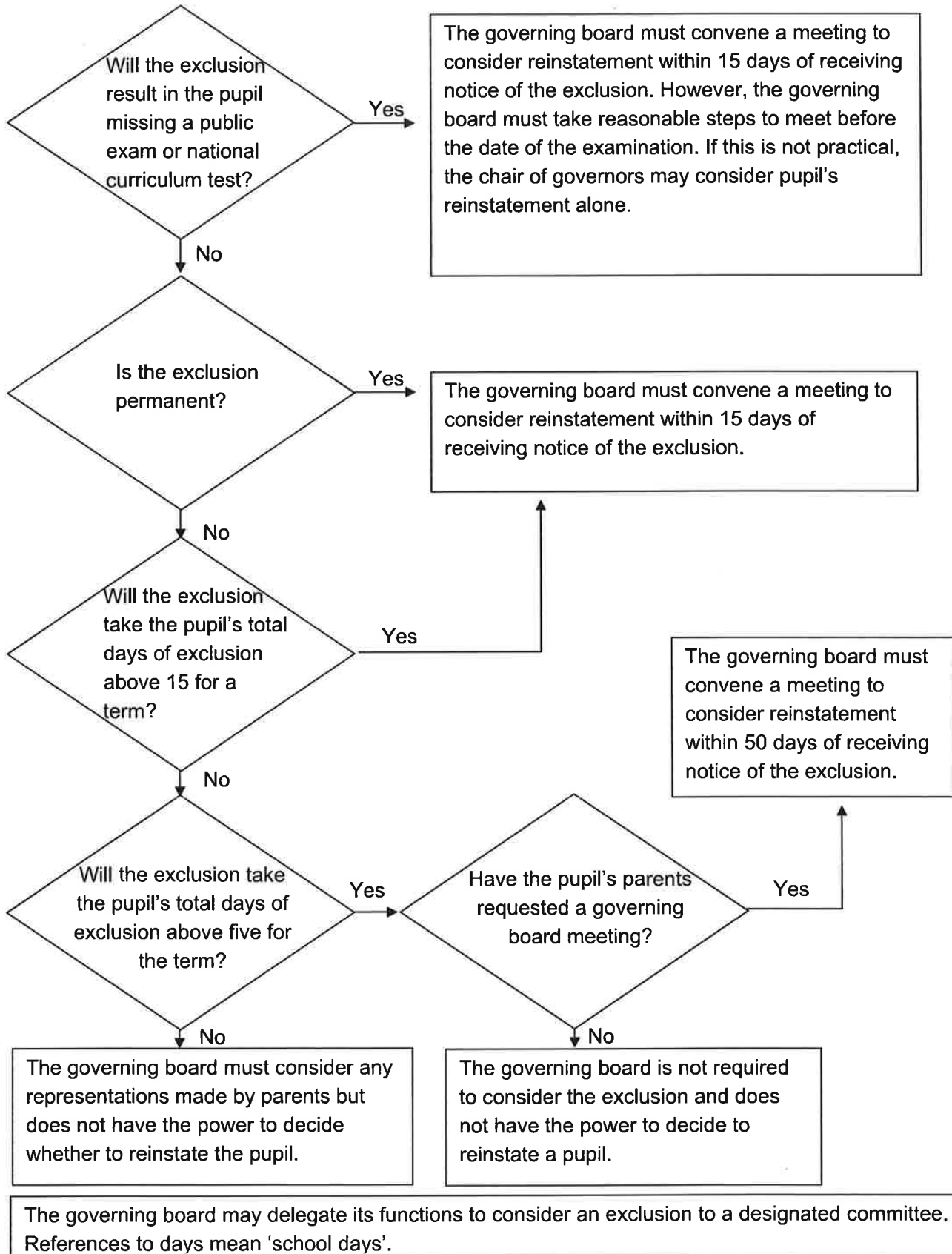
Any Other Relevant Information

Please record any other information relevant to the decision to exclude the pupil.

Signed:	(Head Teacher)	Date:
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Appendix 2

Annex A – A summary of the governing board’s duties to review the head teacher’s exclusion decision



Appendix 3 Exclusions

Your child's school should have a written behaviour policy on their web site which sets out the standards of behaviour it expects from students and what the consequences are for poor behaviour. One of those sanctions is exclusion from school. This can either be for a fixed period up to 45 days in a school year which includes lunchtime exclusion that are recorded as a half day exclusion, or as a permanent exclusion for either a one-off serious offence or for ongoing disruptive behaviour.

Only the Headteacher can exclude a student which must be for behaviour issues and for a permanent exclusion it must be;

- In response to a serious breach or persistent breaches of the school's behaviour policy and
- Where allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school.

Fixed Term Exclusions

Should your child be excluded there is an appeal process for parents to the school's governing body;

Excluded for 1-5 school days in a term, a parent can make representations to the governing body but they are not required to arrange a meeting with parents and cannot direct reinstatement.

Excluded for 5-15 school days in a term, a parent can make representations to the governing body who must consider these within 50 school days from the date of exclusion. The governors will consider any representation made to decide whether the excluded student should be reinstated. If there are no representations from parents the governing body is not required to meet.

Where an exclusion would result in the student missing a public examination, the governing body where practicable must meet within 15 school days to consider the exclusion before the date of the examination. Parents have the right to make representations to the governing body in such cases.

Excluded for 15 school days or more in a term, the governing body must convene a meeting within 15 school days from the date of exclusion to consider whether the student should be reinstated. They must invite the parents (who can be accompanied by a friend or representative), the head teacher and in the case of a maintained school, a representative

from the Local Authority. In the case of an academy a representative of the Local Authority will also be invited to attend unless the parents do not want them to.

Permanent Exclusion

For a permanent exclusion the governing body must convene a meeting within 15 school days from the date of exclusion to consider whether the student should be reinstated. They must invite the parents (who can be accompanied by a friend or representative), the head teacher and in the case of a maintained school, a representative from the Local Authority. In the case of an academy a representative of the Local Authority will also be invited to attend unless the parents do not want them to.

Additional Information

You should also be aware that if you think that discrimination has occurred under the Equality Act 2010 in relation to this exclusion, you have the right to make a claim to the First-tier Tribunal (for disability discrimination) or a County Court (for other forms of discrimination) which must be lodged within six months from the date the exclusion began. The contact details are;

HM Courts and Tribunal Service, Special Education Needs and Disability, 1st Floor, Darlington Magistrates Court, Darlington, DL1 1RU. The telephone number is 01325 289350 email: sendistdisability@hmcts.gsi.gov.uk.

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

You may also wish to contact other sources of free impartial information and advice relating to exclusion from school;

- The Coram Children's Legal Centre who provide free legal advice and information to parents. They can be contacted on telephone number 0300 3305485 which is available Monday to Friday 8am to 6pm or at www.childrenslegalcentre.com.
- ACE Education whose advice line is available Monday to Wednesday 10am-1pm or at www.ace-ed.org.uk

- Gateshead Special Educational Needs and Disability Information Advice and Support Service (SENDIASS) 20 Bewick Road, Gateshead, NE8 4DP. They can be contacted on telephone number 0191 478 4667 or at DIASS@barnardos.org.uk
- The National Autistic Society (NAS) School Exclusion Service. They can be contacted on telephone number 0808 8004002 or at schoolexclusions@nas.org.uk
- Ian Stewart, Exclusion and Admissions Officer, Gateshead Council. He can be contacted by telephone on 0191 433 8591 or at ianstewart@gateshead.gov.uk
- The guidance from the Department of Education, entitled "Exclusion from Maintained Schools, Academies and Pupil Referral Units in England" is available at www.education.gov.uk/schools/pupilsupport/behaviour/exclusion.

For further information please contact

Ian Stewart
Exclusions and Admission Officer
Education Support Service

Tel: 0191 433 8591 Fax: 0191 433 8583
Dryden Centre, Evistones Road, Gateshead NE9 5UR
www.gateshead.gov.uk

Appendix 4



EXCLUSION FORM

The Headteacher must inform the Local Authority immediately of any Permanent Exclusion

PERMANENT EXCLUSION

Current School:	Date of Entry:
Full Name of Pupil:	Date of Birth:
Previous School(s):	Age: Year Group:
	Gender:
Point of contact in school	

Ethnicity	White	Black Caribbean	Black African	Black Other	Indian	Pakistani	Bangladeshi	Chinese	Other

Name of Parent/Carer:	Telephone:
Address:	Post Code:
Email:	

Exclusion Date & Time am/pm:	Length of this Exclusion: _____ sessions
Date Parent Informed:	Aggregated Total for this Term: _____ sessions
Member of Staff:	Aggregated Total for this School Year: _____ sessions
Last date of exclusion:	(1 day = 2 session. 1 session = ½ school day. Lunchtime = 1 session)

Pupil Exclusion Main Reason:	
PP Physical Assault Against a Pupil	<input type="checkbox"/> SM Sexual Misconduct <input type="checkbox"/>
PA Physical Assault Against an Adult	<input type="checkbox"/> DA Drug and Alcohol Related <input type="checkbox"/>
VP Verbal Abuse/Threatening Behaviour Against a Pupil	<input type="checkbox"/> DM Damage <input type="checkbox"/>
VA Verbal Abuse/Threatening Behaviour Against an Adult	<input type="checkbox"/> TH Theft <input type="checkbox"/>
BU Bullying	<input type="checkbox"/> DB Persistent Disruptive Behaviour <input type="checkbox"/>
RA Racist Abuse	<input type="checkbox"/> OT Other (give details below) <input type="checkbox"/>

Details of the Incident (Please attach any relevant documentation):

Any previous exclusions this academic year:

Any safeguarding issues to be aware of in relation to home visit:	
Names of any staff from LA Support Services Currently Involved: Primary Behaviour Support HINT/LINT EMTAS Education Psychology Early Help Education Support Service Other	EHCP YES/NO
	SEN Team contact
	If NO SEN Support YES/NO
	Name of SENCO
Community Based Services involved: YES/NO	Looked After by Local Authority:
If YES, contact name:	YES/NO

Please outline the measures taken to manage the pupil's behaviour problems in school:

The Setting and Marking of Work During the Period of the Exclusion

Please give details of the arrangements made for setting and marking work while the pupil is excluded.

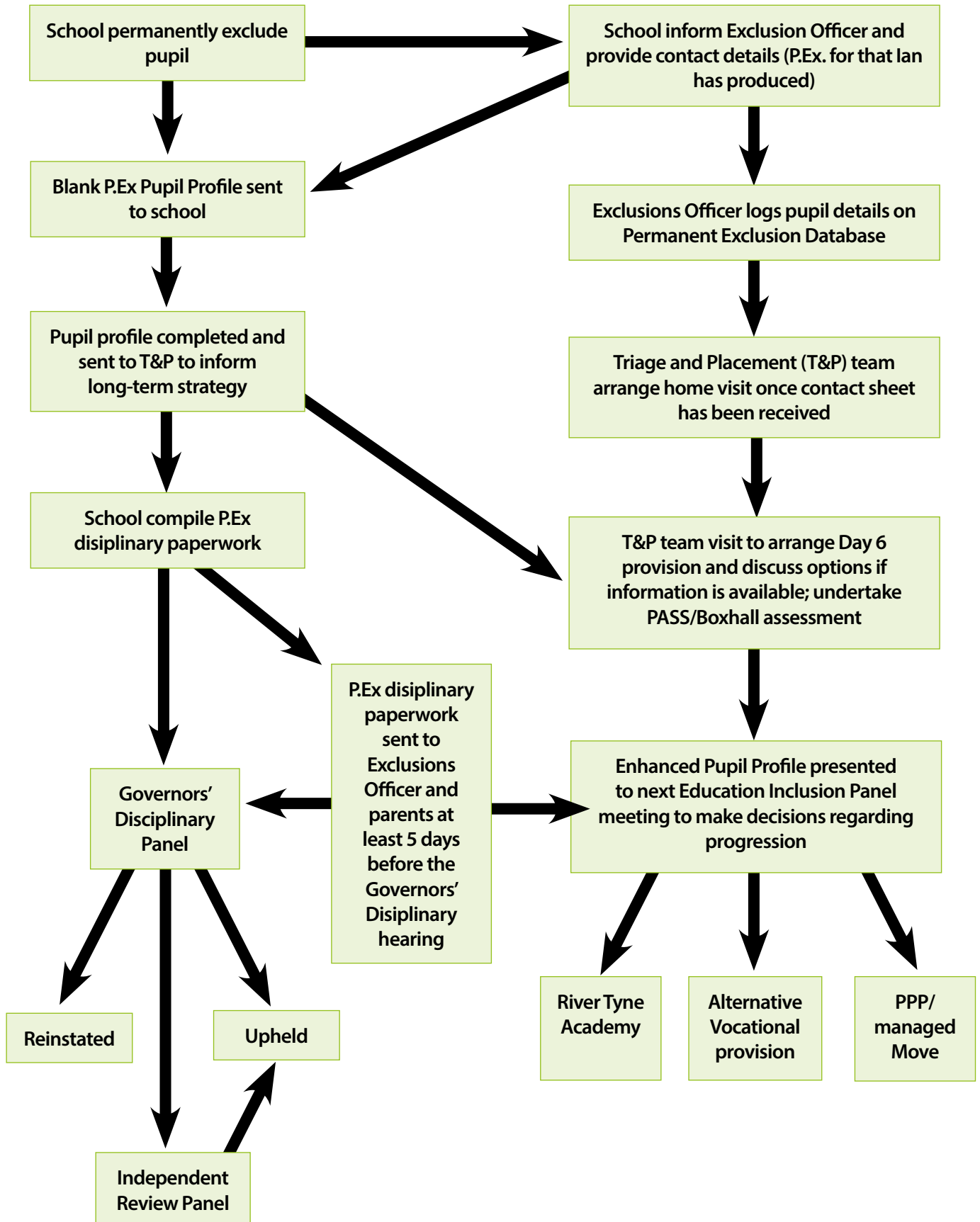
Any Other Relevant Information

Please record any other information relevant to the decision to exclude the pupil.

Signed:	(Head Teacher)	Date:
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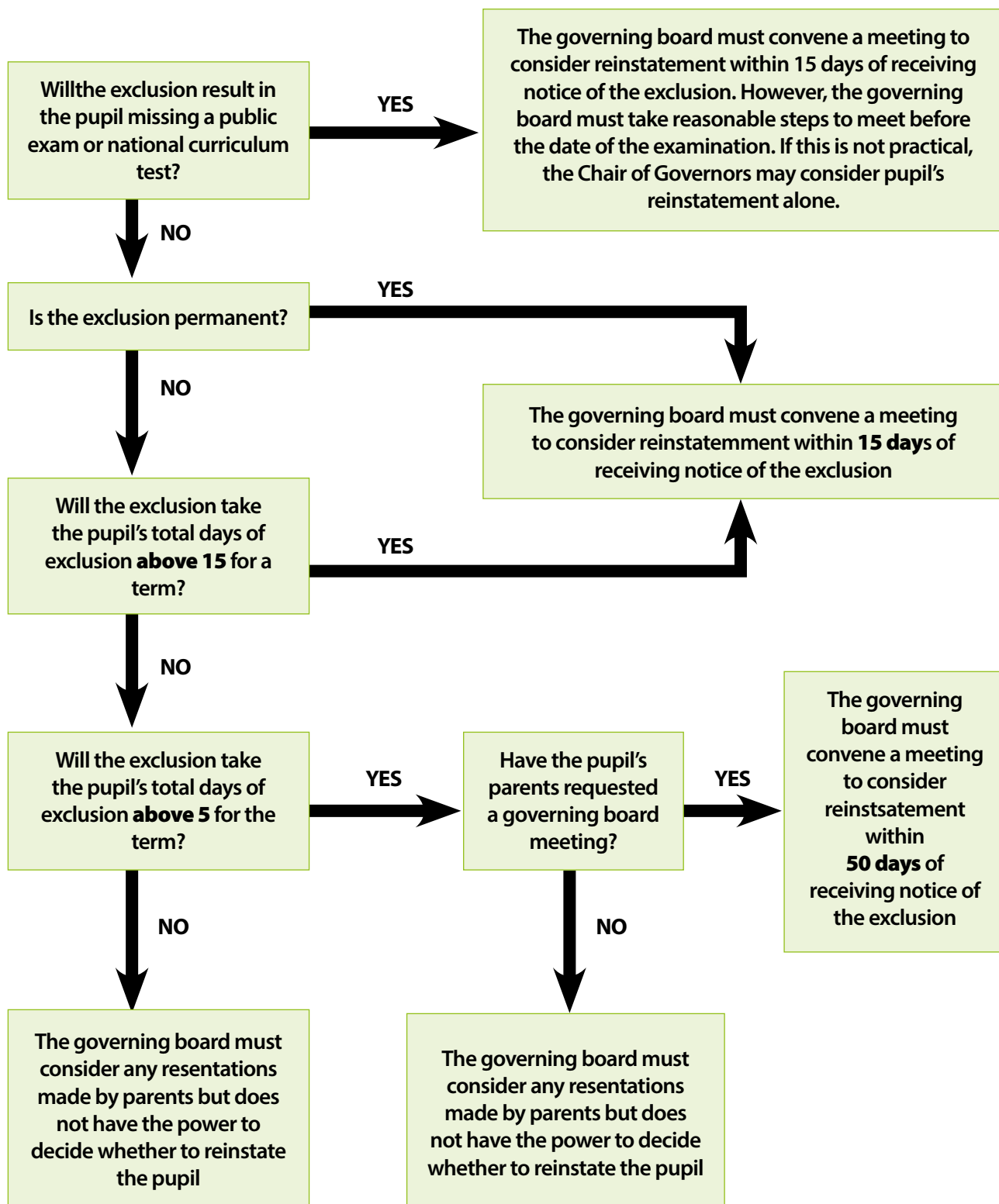
Appendix 5

Permanent Exclusions Process Chart



Appendix 6

Annex A - A summary of the governing board's duties to review the headteacher's exclusion decision



The governing board may delegate its functions to consider an exclusion to a designated committee. References to days mean 'school days'.

Appendix 7 Exclusion

Your child's school should have a written behaviour policy on their web site which sets out the standards of behaviour it expects from students and what the consequences are for poor behaviour. One of those sanctions is exclusion from school. This can either be for a fixed period up to 45 days in a school year which includes lunchtime exclusion that are recorded as a half day exclusion, or as a permanent exclusion for either a one-off serious offence or for ongoing disruptive behaviour.

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- Where allowing the student to remain in school would seriously harm the education or welfare of the student or others in the school.

Fixed Term Exclusions

Should your child be excluded there is an appeal process for parents to the school's governing body;

Excluded for 1 – 5 school days in a term, a parent can make representations to the governing body but they are not required to arrange a meeting with parents and cannot direct reinstatement.

Excluded for 5 – 15 school days in a term, a parent can make representations to the governing body who must consider these within 50 school days from the date of exclusion. The governors will consider any representation made to decide whether the excluded student should be reinstated. If there are no representations from parents the governing body is not required to meet.

Where an exclusion would result in the student missing a public examination, the governing body where practicable must meet within 15 school days to consider the exclusion before the date of the examination. Parents have the right to make representations to the governing body in such cases.

Excluded for 15 school days or more in a term, the governing body must convene a meeting within 15 school days from the date of exclusion to consider whether the student should be reinstated. They must invite the parents (who can be accompanied

by a friend or representative), the head teacher and in the case of a maintained school, a representative from the Local Authority. In the case of an academy a representative of the Local Authority will also be invited to attend unless the parents do not want them to.

Permanent Exclusion

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Additional Information

You should also be aware that if you think that discrimination has occurred under the Equality Act 2010 in relation to this exclusion, you have the right to make a claim to the First-tier Tribunal (for disability discrimination) or a County Court (for other forms of discrimination) which must be lodged within six months from the date the exclusion began. The contact details are;

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- The National Autistic Society (NAS) School Exclusion Service. They can be contacted on telephone number 0808 8004002 or at schoolexclusions@nas.org.uk
- Ian Stewart, Exclusion and Admissions Officer, Gateshead Council. He can be contacted by telephone on 0191 433 8591 or at ianstewart@gateshead.gov.uk
- The guidance from the Department of Education, entitled "Exclusion from Maintained Schools, Academies and Pupil Referral Units in England" is available at www.education.gov.uk/schools/pupilsupport/behaviour/exclusion

For further information please contact

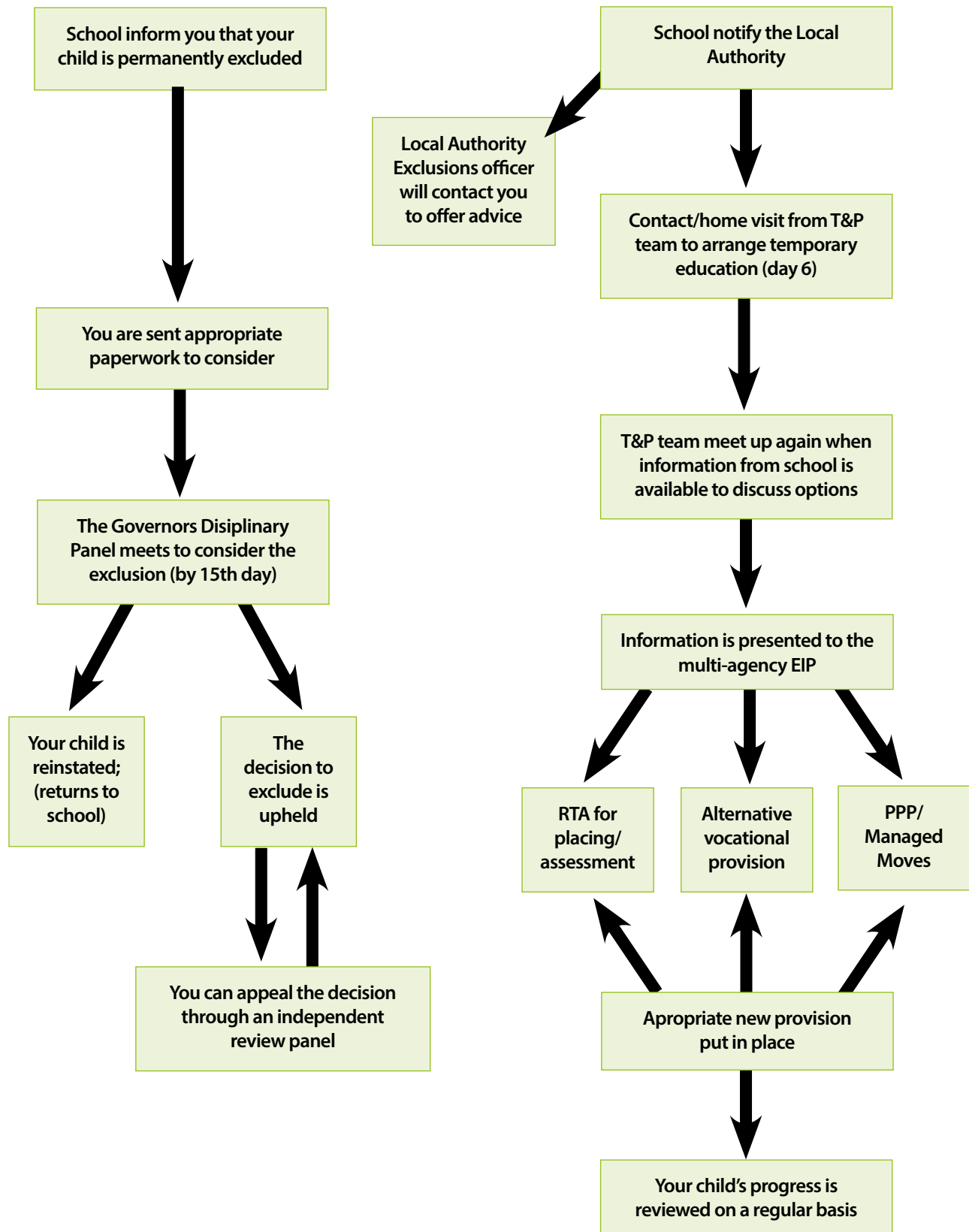
Ian Stewart
Exclusions and Admission Officer
Education Support Service

Tel: 0191 433 8591 Fax: 0191 433 8583
Dryden Centre, Evistones Road, Gateshead NE9 5UR
www.gateshead.gov.uk

Appendix 8

Placing a permanently excluded child; a flow chart for parents and carers

Abbreviations	
EIP	Education Inclusion Panel
PPP	Pupil Placement panel
RTA	River Tyne Academy
T&P	Triage and Placement Team



Appendix 9



Permanent Exclusion Pupil Profile:

This form must be received before any progression decisions can be taken about the permanently excluded pupil

**Pupil information marked with an Asterix need not be completed if "Exclusion Form" has already been completed and returned to the Local Authority.*

PUPIL/CARER CONTACT DETAILS			
Excluding school		School telephone number	
Pupil's Full name		Date of Birth	
Current Address*		Postcode*	
Name of main parent/ carer*		Telephone number*	
Address of main carer if different		Postcode*	
Relationship*			
Any safeguarding concerns regarding home visits?			Yes/ No
If yes/ please give details			
School contact (name of person most able to provide additional information)		Telephone number (incl. extension)	

PUPIL INFORMATION					
Ethnicity*		Gender*		Religion	
FSM	Yes/ No	Pupil Premium	Yes/ No	Young Carer	Yes/ No
Looked after Child	Yes/ No	Child protection/ Child in need	Yes/ No	TAF/ CAF	Yes/ No / closed
Attendance over last year (%)		Details of any health related issues/ medical concerns			
Details of any safeguarding concerns					
Safeguarding/ TAF lead/ contact					
EHCP	Yes/ No/ referral made	SEND Support	Detail;	Educational Psychologist involvement	Yes/No

If SEND; SENCO Contact		Contact number	
UPN		ULN (if applicable)	

ACADEMIC PROGRESS AND ATTAINMENT						
SECONDARY EDUCATION; re current Keystage						
Subject	Key stage 3		Key stage 4			Comments
	Current attainment level	Target level	Exam Board	Current level of attainment	Predicted Grade	
English						
Mathematics						
Science						
Art and design						
Computing/						
Languages						
Design and technology						
Geography						
History						
Music						
Physical Education						
Religious Education						

OTHER ASSESSMENT DATA; IF AVAILABLE			
Reading age		Date Assessed	
Spelling age		Date Assessed	
Comprehension age		Date Assessed	

PRIMARY EDUCATION; KS2 ASSESSMENTS				
KS 2 Assessments	Reading	Writing	Maths	RWM

RISK ASSESSMENT								
BEHAVIOUR Is there a risk of:	None	If yes what is the level of risk						If you have ticked any of the boxes 1-6 please provide examples of the occurrence including triggers and de-escalation strategies.
		Low		Medium		High		
		1	2	3	4	5	6	
Threats towards other students (including cyber bullying)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Harm or physical aggression towards other students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Threats towards members of staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Harm or physical aggression towards staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Harm or physical aggressions towards members of the public	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Name calling or verbal abuse	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Racist abuse	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Refusal to follow instructions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Vandalism	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Transport	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

VULNERABILITIES Is there a risk of:	None	If yes what is the level of risk						If you have ticked any of the boxes 1-6 please provide detailed examples of the student's behaviour
		Low		Medium		High		
		1	2	3	4	5	6	
Absconding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Being bullied including cyber bullying	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Domestic Violence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Radicalisation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Risk taking behaviour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Self-harm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Sexual exploitation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Substance misuse	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

STUDENT STRENGTHS AND INTERESTS

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EXTERNAL AGENCY INFORMATION

Agency	Contact Name	Telephone number	Comment
GP/ Specialist Doctor			
SALT			
CAMHS/ CYPS			
Early Help			
YOT			
Educational Psychologist			
Social Worker			
HINT			
SEN			
Other			

Completed by

Designation

Signed

Date

**Tel. No
(including extension)**

e-mail address

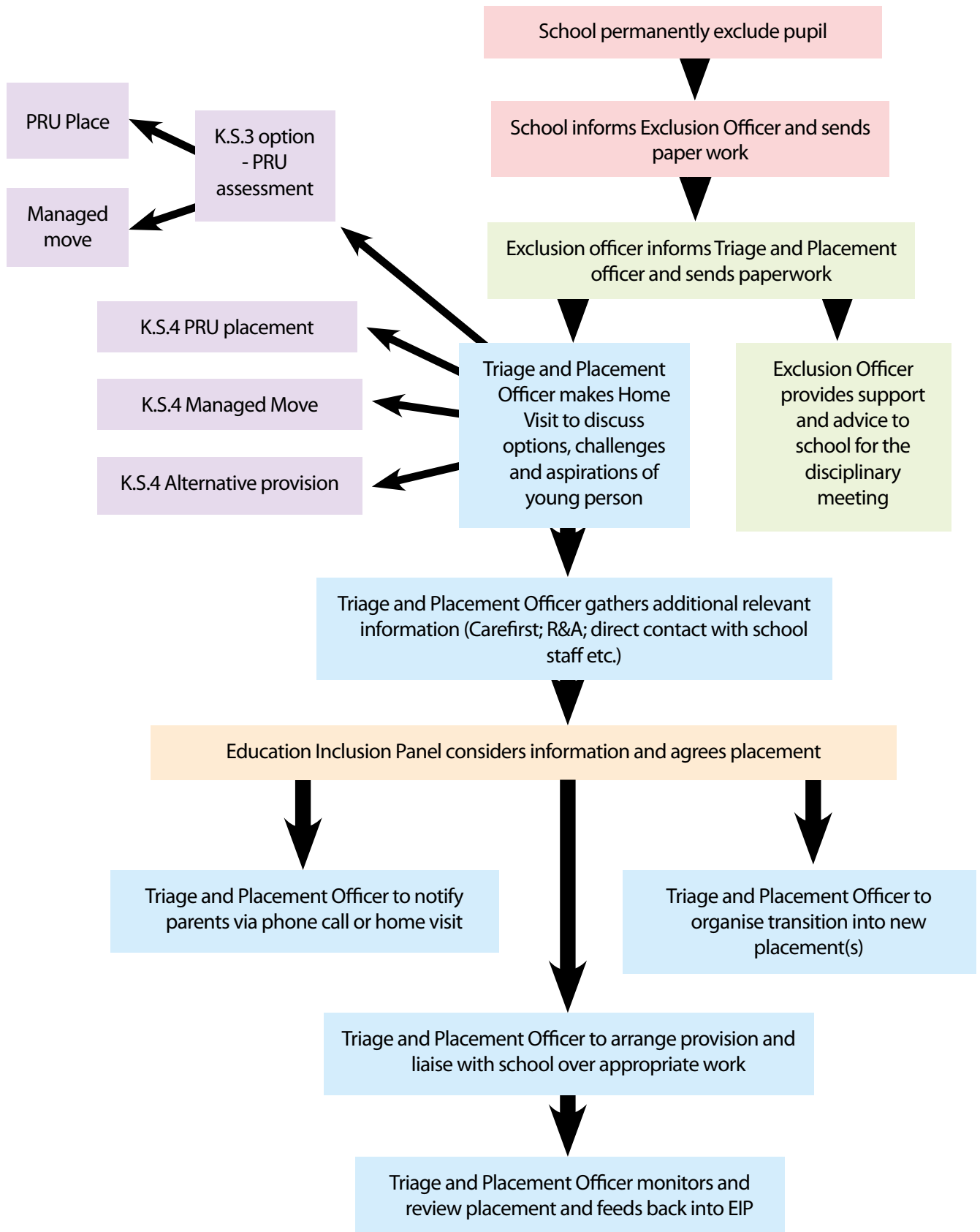
When completed please return to Mr S.P Graham, Triage and Placement Manager, Education Gateshead, Dryden Centre, Evistones Road, Low Fell, Gateshead NE9 5UR or by email to SteveGraham2@gateshead.Gov.u.k

For Education Gateshead Use only (Tracking)

Date of exclusion	Legal day 6 start date	Date informed	Date PEX frontpiece form arrived	Date of initial Home visit	Date of Day 6 provision starts
Date PEX Pupil Profile arrived	Date of EIP	Date progression provision starts	Date disciplinary paperwork arrives	Date of disciplinary meeting	Date to review

Appendix 10

Flowchart outlining process for supporting young people who have been permanently excluded



Appendix 11 Referral Form

Referral form for pupils who are unable to access mainstream education

Please note the form will be returned if all of the information required has not been included in the referral form.

The form must be completed electronically.

SCHOOL INFORMATION

School Name			
Address			
Name of referrer		Position of referrer	
Telephone number		Email	

STUDENT INFORMATION

Legal surname		Legal forename	
Preferred surname		Preferred forename and middle name	
Gender	Male <input type="checkbox"/>	Female <input type="checkbox"/>	
Ethnicity		Religion	
Date of birth		Age at referral	
UPN		ULN	Current school Year
Free School Meals	Yes <input type="checkbox"/>	No <input type="checkbox"/>	
Address			
Postcode			
Parent/Carer name		Relationship to young person	
Telephone number(s)			
Second emergency contact name		Relationship to young person	
Telephone number(s)			
Last date of school attendance			
Attendance this academic year (%)		Attendance last academic year (%)	
Does the young person have an EHCP? If yes provide brief details below.			

Please provide details of the young person's medical condition	
Name and address of GP.	
Please provide details of the support required	
Provide details of any safeguarding issues when interacting with the student's Parents/Carers at school or at their home	
<p>Provide an overall summary of the student's behaviour and any identified behaviour strategies which are successful for this student</p> <p>Please include the following:</p> <ul style="list-style-type: none"> • Triggers for inappropriate behaviour • How inappropriate behaviour is displayed • What behaviour strategies have been employed and, what are their outcomes (including timescale) <p>Whether or not the student presents a risk to themselves or others?</p>	

is there a risk of:	None	If yes what is the level of risk					
		Low		Medium		High	
		1	2	3	4	5	6
Self-harm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Harm or physical aggression towards other students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Harm or physical aggression towards staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Harm or physical aggression towards members of the public	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Threats towards other students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Threats towards members of staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Name calling or verbal abuse	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Racist abuse	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Unacceptable language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Refusal to follow instructions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Risk taking behaviour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Runaway behaviour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Substance misuse	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SCREENING QUESTIONS 1- no issue6- major issue							
social interaction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
understanding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ability to cope with change	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
being bullied	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
planning and organisation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
sensory sensitivities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

STUDENTS IN KEY STAGE 4			
End of Key Stage 2 Test Assessment	English	Mathematics	Science
End of Key Stage 3 Teacher Assessment			
Subject			
English			
Mathematics			
Science			
Art and design			
Computing, design and technology			
Languages			
Geography			
History			
Music			
Physical Education			
Religious Education			
Key Stage 4 Subjects			
	Qualification (BTEC, GCSE)	Awarding Body	Predicted Grade
<i>Please include all subjects the young person is currently taking</i>			
English			
Mathematics			
Science			

EXTERNAL AGENCY INFORMATION			
Agency	Contact Name	Tel No	Comments
Educational Psychologist			
Social Services			
Youth Offending Team			
Speech and Language Therapist			
CYPS			
CAF			
GP/Specialist Doctor			
LAC			

HEAD TEACHER / PRINCIPAL CONSENT

I agree that this referral may be made, and that all of the information required has been provided and is up to date and accurate.

Signed	
Name	
Date	

Parental Consent

I agree that this referral may be made for consideration at the Education Inclusion Panel.

Signed	
Name	
Date	

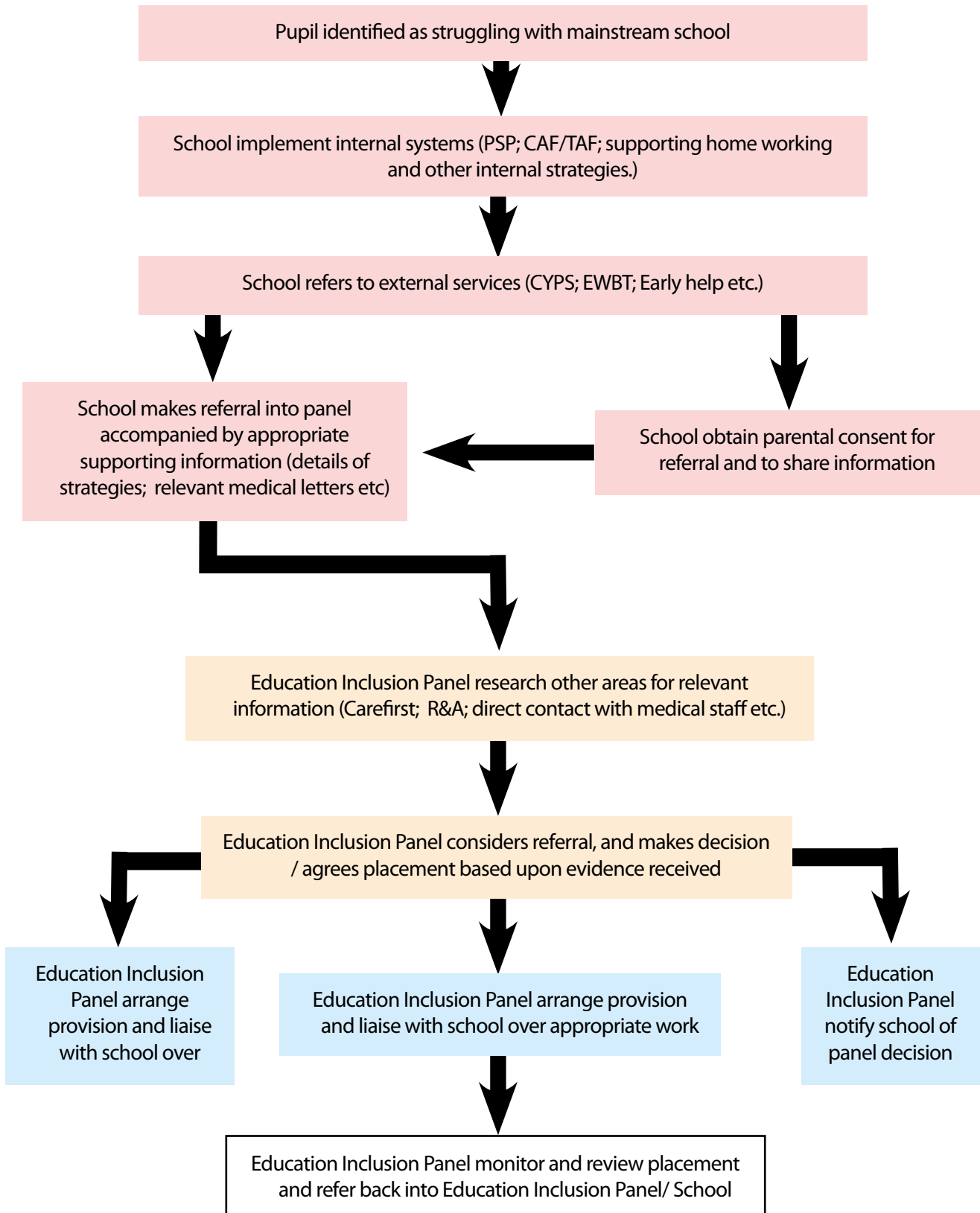
Parental Consent to information sharing

I consent to information on my child being shared with members of the Education Inclusion Panel which consists of representation from health, CYPS, social care, Early Help, education and other services.

Signed	
Name	
Date	

Appendix 12

Flowchart for referrals to EIP for pupils unable to access mainstream education



Notes

Notes





educationGateshead
raising achievement

