

**AGENDA MANAGEMENT SHEET**

**Name of Committee** Children, Young People and Families Overview and Scrutiny Committee

**Date of Committee** 20<sup>th</sup> July 2006

**Report Title** Strategy for the inclusion of pupils with emotional, behavioural and social difficulties

**Summary** This report asks for comments and the way forward in relation to the draft Strategy for the inclusion of pupils with emotional, behavioural and social difficulties to help support schools, children and young people to manage challenging behaviour more effectively.

**For further information please contact:** Geoff King  
Head of Service (Commissioning, Planning and Partnerships)  
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**Would the recommended decision be contrary to the Budget and Policy Framework? [please identify relevant plan/budget provision]** No

**Background papers** Working papers

**CONSULTATION ALREADY UNDERTAKEN:-**

Details to be specified

- Other Committees  .....
- Local Member(s)  .....
- Other Elected Members  Cllr Helen McCarthy  
Cllr Richard Grant – “agree for consideration by O&S Committee”  
Cllr Jill Dill-Russell

- Cabinet Member  For information:  
Cllr Izzi Seccombe – *“approve report for Committee”*
- Other Cabinet Members consulted
- Chief Executive  .....
- Legal  Richard Freeth – comments incorporated in the report
- Finance  .....
- Other Strategic Directors  .....
- District Councils  .....
- Health Authority  .....
- Police  .....
- Other Bodies/Individuals  All stakeholders

**FINAL DECISION** **YES**

**SUGGESTED NEXT STEPS:**

Details to be specified

- Further consideration by this Committee  .....
- To Council  .....
- To Cabinet  .....
- To an O & S Committee  .....
- To an Area Committee  .....
- Further Consultation  .....

**Children, Young People and Families Overview and  
Scrutiny Committee – 20<sup>th</sup> July 2006**

**Strategy for the inclusion of pupils with emotional,  
behavioural and social difficulties**

**Report of the Strategic Director for Children,  
Young People and Families**

**Recommendation:**

That the Committee comment on the draft Strategy for the inclusion of pupils with emotional, behavioural and social difficulties (**Appendix A**) and advise on the way forward.

**Background**

- 1.1 The strategy for inclusion of pupils with emotional, behavioural and social difficulties was created through consultation with a range of stakeholders. It was required because our permanent exclusion rate was rapidly increasing, particularly in Key Stage 3. This headline figure indicates that Warwickshire now permanently excludes a higher percentage of children than its like neighbours. Warwickshire also spends more money than its like neighbours on issues relating to behaviour.
- 1.2 The proposed strategy offers a variety of approaches which will help to support schools, children and young people to manage challenging behaviour more effectively.

MARION DAVIS  
Strategic Director for Children,  
Young People and Families  
22 Northgate Street  
Warwick

6<sup>th</sup> July 2006

***DRAFT***

**Appendix A**

**Strategy for the inclusion of pupils  
with emotional, behavioural and  
social difficulties**

*- creative approaches to tackling  
behaviour exclusions and attendance*

***DRAFT FOR COMMENT***

**Foreword**

The revision of the strategy for behaviour is timely both in a local context and against the national scene. Our job in Warwickshire is to ensure that our children are receiving a first class and appropriate education in an environment which embraces difference and teaches tolerance and self-control.

For the majority of our young people good behaviour and self-control are a natural part of their upbringing and their education.

For a few children we must work harder, more creatively and passionately. We must adjust the environment and create opportunities for those children least able to create it for themselves. For some children intervention in the past has sometimes come too late and their lives become a rollercoaster of exclusions, police, court, detention and prison. This strategy offers the framework, the real work is in people from many different backgrounds working together with vision and passion to make a difference for our children.

I commend this strategy to you as a document built by headteachers, officers and others in our Children Young People and Families Directorate to serve our children and support our schools.



Marion Davis  
Strategic Director - Children, Young People and Families

**Contents:**

1. Background
2. Key elements of current provision in Warwickshire
3. Current provision
4. Key issues for consideration
5. Recommendations

Appendices:

- Appendix 1 – Full Analysis of Exclusions
- Appendix 2 – Behaviour Recovery Units
- Appendix 3 – Managed Transfer
- Appendix 4 – Behaviour Management in Schools (contribution by combined teaching unions)
- Appendix 5 – Flowcharts for processes for pupils with SEBD
- Appendix 6 – Advice and Guidance to Schools and Local Authorities on Managing Behaviour and Attendance: responsibility for educating pupils out of school and re-integrating them into school

## Background

- 1.1 Support services in Warwickshire are developing their capacity to work closely with schools to enhance their ability to include and raise the achievement of socially and emotionally vulnerable pupils through effective policy and practice. Many schools undertake this work with great success and the needs of the majority of pupils can be met in the mainstream. There is widespread anecdotal evidence of worsening pupil behaviour, however, and there is much concern about this among headteachers. Exclusion figures (Appendix 1) appear to indicate that some schools experience greater difficulty than others in including pupils whose behaviour is troubling within a context of rising levels of exclusions overall.
- 1.2 This paper sets out proposals to address these issues and ensure that all schools feel supported in their endeavours to educate the “hard to reach” pupils.
- 1.3 The SEN Code of Practice (DfES 2001) refers to four areas of need, including behaviour, emotional and social development, (the other areas are communication and interaction, cognition and learning and sensory and/or physical). The code emphasises that Local Authorities (LAs) should recognise that there is a wide spectrum of educational needs, and that these are frequently inter-related. A pupil with learning difficulties may also have behaviour difficulties, for example and a child with needs on the Autistic Spectrum may well display challenging behaviour in some or all circumstances, but possibly in none at all.
- 1.4 The SEN Code of Practice includes, in the area of behaviour, emotional and social development needs (BESD), children and young people “who demonstrate features of emotional and behaviour difficulties, who are withdrawn and isolated, disruptive and disturbing, hyperactive and lack concentration; those with immature social skills; and those presenting challenging behaviours arising from complex needs .....
- 1.5 A wide body of psychological and educational research, however, demonstrates that behavioural difficulties arise from an interaction between children and key features of the context in which those difficulties occur. In schools these include: the ethos or culture of the school, policy and practice on the use of rewards and sanctions, involvement of parents, approaches to the prevention of bullying, teaching styles and curriculum delivery. This was recognised by the Elton Report Discipline in Schools (HMSO 1989). More recently the importance of the role played by schools (and LAs) has been emphasised in the Social Inclusion Circulars 10, 11/99 (DfES 2001) and the Steer report (2005). **All these share a common emphasis on the importance of viewing pupil behaviour in context, with**

**schools and parents having a key role in helping to prevent problems, rather than focusing on factors within or relating to the child as the sole cause of difficulties.**

1.6 For a small minority of pupils the demands of mainstream school life can, at certain points in their school careers, be too great. In the main these are children and young people who have experienced or are subject to emotionally damaging life events within family systems which are unable to meet their needs. For this small group of pupils, highly specialised placements are generally required in order to enable them to access the curriculum and benefit from schooling. Even for this group of pupils, however, such placements should be time-limited if at all possible. The aim should always be to seek reintegration into the mainstream.

1.7 The wide range of difficulties which children and young people may experience at some time in their school careers, some long-lasting but others short-term, and often overlapping with other needs, indicates that there is a continuum of need for which a continuum of provision is required. A continuum of provision might range from:

- support services ( such as Learning And Behaviour Support Service (LABSS), Educational Psychologists (EPs), School Effectiveness Service (SES) assisting schools with the development of policy and practice and supporting individual pupils and groups

and

- the use of short-term alternative arrangements for teaching for part or all of the week in schools such as learning support units or nurture groups

to

- preventative placements off-site, such as pupil reintegration units

or

- placement in day or residential BESD schools for those pupils with most severe and long-term needs.

1.8 This should be seen against a requirement to provide inclusive schooling, enshrined in legislation (e.g. the Education Act 1996), local policy and DfES and Ofsted guidance. In fact Ofsted urges LAs to “..create a pattern of provision and a repertoire of interventions sufficiently flexible to ensure that ..... inclusion becomes a reality for all



children at different times during their education". (LA Strategy for the Inclusion of Pupils with SEN – Ofsted 2002.)

- 1.9 Effective management of pupil behaviour is closely linked to school improvement. Warwickshire ensures that the DfES school improvement initiatives are embedded in LA planning through the Children and Young Peoples Plan (CYPP).

## **2. Key elements of current provision in Warwickshire**

- 2.1 Local and national policy is enshrined in Warwickshire's Children and Young Peoples Plan, Behaviour Support Plan and the SEN & Inclusion Reference File. It aims to promote inclusion of children within their local communities, to reduce the dependence on Out of County provision and, coupled with the delegation of funding to schools, to reduce statutory assessments and statements.
- 2.2 In September 2003 a review of the behaviour strategy was initiated. The scope of this review has been broadened to reflect the existence of a continuum of need and the necessity to make available a flexible and responsive continuum of provision. Intrinsic to this is the need for a commitment to promote co-ordinated support for children with behaviour, emotional and social development difficulties in local mainstream schools wherever possible.
- 2.3 Schools generally make provision for pupils with such difficulties according to the SEN Code of Practice at School Action and School Action Plus (See SEN & Inclusion Reference file pages 609-617). Educational Psychologists provide advice and support to schools, parents and children at School Action Plus. Such support is also provided by the Learning and Behaviour Support Service. The budget of this service has been delegated to schools. Where children have statements for behaviour difficulties in mainstream schools, the Local Authority provides support in the form of Teaching Assistants. Whilst generally these are not qualified or "specialist" staff, many are on training programmes and new developments in this area will assist in this regard.
- 2.4 Exclusion rates from all phases of schools in Warwickshire are rising. Efforts are made to reintegrate such pupils within one term but this often proves difficult because of the reluctance of headteachers to admit them. Most permanently excluded pupils are provided with basic education packages in the Pupil Reintegration Unit. However the number of pupils for whom the Pupil Reintegration Unit is responsible has grown incrementally for the last three years. Last academic year the numbers of permanently excluded pupils rose by 60%. As a result the Local Authority is not currently meeting its statutory responsibility to provide full-time education for such children.

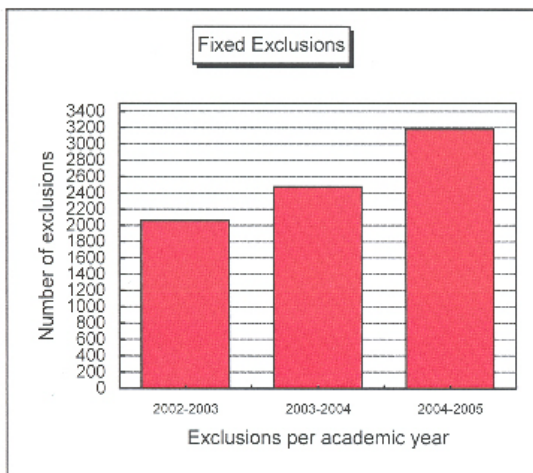
This is despite a significant increase in financial support to the Pupil Reintegration Unit year on year.

- 2.5 Warwickshire has one special school for children with long-term BESD. At present there are 40 children registered full-time in the school and 8 children educated via an outreach team based at the school. Despite best efforts, River House School struggles to provide for some children who have mental health disorders. The Pupil Reintegration Unit is often forced to admit pupils with complex and severe emotional and behaviour difficulties because of the lack of capacity in our BESD special school provision. At present there are 30 children in the PRU who should be placed in BESD special school.
- 2.6 Some children who have statements of special educational need are placed in Out of County special schools.
- 2.7 There is some anecdotal evidence of the success of small scale, local provisions linked to mainstream primary and secondary schools (such as Nurture Groups and Learning Support Units). These are being evaluated with reports expected in the Summer term 2006.
- 2.8 Exclusion figures for primary and secondary phase.

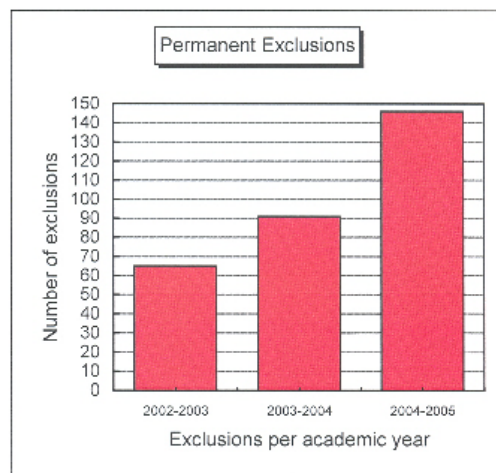
1. NUMBER OF EXCLUSIONS 2001/2-2004/5

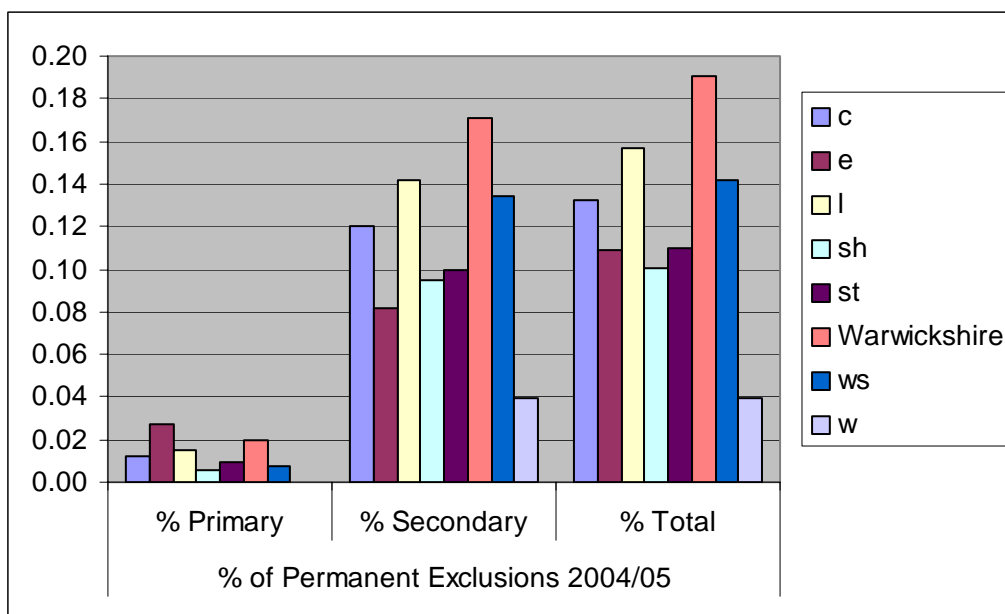
EXCLUSION TYPE	2001-2002	2002-2003	2003-2004	2004-2005
FIXED	2099	2065	2477	3183
PERMANENT	94	65	91	146
TOTAL	2193	2130	2568	3329

2a. FIXED TERM EXCLUSIONS 2002/3-2004/5



2b. PERMANENT EXCLUSIONS 2002/3-2004/5





2.9 In September 2004 Warwickshire appointed two Behaviour and Attendance consultants who work within the School Effectiveness Service and are managed by Bob Hooper and Pat Tate. Work with schools is planned to contribute to: policy development; staff training related to promoting positive behaviour and improving attendance levels; and direct classroom support for staff and students. B&A advisers contribute to the work of the National Strategy team and a more collaborative working model has been established during the past year. B&A training and access to support is available to all secondary and special schools in the county with the majority of support being deployed according to identified needs in schools facing challenging circumstances.

2.10 27 BESD pupils are placed in Out of County residential special schools. Of these 4 are jointly funded with Social Services and 4 with Health.

2.11 Other agencies also provide support to children and young people with BESD difficulties. For young people these include Sure Start schemes in certain localities, and Children Fund initiatives. The Youth Offending Teams, Connexions Service, Youth Service and Children and Adolescent Mental Health Service also make contributions. Considerable concern has been expressed about difficulties in accessing the Children and Adolescent Mental Health Service. Moreover, while the contribution of these teams is welcome, there is evidence that they are sometimes working in parallel with existing services rather than complimenting them, and therefore we need to ensure that more effective arrangements are established.

2.12 Warwickshire has four secondary and two primary Area Behaviour Management Panels which, chaired by headteachers, were designed

to explore multi-agency resolution of high tariff behaviour difficulties. Over the years the panels have become less effective and therefore need to be re-invigorated.

2.13 A wide range of professional development courses are provided for staff in schools and other establishments. They are organised on either a county-wide bases or for individual schools.

2.14 Social Emotional Aspects of Learning (SEAL) is available in all schools.

SEAL is an explicit structured whole-curriculum framework for developing all children’s social emotional and behavioural skills.

SEAL aims to improve the following broad social and emotional aspects of learning:-

- Self-awareness
- Managing feelings
- Motivation
- Empathy
- Social Skills

2.15 Warwickshire has responded to the nationally recognised need to address bullying in schools by appointing a full-time anti-bullying co-ordinator.

**3. Current provision**

3.1	Pre school	Portage	IDS		EPS		ASRS			
3.2	Key Stage 1	Nurture Groups	↓		↓	LABSS	↓			
3.3	Key Stage 2			PRU						
3.4	Key Stage 3	River House School (BESD)		↓				↓		Connexions
3.5	Key Stage 4	↓						↓		↓

**4. Key issues for consideration**

4.1 The rising permanent exclusion rate.

4.2 The development of all staff in schools to enable them to meet the growing demands of challenging behaviour from pupils.

- 4.3 Supporting high excluding schools (top quartile) to reduce dependency on permanent exclusion.
- 4.4 Provision of additional capacity for children requiring special school for BESD (including girls).
- 4.5 Secondary schools' request to resource Learning Support Units within their schools.
- 4.6 Co-ordination of the support offered to schools at School Action Plus.
- 4.7 The static population in the Pupil Reintegration Unit.
- 4.8 The need for timely access to Children and Adolescent Mental Health Services for children with mental health issues.
- 4.9 Multi-agency support/intervention.
- 4.10 Support for parents who require guidance on the management of their children.
- 4.11 Tailored support which meets individual schools' need and is determined in partnership with the school.
- 4.12 Review of the financial recharge scheme payable when pupils are permanently excluded.

## **5. Recommendations**

- 5.1 Warwickshire seeks to establish a continuum of provision to match the continuum of need, with a view to implementing national and local policy on inclusion, reducing exclusions to the minimum level possible, raising achievement and reallocating budgets to provide high quality education for all pupils.
- 5.2 This work should begin in the early years. The Early Years Foundation Stage (EYFS) guidance is particularly important for vulnerable children. It promotes an active play-based curriculum where children have the time, space and opportunities to learn how to manage their own emotions and develop the necessary skills to become a learner. Support and intervention at this early stage can prevent the need for more radical intervention at a later date.
- 5.3 Similarly Key Stage 1 nurture groups should be made available in all the super output areas in the most deprived areas in Warwickshire. These would prevent exclusions and support social development in the early years.

- 5.4 Nurture groups would be enhanced by the development of parenting programmes designed to support parents in offering structure and order to their children's lives.
- 5.5 Invest to Save Schemes should be pursued to provide a wider range of provision so as to establish a continuum and to prevent costly out of county placements. This should include local provision of behaviour recovery units in those Secondary Schools who wish to develop them. (Details in Appendix 2.) These will be designed to prevent permanent exclusion from school and to provide supported reintegration when pupils are excluded. The funding of these will be 80% Local Authority 20% School. Schools who are funded to have such a unit will be expected to manage the majority of their pupils without permanent exclusion. If these schools permanently exclude more than two children in any school year, the 80% funding will be recouped via recharge.
- 5.6 Further development of a private/public partnership to establish a new BESD Special School in the north of the county on the old Griff site. This school would eventually become an all age, co-educational school offering full national curriculum.
- 5.7 In order to ensure consistency of approach and to establish minimum standards of behaviour in secondary schools all secondary schools should be trained in assertive discipline funded by the Local Authority. This would be offered on a rolling programme, beginning with the highest excluding schools.
- 5.8 That the Local Authority make provision in the Statements of pupils with behaviour difficulties for schools to purchase support from the Learning and Behaviour Support Service.
- 5.9 The systems for recouping and using money in schools which permanently exclude pupils be reviewed and replaced with a transparent and fair system agreed by all.
- 5.10 A comprehensive training programme designed to develop specialist teaching assistants will be produced. This will be accredited by a university and cover all aspects of behaviour management.
- 5.11 Support service for school will be co-ordinated via an area based single point of contact. A lead professional would be identified who will allow schools to access a wide range of provision without having to navigate the plethora of referral/intervention systems. It is suggested that this should be based on the Enhanced Support Services model. (At present a pilot in Rugby.) The purpose of the Enhanced Support Services will be to intervene early where risks are identified that are known to have a negative impact on achieving the Every Child Matters five outcomes.

The focus of this service will be on addressing the following emerging risks:

- **Children at risk from family breakdown & parenting issues**
- **Children experiencing difficulties at school in relation to learning and behaviour**
- **Low attendance and poor social bonding in school**
- **Children and young people showing signs of antisocial behaviour**
- **Factors negatively affecting physical & mental health development**

Key to this will be building protective factors in individuals, families, schools and communities. Summary available in Appendix 10.

- 5.12 Area behaviour panels will be reconfigured to enable headteachers to have greater influence and decision making. The panel will have all headteachers from the area, including special schools (or a person authorised to make decisions for the headteacher) and a maximum of five others. It is suggested that this should be the Area Education Officer, Area Senior Educational Psychologist, Head of the PRU, Area Senior for LABSS and the Area Manager for Social Care (Children in Need Division) and in due course other agencies.

The area panels will have a sum of money allocated to them to use flexibly to support children at risk of exclusion or who are transferring to another school through the managed process. This money will be allocated by Headteachers only and agreed by the panel.

- 5.13 Managed Moves, as outlined in Appendix 3, will be used as alternatives to permanent exclusion. However, managed moves will only be used as a “last resort” and only for those pupils for whom a “fresh start” can be a constructive alternative and where there is a good chance of success. Pupils will be given a ten week trial period in the new school before the headteacher of the receiving school will take them on roll. During this period a full assessment of their needs will be undertaken. This will help in designing the support package for the pupils.
- 5.14 Arrangements will be made at River House School to take all excluded children with Statements whose prime need has been identified as BESD. Pupils will be supported via outreach packages if there are insufficient places in the main body at the school. This will prevent the PRU becoming congested with children awaiting specialist placements.

5.15 The PRU will develop the revolving door philosophy. This requires all pupils who may benefit from a mainstream school place to be returned to school as soon as possible. For the majority it is envisaged that no more than two terms should be spent in the PRU. The PRU staff will provide support to the receiving school for a ten week period (Managed Moves). Those children educated in the PRU who require more specialist support will be moved as quickly as possible to a special school placement. These children will not be suggested for reintegration to mainstream schools.

All returning pupils will be discussed at the Area Behaviour Panels prior to re-entry.

5.16 The Youth Service will offer support to children in schools. This will be agreed through the single point of contact as suggested in 5.10.

5.17 Timely access to services for children with mental health difficulties will be facilitated through the single point of contact (see 5.10)

5.18 Investigate the possibility of accessing a link social worker for children with BESD through the single point of contact (see 5.10).

5.19 High excluding schools (top quartile for permanent exclusions) will be supported by a multi-agency task force for one term with the aim of reducing dependency on permanent exclusions.

5.20 Behaviour Management System within schools should support both pupils and teachers. It is important that all staff believe that they have the support of their colleagues and senior staff in the management of behaviour difficulties. A suggested system for this available in Appendix 4.

5.21 Pastoral Support Programmes (PSPs) should be used by all schools who experience long term behaviour difficulties with some pupils. These programmes should be designed to bring the thoughts, feelings and aspirations of all intended parties together in a constructive partnership for the future. A suggested model is available in the SEN reference file (p.742 to768). The PSP is expected to run for a minimum of two terms and focus on positive outcomes for all.

5.22 Develop the use of “crisis conferences” enabling schools to access multi professional consultation where a pupil is at immediate risk of permanent exclusion. This will be chaired by the Senior Educational Psychologist and include all interested parties but essentially the school, parents/carers and the pupil. This Crisis Conference will plan the way forward, (see flow diagrams) Appendix 3.



- 5.23 Set targets for integrating permanently excluded pupils back into mainstream school in collaboration with the PRU and mainstream heads.
- 5.24 Develop protocol to ensure looked after children are not excluded (with a view to redressing levels of educational attainment for this group).
- 5.25 Early years team with the educational psychology service will provide comprehensive support to pre-school providers to develop consistent behaviour management.

Comments to:-

Geoff King  
Head of Service  
Commissioning, Partnerships and Planning  
Children, Young People and Families Directorate  
Warwickshire County Council

by 3rd July 2006

**WARWICKSHIRE PARTNERSHIP MODEL OF SUPPORT**

**Continuum of Need and Provision for Behaviour**

	<b>Whole School / Early Years Setting Approach to Prevention</b>	<b>County's Attendance and Behaviour Strategy</b>	<b>Specialist Support</b>	<b>Specialist Provision</b>
Intervention type	Training for staff Policy and curriculum development PHCSE Healthy Schools Primary National Strategy (Behaviour and Attendance) Primary Key Stage 3 Strategy (Behaviour and Attendance) SEAL Teenage Pregnancy Strategy	Behaviour Recovery Units Advisory Service Attendance and Behaviour Consultants Anti-Bullying Co-ordinator Teenage Pregnancy Co-ordinator	Educational Psychology LABSS DISCS Connexions Youth Service YOTS Police PAYP DAAT	ASRS Secure accommodation Residential Special School Child and Mental Health Strategy
Examples of behaviour	<b>Discipline</b> Naughty Disruptive Insolent Shy Forgetful	<b>Breaking school rules</b> Moods Bullying Swearing Social/Emotional Problems	<b>Petty Crime</b> Offensive Behaviour Violence Aggression Depression	<b>Persistent Serious Offences</b> High level SEN/EBD Severe depression Occasional serious offences
Responsibility	<b>School Responsibility</b> School Action e.g. Parental involvement Anti-Bullying Differentiation Behaviour Recovery Units	<b>Joint School and Agency</b> School Action Plus e.g. Mentoring Nurture Groups Outreach Support Alternative Curriculum	<b>LA and Other Agency Responsibilities</b> Statutory Action	

## Full Analysis of Exclusions

### COUNTY ANALYSIS OF EXCLUSIONS 2004-5

(Fixed Term includes Permanent - Reinstated)

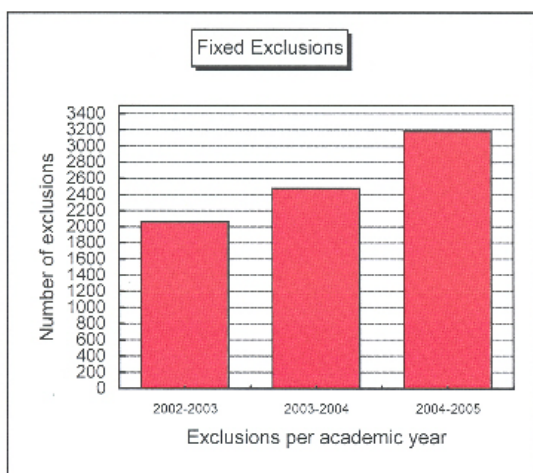
NB: These figures have been calculated on the date below and therefore reflect the data at that time

NB: The exclusions for all PRUs are represented within the Eastern/Rugby Area

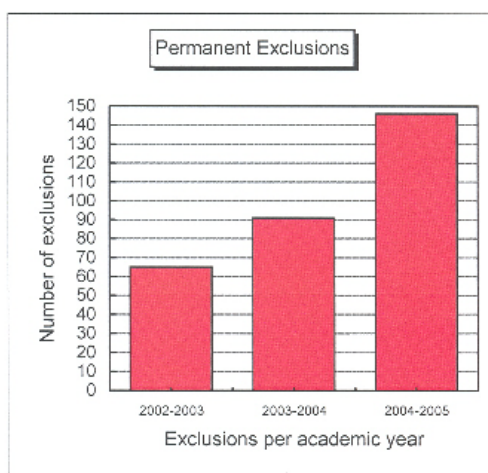
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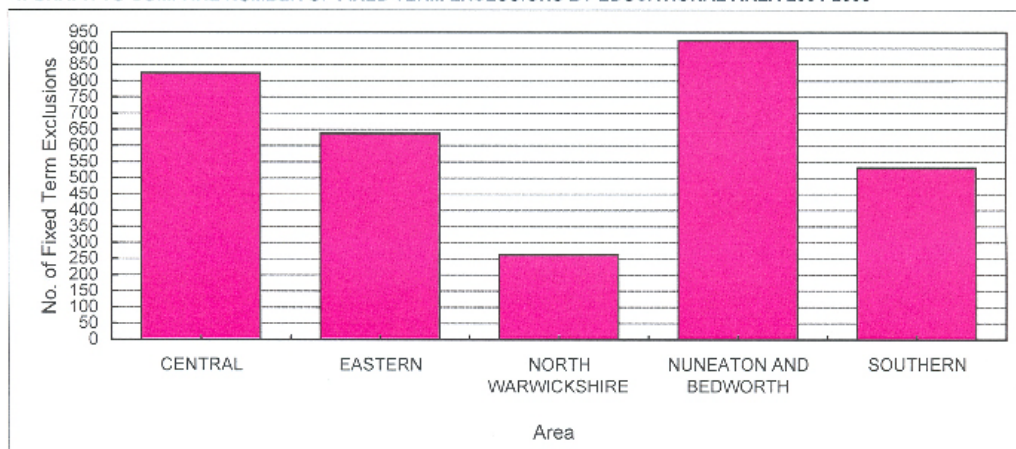
2b. PERMANENT EXCLUSIONS 2002/3-2004/5



#### 3. NUMBER OF FIXED TERM EXCLUSIONS BY EDUCATIONAL AREA 2001/2-2004/5

	CENTRAL	EASTERN	NORTH WARWICKSHIRE	NUNEATON AND BEDWORTH	SOUTHERN
2001-2002	517	572	138	592	280
2002-2003	437	588	150	547	343
2003-2004	635	571	213	662	396
2004-2005	825	638	263	925	532

#### 4. GRAPH TO COMPARE NUMBER OF FIXED TERM EXCLUSIONS BY EDUCATIONAL AREA 2004-2005



Source: WCC Exclusions Database-completed by Schools 02/12/2005

Produced by SIMU

**5. NUMBER OF PERMANENT EXCLUSIONS BY EDUCATIONAL AREA 2001/2-2004/5**

	CENTRAL	EASTERN	NORTH WARWICKSHIRE	NUNEATON AND BEDWORTH	SOUTHERN
2001-2002	20	19	7	37	11
2002-2003	14	8	7	24	12
2003-2004	20	24	4	28	15
2004-2005	32	27	12	54	21

**6. GRAPH TO COMPARE NUMBER OF PERMANENT EXCLUSIONS BY EDUCATIONAL AREA 2004-5**



**7. NUMBER OF PERMANENT EXCLUSIONS AS % OF SCHOOL POPULATION BY AREA 2001/2-2004/5**

	CENTRAL	EASTERN	NORTH WARWICKSHIRE	NUNEATON AND BEDWORTH	SOUTHERN
2001-2002	0.12%	0.15%	0.10%	0.18%	0.08%
2002-2003	0.07%	0.06%	0.09%	0.11%	0.08%
2003-2004	0.10%	0.17%	0.05%	0.13%	0.10%
2004-2005	0.17%	0.19%	0.15%	0.25%	0.14%

**8. NUMBER OF PUPILS EXCLUDED FOR MORE THAN FIVE DAYS IN ONE TERM IN 2004-2005 BY EDUCATIONAL AREA**

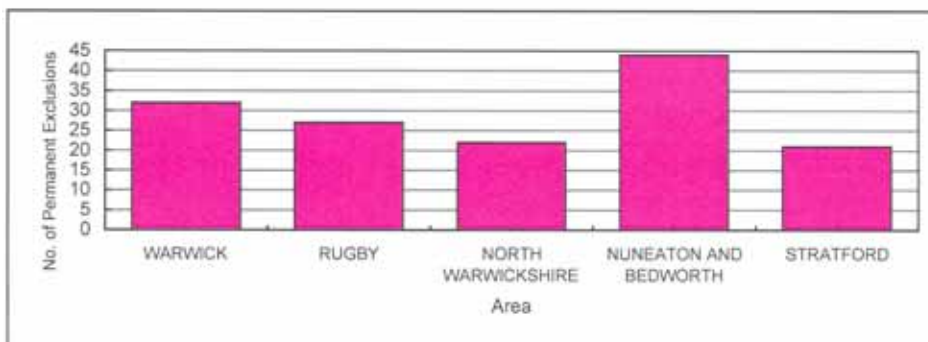
	CENTRAL	EASTERN	NORTH WARWICKSHIRE	NUNEATON AND BEDWORTH	SOUTHERN
Primary	17	13	1	16	5
Secondary	82	145	28	155	94
Special	1		1	2	18
TOTAL	100	158	30	173	117

Regarding all PRUs there are 12 occurrences where pupils have been excluded for more than five days in one term

**9. NUMBER OF PERMANENT EXCLUSIONS BY DISTRICT AREA 2001/2-2004/5**

	WARWICK	RUGBY	NORTH WARWICKSHIRE	NUNEATON AND BEDWORTH	STRATFORD
2001-2002	16	19	15	29	15
2002-2003	9	9	9	22	16
2003-2004	17	24	8	24	18
2004-2005	32	27	22	44	21

**9A. GRAPH TO COMPARE NUMBER OF PERMANENT EXCLUSIONS BY DISTRICT AREA 2004-2005**



**10. EXCLUSIONS BY PHASE OF SCHOOL 2002/3-2004/5**

YEAR	2002-2003		2003-2004		2004-2005	
	PRIMARY / SPECIAL	SECONDARY/ SPECIAL	PRIMARY / SPECIAL	SECONDARY/ SPECIAL	PRIMARY / SPECIAL	SECONDARY/ SPECIAL
FIXED	317	1748	271	2206	354	2829
PERMANENT	10	55	6	85	15	131
TOTAL	327	1803	277	2291	369	2960

**11. GENDER OF EXCLUDED PUPILS 2002/3-2004/5**

YEAR	2002-2003		2003-2004		2004-2005	
	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE
FIXED	1606	459	1840	637	2459	724
PERMANENT	50	15	67	24	119	27
TOTAL	1656	474	1907	661	2578	751
%	78%	22%	74%	26%	77%	23%

Source: WCC Exclusions Database-completed by Schools 02/12/2005

Produced by SIMU

**12. ETHNICITY OF EXCLUDED PUPILS 2004- 2005**

ETHNICITY	PERMANENT	FIXED	TOTAL	% OF ALL EXCLUDED
Any Other Asian Background		1	1	0.0%
Any Other Black Background		3	3	0.1%
Any Other Mixed Background	1	36	37	1.1%
Any Other White Background		20	20	0.6%
Bangladeshi	1	2	3	0.1%
Black - African		1	1	0.0%
Black Caribbean	1	16	17	0.5%
Chinese			0	0.0%
Gypsy / Roma		5	5	0.2%
Indian	1	33	34	1.0%
Pakistani		1	1	0.0%
Traveller of Irish Heritage	1	3	4	0.1%
White - British	130	2835	2965	89.1%
White - Irish		10	10	0.3%
White and Asian		10	10	0.3%
White and Black African	1	11	12	0.4%
White and Black Caribbean	4	54	58	1.7%
Information Not Yet Obtained	3	88	91	2.7%
Refused	3	54	57	1.7%
<b>TOTAL</b>	<b>146</b>	<b>3183</b>	<b>3329</b>	<b>100.0%</b>

*\*Please note ethnicity is grouped according to the CBDS Sub-Category groupings defined by the DfES*

**13. NUMBER OF FIXED TERM AND PERMANENT EXCLUSIONS BY YEAR GROUP**

YEAR GROUP	2002-2003		2003-2004		2004-2005	
	Permanent	Fixed	Permanent	Fixed	Permanent	Fixed
0	0	1	0	6	0	14
1	0	2	0	5	0	11
2	1	22	0	11	0	12
3	0	39	0	22	0	30
4	4	55	1	60	3	72
5	2	83	3	72	6	97
6	3	115	2	94	6	118
7	3	208	4	184	7	248
8	7	330	14	439	15	548
9	15	469	24	581	48	708
10	22	463	29	636	42	856
11	8	276	14	355	19	451
12	0	2	0	9	0	5
13	0	0	0	2	0	13

**14. NUMBER OF LOOKED AFTER CHILDREN EXCLUDED IN 2002-2003 to 2004-5**

	Fixed	Permanent Endorsed	Permanent Reinstated	Total
Number of Children 2002-3	60	6	0	66
Number of Children 2003-4	41	4	0	45
Number of Children 2004-5	62	7	0	69

Source: WCC Exclusions Database-completed by Schools 02/12/2005

Produced by SIMU

**15. REASON FOR EXCLUSIONS**

EXCLUSIONS REASON	2003-2004				2004-2005			
	PERMANENT		FIXED		PERMANENT		FIXED	
	Number	%	Number	%	Number	%	Number	%
Physical assault against pupil	11	12.1%	529	21.4%	21	14.4%	610	19.2%
Physical assault against adult	12	13.2%	128	5.2%	11	7.5%	141	4.4%
Verbal abuse / threatening behaviour against pupil	5	5.5%	106	4.3%	7	4.8%	177	5.6%
Verbal abuse / threatening behaviour against adult	8	8.8%	599	24.2%	20	13.7%	824	25.9%
Bullying	0	0.0%	40	1.6%	3	2.1%	67	2.1%
Racist abuse	1	1.1%	25	1.0%	1	0.7%	40	1.3%
Sexual misconduct	1	1.1%	34	1.4%		0.0%	32	1.0%
Drug and alcohol related	14	15.4%	150	6.1%	15	10.3%	145	4.6%
Damage to school or personal property belonging to any member of the school community	3	3.3%	113	4.6%	4	2.7%	151	4.7%
Theft	4	4.4%	64	2.6%	4	2.7%	105	3.3%
Persistent disruptive behaviour	28	30.8%	587	23.7%	59	40.4%	805	25.3%
Other	4	4.4%	100	4.0%	1	0.7%	86	2.7%
Unknown	0	0.0%	2	0.1%		0.0%		0.0%
<b>Total</b>	<b>91</b>	<b>100.0%</b>	<b>2477</b>	<b>100.0%</b>	<b>146</b>	<b>100.0%</b>	<b>3183</b>	<b>100.0%</b>

**16. ALL EXCLUSIONS BY TYPE OF SCHOOL**

TYPE OF SCHOOL	2003-4				2004-5			
	FIXED	PERMANENT ENDORSED	PERMANENT REINSTATED	TOTAL	FIXED	PERMANENT ENDORSED	PERMANENT REINSTATED	TOTAL
INFANT SCHOOL	7	0	0	7	9	0	0	9
JUNIOR SCHOOL	106	2	0	108	96	5	1	102
PRIMARY SCHOOL	147	5	0	152	224	10	0	234
SECONDARY SCHOOL	2036	83	8	2127	2619	128	1	2748
SPECIAL SCHOOL	111	1	0	112	116	3	0	119
PRU	62	0	0	62	117	0	0	117
<b>TOTAL</b>	<b>2469</b>	<b>91</b>	<b>8</b>	<b>2568</b>	<b>3181</b>	<b>146</b>	<b>2</b>	<b>3329</b>

Source: WCC Exclusions Database-completed by Schools

02/12/2005

**17. DURATION OF FIXED TERM EXCLUSIONS**

NUMBER OF DAYS	2002-3		2003-4		2004-5	
	Number	%	Number	%	Number	%
0-5 Days	1803	87%	2110	86%	2759	113%
6-10 Days	181	9%	245	10%	311	13%
11-15 Days	51	2%	67	3%	70	3%
More Than 15 Days	30	1%	29	1%	41	2%
<b>TOTAL</b>	<b>2065</b>	<b>100%</b>	<b>2451</b>	<b>100%</b>	<b>3181</b>	<b>130%</b>

\*Please note that for 2003-4 'Number' of fixed exclusions above does not sum to the total as there are 18 records where the length of exclusion was not recorded.

\*Please note that for 2004-5 'Number' of fixed exclusions does not include permanent reinstated exclusions

**18. NUMBER OF PUPILS EXCLUDED BY NUMBER OF TIMES EXCLUDED - ALL EXCLUSIONS 2004-5**

	NUMBER OF TIMES EXCLUDED											TOTAL
	1	2	3	4	5	6	7	8	9	10	11	
INFANT SCHOOL	1			2								3
JUNIOR SCHOOL	31	11	5	2	4	1						54
PRIMARY SCHOOL	90	17	12	6	3	2	2		1			133
SECONDARY SCHOOL	934	305	162	75	41	13	12	3	3			1548
SPECIAL SCHOOL	21	11	13		3	2				1		51
PRU	26	9	8	3	1	4		1				52
<b>TOTAL</b>	<b>1103</b>	<b>353</b>	<b>200</b>	<b>88</b>	<b>52</b>	<b>22</b>	<b>14</b>	<b>4</b>	<b>4</b>	<b>1</b>	<b>0</b>	

**19. PERMANENT EXCLUSIONS IN 2002/3 - 2004/5**

	TOTAL 2002-3	TOTAL 2003-4	TOTAL 2004-5
No endorsed by Governors	65	94	146
No reinstated by Governors	4	5	1
No of Appeals by Parents	16	13	15
No reinstated on Appeal	0	3	0
No overturned but not reinstated*	n/a	n/a	1
No endorsed on Appeal	16	10	13

\*NB 'No overturned but not reinstated' is only reported for 2004-5

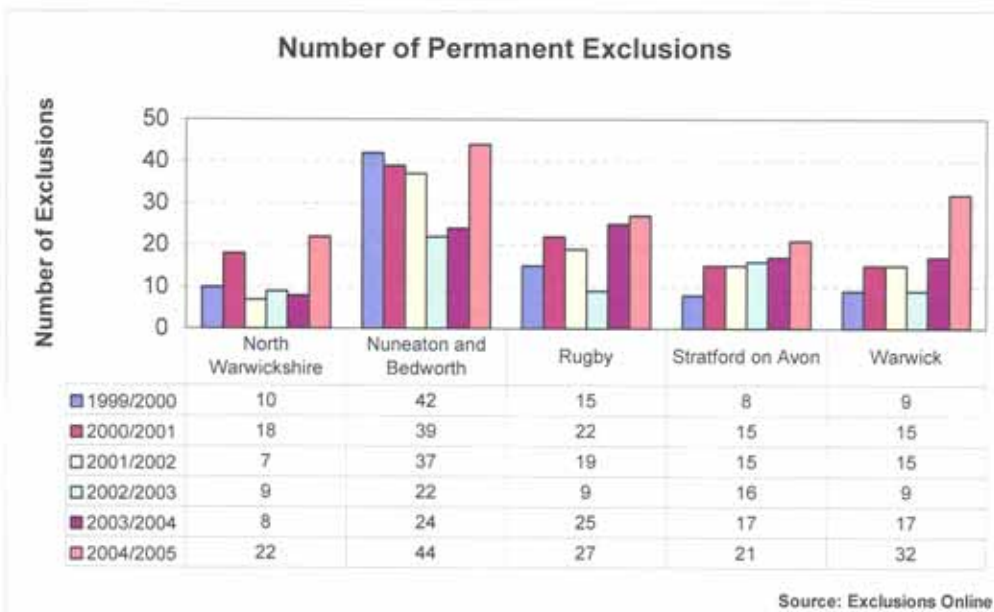
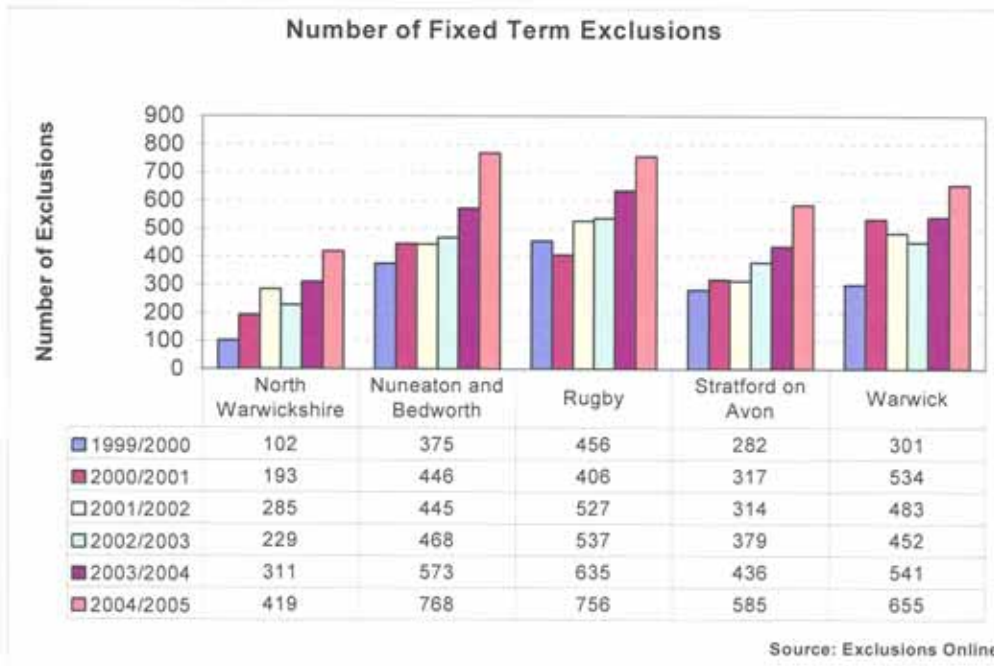
**20. PERMANENT EXCLUSIONS AS A PERCENTAGE OF TOTAL NUMBER ON ROLL 2001/2-2004/5**

Year	Number	% of total NOR*
2001-2002	94	0.13%
2002-2003	65	0.08%
2003-2004	91	0.12%
2004-2005	146	0.19%

\* Total NOR includes all schools; Nursery, Primary, Secondary, Special and PRU



**E. Fixed and Permanent Exclusions**  
1999/2000 to 2004/2005



## **Behaviour Recovery Units**

### **Behaviour Recovery and Pastoral Care**

Both the Behaviour Recovery area and Pastoral Support Team should share a common philosophy based on solution focused brief therapy, utilising humanistic approaches to supporting pupils which incorporate cognitive behaviour therapy.

Whilst the Behaviour Recovery base will not be stimulating or enjoyable, an overriding aim will be to enhance pupils' self esteem, build self confidence and by help set achievable steps to success. Whilst developing a non-confrontational interaction style, pupils will be supported in confronting their own inappropriate behaviour and accepting sanctions, as well as re-orientating them to achieve success in the next lesson (or point of re-entry into the main school).

Work activities will be set by subject teachers. However, due to the nature of the situation and context, it is likely that on some occasions work and educative activity will be determined by centre staff.

The facility will be used proactively to work with groups of pupils e.g. conflict resolutions and anger management.

### **Guidance for Staff (Behaviour Recovery)**

The aim is to support pupils in recovering their composure and assisting them prepare for the next lesson and an immediate return to the curriculum.

Maintain a positive, professional and supportive attitude when receiving the pupil. Keep your interactions as low key as possible and try to re-engage/re-affect the pupil.

The pupil is likely to have had a number of difficult interactions prior to entering Behaviour Recovery, so try to de-escalate any provocative behaviours. The agitation of pupils will need to be carefully monitored and managed.

Remember that the punishment is placement in Behaviour Recovery, therefore, try to avoid being negative and punishing.

Refer to the rules and use the Re-Think sheet to orientate the pupil to solution focused reflection.

If necessary, assist the pupil in completing any work provided by the class teacher.

If no work is provided by the class teacher, provide work sheets or meaningful activities as necessary.

Use a praise ratio of 5:1 (positive to negative), keep building the pupil's self esteem with the view to them re-entering the classroom context.  
Let SMT know immediately if a pupil disrupts the Behaviour Recovery area.

If the pupil recovers their behaviour, award a "reward" prior to leaving (positive introduction for the next lesson).

Three Behaviour Recoveries in one day = detention.

## **Guidance for Pupils**

Follow the rules in the Behaviour Recovery Room and listen to the adult who will try to support you.

This is an opportunity for you to Cool Down and recover your behaviour.

When you have cooled down, complete the Re-Think sheet. If you need to, get help from a member of staff to complete this.

Finish the work given to you.

When allowed to do so, leave the room quietly and walk directly to your next lesson.

## **Ethos and Atmosphere**

It is expected that a reflective and purposeful atmosphere will be maintained at all times. Pupils will not be permitted to chit chat whilst in the behaviour support centre. Discussions with pupils will be based on the Re-Think programme. Whilst staff can use time spent in Behaviour Recovery to build and strengthen relationships it should not be used as an opportunity to provide therapeutic support as this is likely to undermine the purpose of the centre in preparing pupils to return to the teaching and learning situation as soon as possible.

If information is gathered regarding some pupils requiring additional therapeutic support, this should be discussed with the Pastoral Support Manager who will liaise with the pupil's form tutor/parents and appropriate external agencies. All activity should be recorded on a Pastoral Support Plan.

Every effort should be undertaken to ensure that pupils do not value the Behaviour Recovery experience as being more valuable and intrinsically rewarding than school life and especially the classroom area.

## **Managed Transfer**

### **CONTENTS**

#### **Introduction & context**

##### National context

- Initiated by the DfES in “Guidance on Hard to Place Pupils” (19/11/2004)
- Based upon existing examples of good practice
- Emphasises the leadership role of Headteachers working with the LA to take collective responsibility for the placement of the “hard to place” and ensure their distribution among schools is equitable.
- Linked to DfES strategies, DfES 5 Year Strategy, Removing Barriers to Achievement, Fair Funding,

##### Warwickshire context

- Links to the existing partnership of schools and the LA, and to the Area Behaviour Strategy Panels
- Builds upon well-tested county models of re-integration
- Offers a potential solution to the tendency of PRU provision to gridlock with excluded pupils

#### **Aims**

- To maintain the inclusion of the pupil within mainstream school
- To enable a fresh start at another school
- To reduce exclusions
- To prevent gridlock of PRU provision
- To ensure the equitable distribution of hard-to-place pupils

## Principles

- Generally, it is the collective expectation of both schools and the LA that managed transfer must be considered prior to a permanent exclusion being implemented. In the great majority of cases the pupil would be expected to be at least at School Action Plus of the SEN Code of Practice, thereby demonstrating that all other preventive strategies have been exhausted in line with Behaviour Support Review (School Self-Review) document.
- Longer fixed-term exclusions of up to 15 days need to be used more flexibly
- Schools will not normally use fixed-term exclusions of longer than 15 days
- All schools need to adhere to the protocols, procedures, timescales to enable the initiative to be implemented equitably
- It is essential that the full agreement of parents is obtained. The ascertainable views of the pupil to voluntarily undertake a transfer to another school or to alternative provision must also be considered.
- A managed transfer must form part of either the pupil's PSP or IEP, for pupils with Special Educational Needs
- Where a pupil has a statement of SEN, interim statutory guidance review procedures must be implemented prior to any transfer request or a permanent exclusion.
- Justification for the transfer of pupils in public care or the subject of a statement needs to be exceptionally strong.
- All managed transfers will last for an initial "trial period" of 10 weeks with a set date for a formal review procedure at which a decision will be made as to whether the transfer will now become permanent
- The referring school will maintain the pupil on its admission register throughout the trial period and retain a daily attendance register. This also applies to pupils attending alternative provision.
- Funding will be transferred to the receiving school at the end of the "trial period" only if the pupil is then formally admitted. It will be backdated to the beginning of the trial period

## Criteria to assess the suitability of Managed Transfer

- Pupil at imminent risk of exclusion, or actually permanently excluded

- School Action, School Action Plus including PSP for the required period
- Consideration of the pupil's attendance at their original school, the severity of the behaviour, and the evidence of their motivation to improve.
- Parental support of a Transfer

## **The protocols for distributing transfers equitably between schools**

To be agreed at Area & County panels

### **The Process**

- Managed Transfer agreed by Panel
- Dual registration at the PRU and the original school for pupils reintegrating from the PRU.

### **Trial Period**

- Interview with pupil and parents arranged and a start date is agreed.
- Trial Period consists of:
  - Induction & assessment
  - IEP
  - Core curriculum elements
  - Citizenship
  - Study skills
  - SEAL social skills
  - Outdoor education, PE (team-building focus)
  - Arts-based projects
  - Weekly tutorial review and parental reporting
  - Planning with receiving school, pupil, and parents combined with a preparatory visit
  - Transfer review of the pupil's performance at which Reintegration Plan and a start date are agreed

### **The Managed Transfer Re-integration Programme**

Will specify:

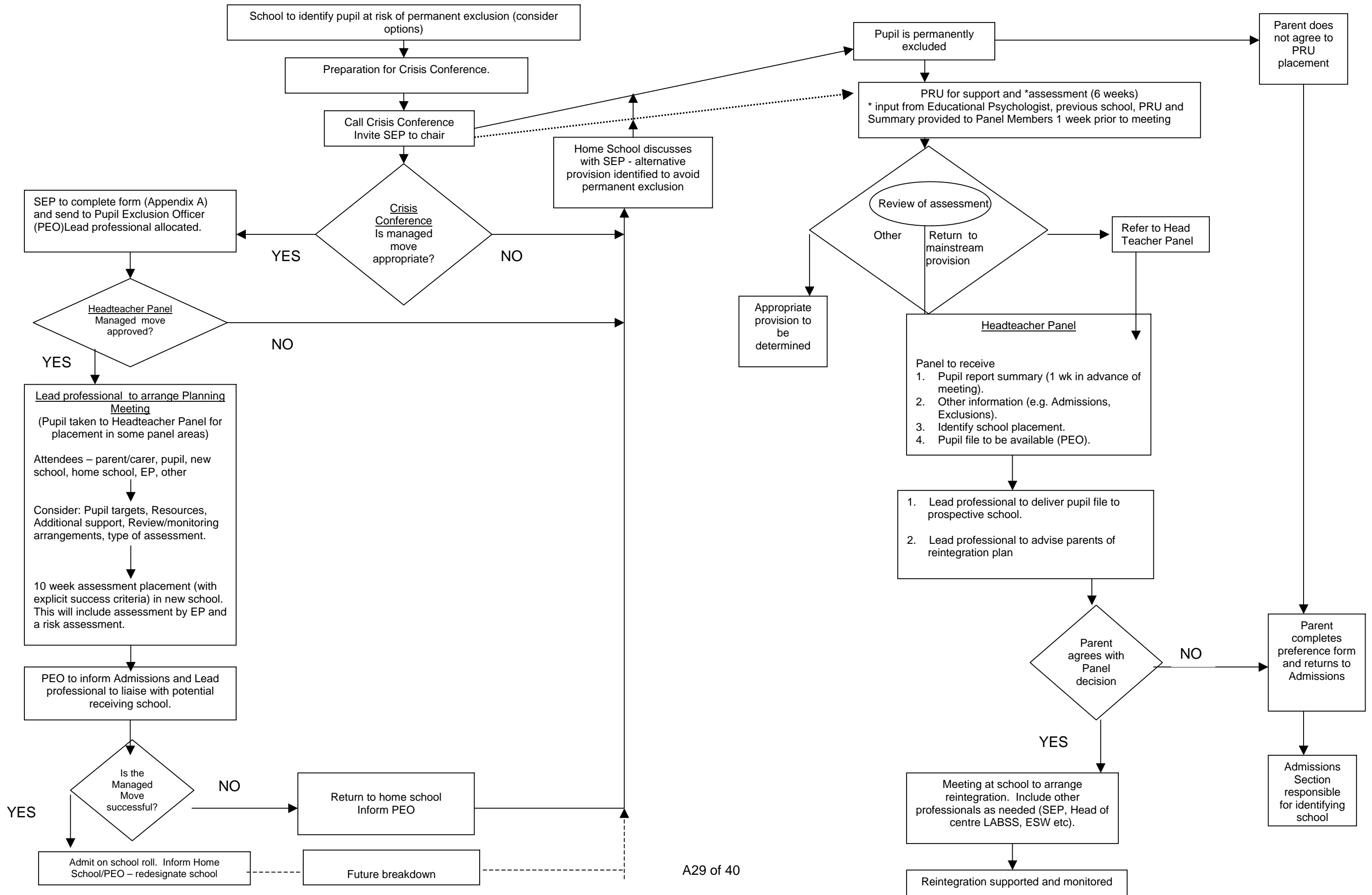
- Aims
- Pupil timetable
- Programme of support – PRU & school (including funding)

- Roles – pupil, PRU, parents, school
- Success criteria (attendance, behaviour) at each stage
- Definition of a critical incident
- Recording arrangements
- Monitoring & reviewing arrangements
- Communication arrangements (including panel reporting)

**Parents' & Pupils' guide to Managed Transfers**

To be completed

### Managed Move/Permanent Exclusion Resolution





### **Behaviour Management in Schools (contribution by combined teaching unions)**

Many schools have behaviour management policies (B.M.P.) which are broad statements of intent containing laudable aspirations, but in no way specify an agreed working strategy that would serve as a guide to day to day actions. These B.M.P.s are mission statements not precise processes. The following document is compiled to indicate and enumerate the pre-requisites of a real B.M.P. which would be sufficient to win the confidence of teachers.

#### **The school should ensure that:**

- Negotiations take place involving all stakeholders to determine an outline of acceptable and unacceptable behaviours.
- This is communicated throughout the school and school community.
- School rules are displayed throughout the school and are clearly and positively stated in every classroom.
- A system is in place for early identification of problem behaviours and rapid communication with parents and carers.
- A positive framework of discipline based on praise and reward rather than reliance on punishment and sanction is promoted.
- Where sanctions are required every member of staff clearly understands and operates the agreed rising hierarchy of responses.
- Adequate funds are made available for professional training of all staff in the agreed discipline strategy, such as assertive discipline, de-escalation and safe handling techniques.
- Specific roles and responsibilities of all staff are agreed and understood.
- External support networks are used effectively.
- Positive strategies for the involvement of pupils in the peer –led management of behaviour and the tackling of bullying, racism, sexism and homophobia.
- Where possible the school should establish itself, or as part of a network of schools a Learning Support Unit (LSU). (It is hoped that it would be possible for this to be an outreach of the PRU and staff from the PRU would regularly work in them)

#### **The day to day working policy:**

- It is important that the policy should state an expectation of all strategies that the teacher should positively employ in the day to day delivery of education. (Differentiation, pacing, empathy, engagement etc)
- Further to this the teacher should be aware of and use non-punitive responses to low level off task behaviour. (Planned ignoring, targeted praise, time-out\*)
- The teacher should understand an agreed assertive discipline strategy, which states in precise detail.... a rising hierarchy of responses and the

point at which “in classroom” strategies require the support of short term (agreed duration) removal from class.

- It is the teacher who always carries the primary responsibility for the discipline of his/her charges. However this not withstanding.....
- The senior management team must ensure that where a child is removed from class as per agreed plans ( whether as a result of critical incident or low level high frequency behaviour) that (s)he will be suitably occupied for the remainder of the session ( or agreed time). Paired class strategies are the least favoured options since they often can result in the inadvertent “rewarding” of poor behaviour.

\*time-out: a much misunderstood concept. Correctly used time-out is a non-punitive response, selectively used to allow children the time to learn to exercise self-restraint.

**In summary.....**

### **Behaviour policy must operate at three levels:**

- **Child** - key responsibility S.E.N.C.O. (determine needs / liaise with E.P., L.A.B.S.S., etc, formulate I.E.P. with class teacher)
- **Classroom** - key responsibility class teacher (learning environment, differentiated curriculum, operate agreed discipline system (rising hierarchy of responses, A.D., R.P.I., etc)
- **Whole school** -key responsibility head teacher (respond to higher level (or higher frequency) behaviour at time of need.

### **The deal**

.....the head is entitled to know that the teacher will operate all agreed low level responses (planned ignoring, rewarding good behaviour, time out, etc)

.....the teacher is entitled to know that when a child needs to be removed from class (as per agreed plan) (s) he will not return with a “sorry busy” note.

### **The behaviour plan**

....must be explicit, understood, agreed, and carried out **absolutely consistently**.... (It takes many weeks of consistency to regain ground lost in five minutes of inconsistency / expediency.) A flow diagram can be very helpful, an example of which is included. (See diagram 1). Critical incident will lead to a more rapid move through the procedures.....

### **Critical incident**

....might be defined as

- Deliberate and significant damage to property
- Direct verbal abuse (as opposed to gratuitous, non-directed etc)

- Threatening (also including intentional racist and/or sexist) behaviour
- Violent behaviour

....leads to critical incident procedure

## **Critical incident procedure**

....should involve immediate removal from class

- For remainder of session (half day)
- For remainder of day
- Removal home
- Fixed / permanent exclusion

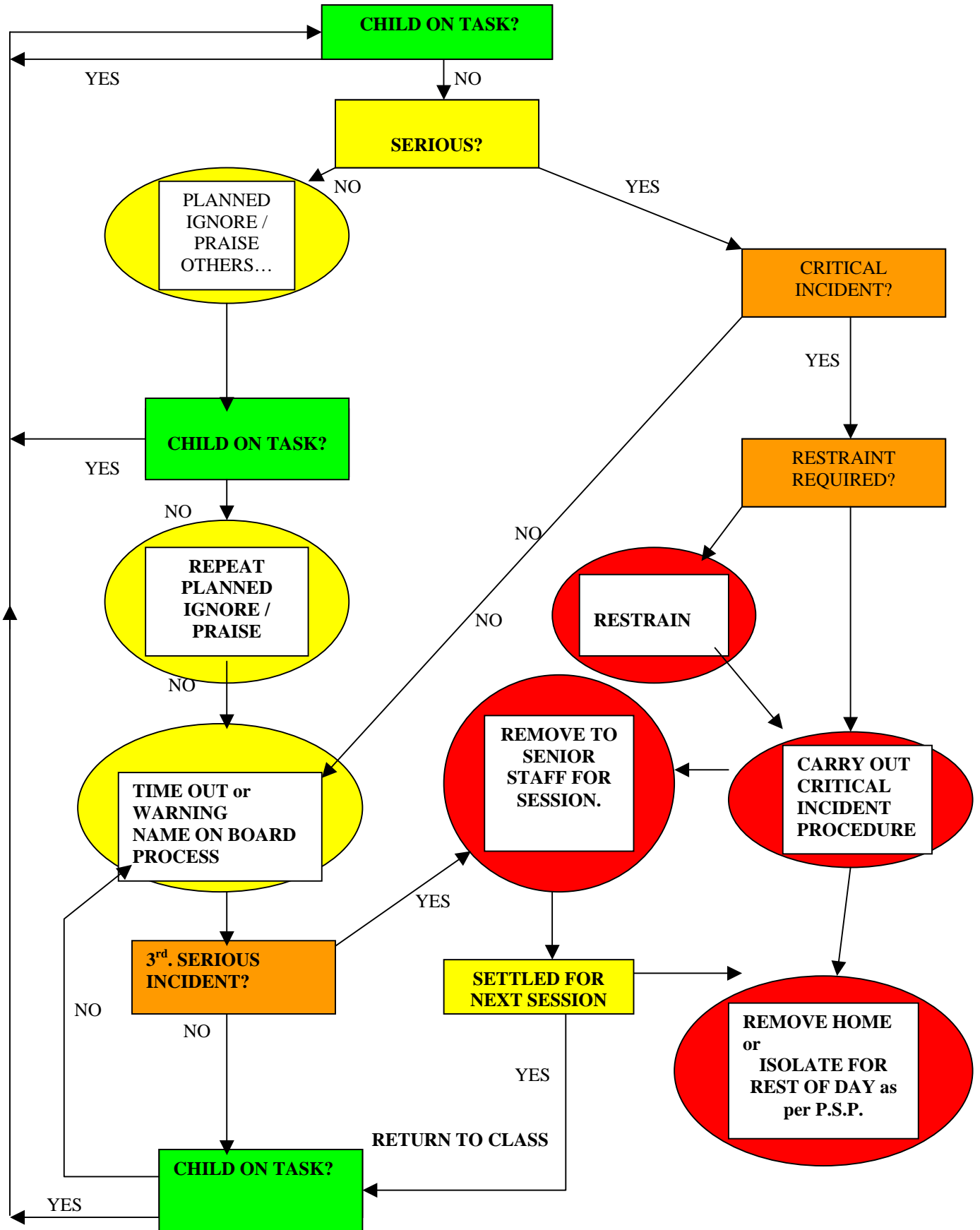
....depending on severity but broad principles should be agreed in advance.

## **Recording.**

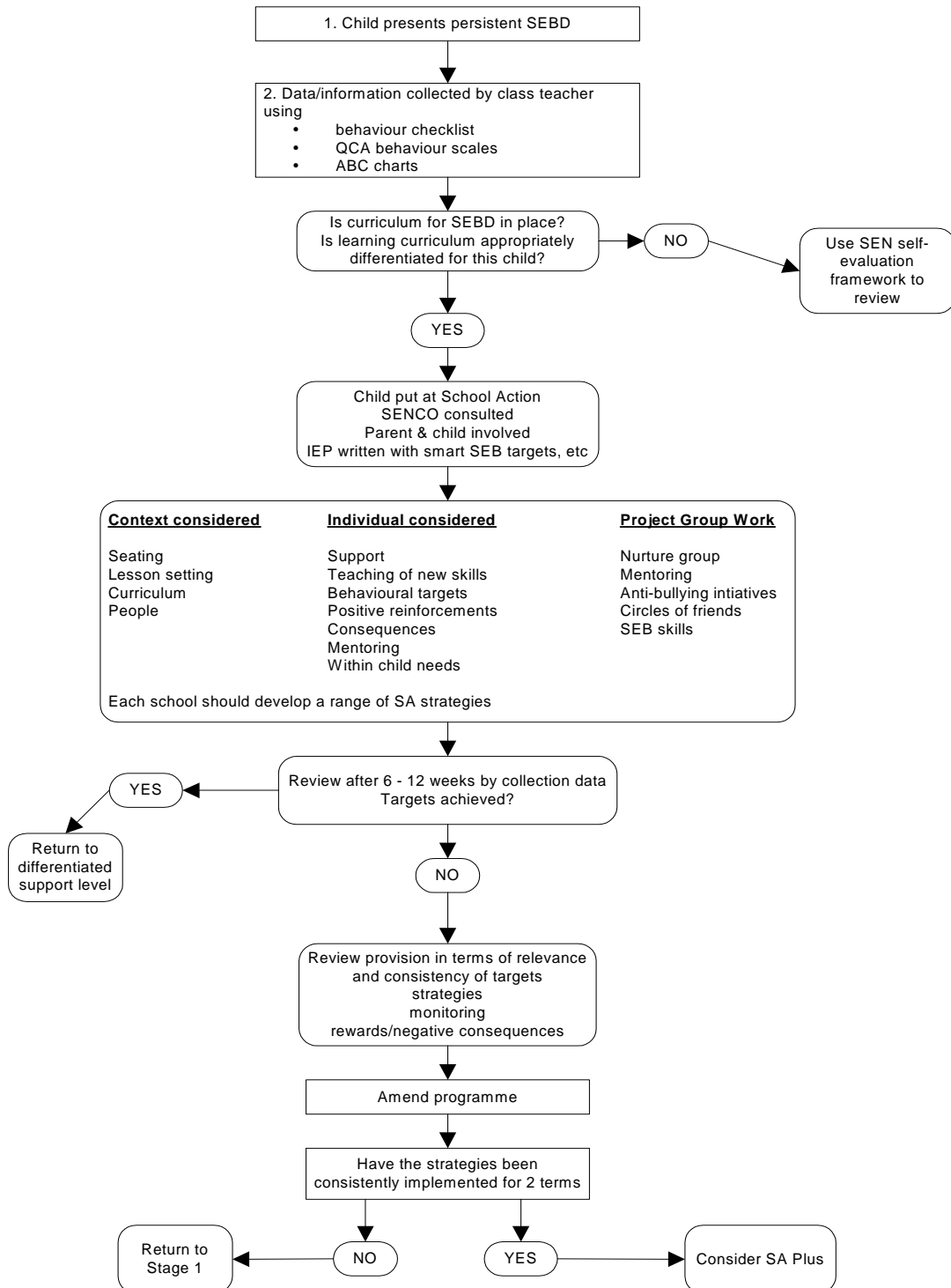
- All critical incidents should be recorded in a separate Critical Incidence Register.
- children should be held on the register in the four categories
- for a month in the case of the first two categories,
- a term in the case of the third and ...
- a year in the case of the fourth category

With regard to categories three and four, a teacher should not be required (although (s)he may volunteer) to teach a child guilty of assault on that teacher, whilst on the register.

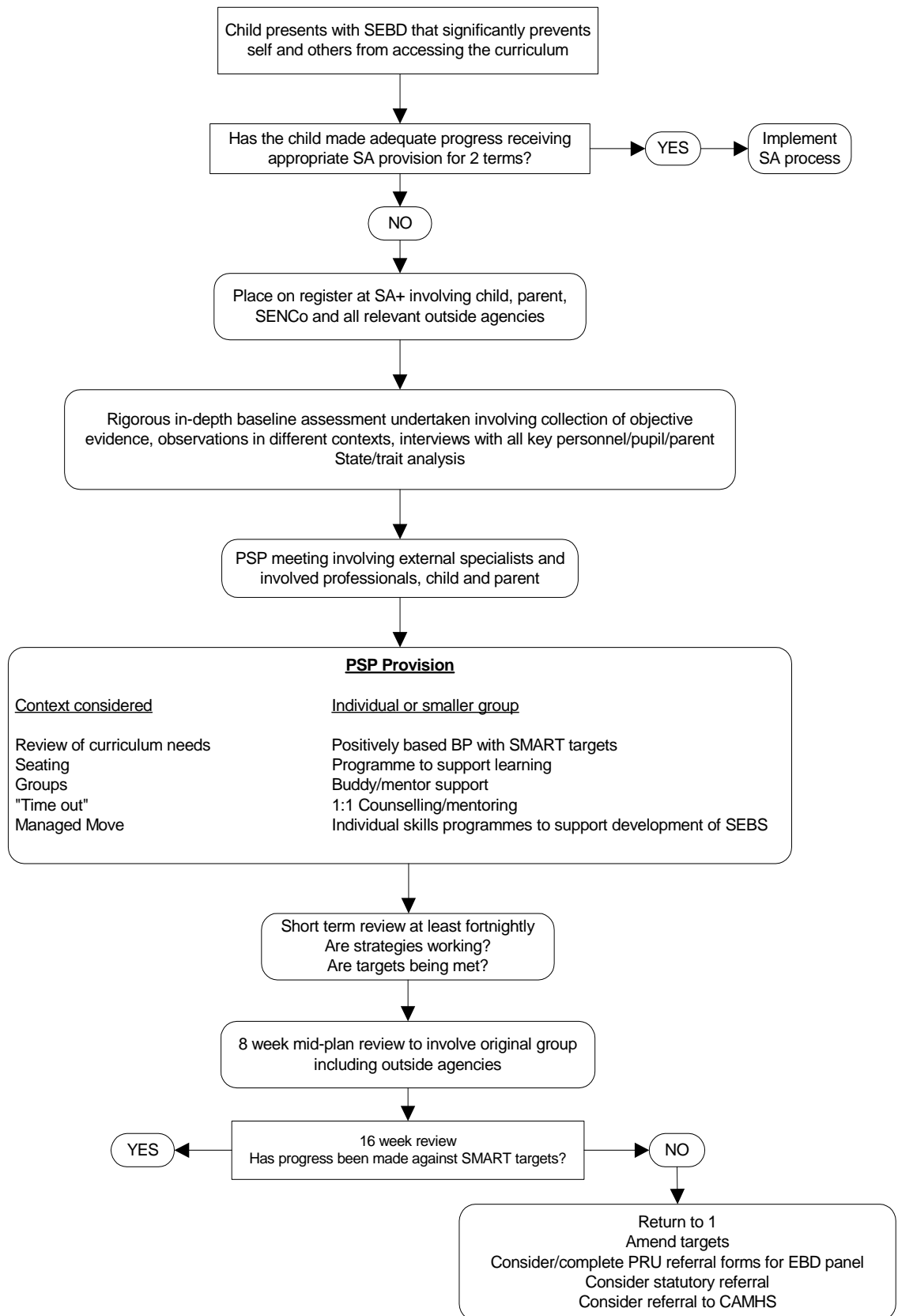
The above has been provided by the combined teaching unions for consideration.



**3.6 FLOW CHART OF THE "SCHOOL ACTION" PROCESS FOR PUPILS WITH SEBD**



**3.12 FLOW CHART OF THE "SCHOOL ACTION PLUS" PROCESS FOR PUPILS WITH SEBD**



**Advice and Guidance to  
Schools  
and  
Local Authorities**

**on**

**Managing Behaviour and  
Attendance:  
responsibility for  
educating pupils out of  
school and re-integrating  
them into school**

1. Pupils who have been out of the school or accessing external services will require support to reintegrate successfully. This document replaces the advice to schools and local authorities that was provided in circulars 10/99 and 11/99.
2. Failure to provide the appropriate support can result in a re-emergence of the original problems. These mechanisms can include mentoring, personal tutors, learning support units, alternative curricula and pastoral support programmes. However, it should be noted that support is also needed when pupils reintegrate to the main school from these services.
3. Further information is available in “The Reintegration of Children, Absent, Excluded or Missing from Education” (DfES, 2004) and “Improving Behaviour and Attendance: Guidance on Exclusion from Schools and Pupil Referral Units” ([DfES/0354/2004](#)).
4. LAs' responsibilities towards pupils excluded from school are to:
  - ensure that, where possible, pupils are quickly re-integrated into mainstream schools; and
  - ensure all pupils excluded for more than 15 days receive suitable full-time education.

LAs should look carefully at how to meet this commitment by making best use of the resources available.

## **First steps for the LA following permanent exclusion**

Once a permanent exclusion has been upheld at the governors' meeting, the LA should arrange to assess the pupil's needs and how to meet them (though the exclusion might still be overturned on appeal). If necessary, the LA can make interim arrangements pending a fuller assessment for which more time is needed. Information provided by the excluding school will be key in assessing the pupil's needs. The excluding school should tell the LA as quickly as possible:

- the reasons for exclusion;
- the pupil's educational achievements;
- the steps taken to address the pupil's behavioural problems including information about other agencies involved; and
- whether the pupil is on the SEN Code.

Arrangements may either be made by a named LA officer or a re-integration panel. Authorities are encouraged to use a panel but where they opt not to do so they must ensure that all relevant interests are consulted.

## **Re-integration panels**

Panels may either deal only with exclusions or be responsible for co-ordinating services for all children out of school. Membership of a panel



might include:

- education welfare officers;
- social services, if applicable (especially if the child is looked after by the authority or on the child protection register);
- educational psychologists;
- staff from PRUs, or other providers of education outside school e.g. FE colleges;
- admissions and SEN policy staff;
- head teachers; and
- representatives of ethnic minority communities.

LAs should balance the desirability of representing all relevant interests with the need to have a panel that can meet quickly after an exclusion. Other services such as the Youth Service, Careers Service, Youth Offending Team and the Child and Adolescent Mental Health Service and community interests might be invited to join where appropriate. A named LA officer should take forward agreed action for each child.

LAs should decide how to run a panel. It may be more effective to have a core panel to take quick action and engage parents and children, with the larger panel meeting less often to monitor and review progress.

## **Involving and supporting parents**

LAs should [involve the parents](#) at an early stage in discussions about alternative school places, although the LA has the power to direct a school to admit a child. Some parents may apply for a place at another school without involving the LA, although they may often benefit from LA advice and help with the application. Helping parents find a school which suits the child's needs will also benefit the LA by improving the chances of successful re-integration. The parents should be kept in touch with progress.

LAs should also consider revising admissions procedures to allow parents to select more than one preferred school and apply simultaneously as this can speed up the re-integration process. The LA should encourage schools to co-operate to spread the burden of re-integrating excluded pupils in the area.

Parents of children out of school may feel isolated. The LA may want to offer the family extra support, such as a resource room or parenting skills training and how to achieve this, perhaps with other agencies.

## **Individual re-integration plans**

The panel or LA staff member arranging education outside school must draw up an individual re-integration plan for each excluded child. A re-integration plan should take into account the context and culture of the pupil. The LA should discuss this with the parents, child and school to which the child will return, and agree action with them. The plan should include:

- steps to be taken for re-integration into school;
- dates for the LA officer to review the re-integration plan (at least monthly);
- the name of the school to which the child will return;
- a programme of re-integration with the named school; and
- the target date for return to school.

The plan should cover pastoral and educational targets for re-integration, with targets for increasing contact with the school, college or training provider.

This plan should be in place within a month of the governors upholding the exclusion. It may need refining or further detail once the child is being educated out of school. It should be attached to the child's Individual Education Plan, Pastoral Support Programme, or both.

At review the LA should amend the re-integration plan to include action by a PRU or other provider to address the pupil's problems, and to ease a smooth return to mainstream or special school, or transition into post-16 education and training.

## **Further Education colleges**

For pupils at Key Stage 4, a link with a college may be more appropriate than school. For such pupils, a re-integration plan would not be appropriate and a transition plan setting out action to manage the transition post-16 should be drawn up instead. An FE college can provide part-time or full-time further education or secondary education. The different atmosphere and older peer group can motivate some young people disaffected with school. LAs may be able to arrange tailored motivational programmes with a college. Part-time programmes may help disaffected young people. The LA remains responsible for educational provision for pupils under 16.

Local authorities have the ultimate responsibility for alternative provision such as this and must have regard to "Guidance to LAS. PRUs and Alternative Provision" ([LEA/0023/2005](#)).

## **Glossary of abbreviations**

SEBD	-	Social, emotional and behavioural difficulties
SEN	-	Special Educational Needs
IDS	-	Integrated Disability Service
ASRS	-	Assessment, Statementing and Review Service
LABSS	-	Learning and Behaviour Support Service
PRU	-	Pupil Reintegration Unit
EPS	-	Educational Psychology Service
CAMHS	-	Children and Adolescent Mental Health Services
PSP	-	Pastoral Support Plan
SEAL	-	Social Emotional Aspects of Learning
SEP	-	Senior Educational Psychologist
PEO	-	Pupil Exclusions Officer
SENCO	-	Special Educational Needs Co-ordinator