Introduction

Literature suggests that permanent exclusion from school is associated with wider social exclusion from society. Not only is alternative provision costly but some has also been deemed ‘inadequate’ in different parts of the country. Permanent exclusion is often associated with long periods without education, under achievement and reduced employment opportunities, isolation, inaccessibility to social resources and entry into crime. Clearly, it would be advantageous to society as a whole to reduce exclusion where possible. (Reference: Education, Exclusion & Citizenship Carl Parsons 1999/ Experiencing Exclusion Eva Pomeroy 2000).

The DfE’s Guidance ‘Exclusion from maintained schools, Academies and pupil referral units in England – A guide for those with legal responsibilities in relation to exclusion’ (September 2012) states that ‘disruptive behaviour can be an indication of unmet needs. Where a school has concerns about a pupil’s behaviour it should try to identify whether there are any causal factors and intervene early in order to reduce the need for a subsequent exclusion. In this situation schools should give consideration to a multi-agency assessment that goes beyond the pupil’s educational needs.’

Bedford Borough, with key partners, is committed to providing appropriate support to schools and individual pupils so that permanent exclusions can be avoided wherever possible
**Stages of support and intervention**

The support available for a pupil with challenging behaviour can be depicted as in the diagram below (Figure 1). This maps out the support that schools, the Local Authority and partners each provide. Each of these blocks lists wide ranging support initiatives designed to deliver positive behavioural change and positive learning outcomes for pupils, families and school communities. This diagram clearly illustrates the need for multi agency input and the collective responsibility of the community.

**Figure 1 - Support to pupils across the spectrum of need**

<table>
<thead>
<tr>
<th>Block 1: Universal Support</th>
<th>Block 2: Targeted Support</th>
<th>Block 3: Specialist Support</th>
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</thead>
<tbody>
<tr>
<td>- Effective differentiated teaching of the curriculum</td>
<td>- Classroom adjustment</td>
<td>- School behaviour partnerships</td>
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<tr>
<td>- Consistent application of school routine and policies</td>
<td>- Increased curricular differentiation/flexible access to the curriculum</td>
<td>If pupil has EHCP hold early review or emergency interim review</td>
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<tr>
<td>- Clear management responsibilities</td>
<td>- Additional group support</td>
<td>Contact Inclusion Support Team</td>
</tr>
<tr>
<td>- Pastoral support structures</td>
<td>- Initiate Support Plan or PSP</td>
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<tr>
<td>- Behaviour policies and anti-bullying</td>
<td>- Baseline assessments/observations by teachers</td>
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<tr>
<td>- SEAL – implementing guidance</td>
<td>- SENCo input/SEND provision mapping</td>
<td></td>
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<tr>
<td>- Implementing advice and guidance from all Children’s Services</td>
<td>- Nurture group placement/Learning Mentors</td>
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<tr>
<td>- Pupil progress meetings, data analysis</td>
<td>- Consider CAF assessment/referral</td>
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<td>- TA in class support</td>
<td>- Parenting contracts and regular communication with parents</td>
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<tr>
<td>- Visual, auditory and kinaesthetic learning opportunities</td>
<td>- Individual bespoke support programmes</td>
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<td></td>
<td>- Professionals meetings – implementation of external advice</td>
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<td></td>
<td>- Revision of support plan/PSP targets</td>
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<td>- 14-19 personalised learning</td>
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<td>- School’s guidance to graduated response</td>
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<td></td>
<td>- Peer mentors</td>
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<td></td>
<td>- Counselling</td>
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<td>- Transition support plans</td>
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<td>- Additional tailored aids, including the use of ICT</td>
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<td></td>
<td>- Careful tracking and monitoring of interventions</td>
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<td></td>
<td>- Implementation of individualised provision map</td>
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<td></td>
<td>- Gather and consider evidence for Education, Health and Care Needs Assessment</td>
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<td></td>
<td>- Request and if agreed Implement Education, Health and Care Plan and hold Annual Reviews.</td>
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</tbody>
</table>

**SCHOOL’S CONTRIBUTION**

Pupils across this spectrum can be at risk of exclusion at any stage

<table>
<thead>
<tr>
<th>Stage 1 Early Intervention</th>
<th>Stage 2 Pupils and schools require increasing targeted support within school</th>
<th>Stage 3 Intensive Support</th>
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</thead>
<tbody>
<tr>
<td>Block 1: Universal Support</td>
<td>Block 2: Targeted Support</td>
<td>Block 3: Specialist Support</td>
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<tr>
<td></td>
<td>- Whole school advice and training on universal behaviour issues</td>
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<td>- SENCo training</td>
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<td>- TA training</td>
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<td>- SEAL (Social Emotional Aspects of Learning) training and coaching</td>
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<td>- Whole staff advice on specific behaviour issues delivered by support staff</td>
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<td>- School Challenge and Intervention Team 0-19</td>
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<td>- Education Welfare Officers</td>
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<td>- Behaviour Support input – Student Support Service Panel</td>
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<td></td>
<td>- Individual pupil monitoring</td>
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<td></td>
<td>- Advice and training – advisory staff across a range of support teams such as Psychology Team and Personal Advisers</td>
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<td></td>
<td>- SENCo training</td>
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<td></td>
<td>- Advice, training and short term behaviour support for individual pupils from Inclusion Support Team</td>
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<td>- Guidance for parents to support their children’s engagement with education</td>
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<td>- Monitoring and support of individual pupils by EWO</td>
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<td>- Advice on PSP</td>
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<td>- Parent Partnership</td>
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<td>- Targeted TA training</td>
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<td>- Emotional literacy</td>
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<td>- Family Support Workers</td>
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<td>- Referral to resource panels</td>
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<td></td>
<td>- Input from Social Care teams</td>
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<td>- Managed moves</td>
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<td>- Management Advice on implementing of statement/EHCP</td>
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<td>- Advice on PSP</td>
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<td>- Further input and assessment from specialist support services such as Psychology Team</td>
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<td>- Input and assessment from CAMHS</td>
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<td>If child has statement/EHCP – additional support, specialist placement, Annual Review</td>
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<td>At Risk</td>
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<td>- Inclusion Support Team involved to consider options</td>
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<td></td>
<td>- Managed move</td>
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<td>- Referral to resource panels such as BAP</td>
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<td>Alternative Options</td>
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</table>
Further information and guidance on any of these measures can be found by emailing studentsupport@bedford.gov.uk

**Stages of support schools should access before considering Permanent Exclusion**

In Bedford Borough, key education support services around a child with disruptive behaviour in school are placed in one service structure: Student Support Services, Education Division see figure 2 below.

**Figure 2 - Student Support Services, Education Division**

Schools should, where possible, endeavour to work their way through the following stages of intervention:

**Stage 1: Early Intervention**

Pupils displaying a low level of challenging behaviour should be supported through the school’s own expertise, skills and knowledge base and delegated financial resources. Interventions should be coordinated through a behaviour management plan, a Support Plan or a Pastoral Support Plan (PSP) as advised in the Special Educational Needs and Disability (SEND) Code of Practice and reviewed regularly in a multi-agency context. Targets and strategies for appropriate behaviour need to be identified, implemented and reviewed by the school. It is good practice to identify a Lead Professional or Key Worker at this stage. If a CAF has not already been completed it may be necessary to complete
Stage 2: Additional Educational Resources

If it is identified that additional resources are required to support a vulnerable child a Request for Student Support Services Involvement form should be sent to studentsupport@bedford.gov.uk. The submission should include a clear plan for the support requested specifying how the school is using current resources to support the pupil. Requests might include support to prevent exclusion or parenting support. Resources will be allocated and reviewed at the appropriate panel.

Stage 3: Inclusion Support Team (IST)

In cases where the interventions referred to above have not resulted in improved behaviour and a pupil is at significant risk of exclusion, the school should contact the Inclusion Support Team (IST).

The IST is a small team comprising of specialist staff including:

- Senior Inclusion Support Officer
- Inclusion Support Officer
- Parenting Support Officer
- SEBD Area Adviser
- Behaviour Support Worker

The Inclusion Support Team (IST) works together with children and young people (particularly those regarded as vulnerable or with special needs), schools, parents/carers and other support services. The IST operate in the context of promoting inclusion and raising standards, particularly through the implementation of the Education Act 1996, the Equality Act 2010 and the SEND Code of Practice, as well as supporting the priorities of Bedford Borough in terms of raising educational achievement.

The services the IST offer include:

- Specific specialist advice
- 1:1 and small group work with individual pupils
- Liaison with professionals from other agencies and parents to resolve issues
- Training
- Support for schools to assist in managing provision
- Encouraging working in partnership with parents
- Promoting full-time education
- Signposting to relevant services
- Parenting support
- Oversight and administration of the Fair Access Protocol
- Advice to Headteachers, families and governing bodies with regards to exclusion processes.
- Representation for the Local Authority at Governing Body Disciplinary hearings and Independent Review Panels.
- Broker advice on alternative provisions

Stage 4: Intensive Crisis Support

Should a situation arise whereby Stage 1 & 2 interventions have been implemented but a pupil still remains at major risk of permanent exclusion, the Head teacher may need to consider calling an emergency professionals meeting (or urgent interim review if the pupil has an Education Health Care Plan). The Inclusion Support Team (IST) will aim to support this meeting or to provide advice, typically within 48 hours of a Head teacher making contact.

The meeting should consider all possible options that can be implemented in order to prevent a permanent exclusion. This, for example, may include the allocation of more concentrated resources into the school from local authority support services. The school may also consider alternative education provision, based on the needs of the pupil and where this is appropriate and lawful.

It is of course crucial that the student’s parents, carers and or social worker are involved in this process and they should be involved in meetings held at the school.

If the school believes that it has exhausted all alternatives and accessed all support available at Stages 1 & 2 and wishes
to proceed to permanent exclusion, the Head teacher should consult the Inclusion Support Team immediately. (See contacts below)

There will be some instances where the Head teacher, in consultation with the Inclusion Support Team decides that the permanent exclusion can be avoided. However, in cases where an appropriate alternative cannot be found, the Head teacher should issue notice of permanent exclusion and set a date for the School Governors to meet. Please see appendix C for guidance from DfE on exclusion processes.

David Roberts  Senior Inclusion Support Officer : 01234 276809

Fran Cox  Inclusion Support Officer
Appendix A: Bedford Borough Panels

The Local Authority operates a number of panels, attended by experienced Children’s Services Managers and other professionals. Key panels include can include Head teachers and delegated school staff to discuss and authorise levels of support, allocate resources and determine placements.

This appendix gives a brief description of each panel.

- **BAP : Bedford Allocation Panel**
- **JAP : Joint Agency Panel**
- **SEND Panel**
- **Student Support Services Panel (Formerly Education Support Panel)**
- **FAP: Fair Access Protocol Panel**

**BAP & JAP: Bedford Allocation Panel and Joint Agency Panel**

These panels are responsible for agreeing high level family support, therapy and education packages. JAP can agree joint funding which enables multi-agency packages of support to be developed and delivered. This can provide appropriate services which may allow a child to remain living within the Borough when they would have previously accessed out of Borough provisions. These panels ensure all allocated services are reviewed on a regular basis and play an important role in enabling more children and young people to remain living at home or in their local community.

Decisions on allocating resources are based on the assessed needs of the child. There are a number of assessments that are used to identify the needs. The two most common are the Common Assessment Framework (CAF), a standardised approach to conducting an assessment of a child’s additional needs and deciding how these needs should be met, and the Core Assessment which is a multi agency assessment of the social care needs of a pupil enabling panels to have a clear analysis of the holistic needs of the child.

**The SEND Panel**

This panel considers requests for the initiation of a Statutory Assessment in line with Bedford Borough’s Criteria and as outlined in the SEND Code of Practice. Schools and relevant nursery education providers have the right to ask the Local Authority to conduct a statutory assessment (or reassessment) of a child’s educational needs. After consideration of this initial evidence, the Local Authority will decide whether it is appropriate to proceed further and initiate a statutory assessment. The Panel also considers all Special School and Specialist Provision Placements and requests for Additional Funding when new or additional needs have been identified through the Annual Review process.

**Student Support Services Panel**

The panel will discuss and allocate education support for pupils requiring support in school across the spectrum of need. The panel will look at additional support for schools to develop more inclusive mainstream practices rather than excluding pupils or placing them out of their school community for periods of time. They will signpost to other sources of support and weekly BAP and JAP panels. The forum will also facilitate access to advisory professionals such as the Advisory Teachers for ASC, Behaviour Support Worker and Advisor and Educational Psychologists.

**FAP: Fair Access Protocol Panel**

The Fair Access Protocol Panel is a partnership between schools and the Local Authority. The panel’s primary purpose is to ensure that pupils covered by the Fair Access Protocol (including permanently excluded pupils) are allocated school places in a timely manner.

Although Managed Moves are not covered by the Fair Access Protocol, schools in Bedford Borough have also agreed to use the panel as the forum for allocating placements for pupils being considered for Managed Moves.
Appendix B: Responses to Challenging Behaviour

Responses to Challenging Behaviour

- Pupil exhibits challenging behaviour
  - Support Plan or Pastoral Support Programme
    School based intervention involving a short/practical target led plan to support the pupil to manage their behaviour. This should be multi-agency and be reviewed after approximately 8 weeks.
  - Early Intervention
    Pupils who are displaying low levels of challenging/disruptive behaviour should be supported through the school's delegated resources, expertise, skills and knowledge base. Support should be directed through an Individual Education Plan or a Pastoral Support Program. If necessary, a multi-agency plan should be devised and a Lead Professional appointed. Meetings with parents enable contributory factors to be identified and strategies agreed.

- CAF
  If a CAF has not already been completed professionals may feel it necessary to complete one. If there is a CAF in place it may need to be updated in light of the current situation.
  The submission of the CAF must include a clear plan for the support requested and information on how the school is using current resources to support the pupil.
  The submission for resources must indicate the nature of the support requested, targets for support and success criteria. Resources will be allocated and reviewed at the appropriate panel. If a child is Looked After, then a CAF is not required.

- School's Action
  Baseline assessments by SENCo/teachers. If pupil has Education Health and Care Plan hold interim or annual review.

- Training
  Access to advice and training (see contacts below).

- Contact Children's Services
  It may be appropriate to make a referral to a relevant team to assess a pupil's support needs within the school setting. (See useful contacts below).

- No → Have the strategies implemented at Stage 1 been successful?
  - Yes

- Stage 2
  Additional Education Support via Student Support Services Panel
  Should any additional support be required for a vulnerable child, a Request for Student Support Services Involvement form should be sent to studentsupport@bedford.gov.uk detailing an analysis of the needs of the child and what is requested. Forms and guidance on the process are also available from the Inclusion Support Team (IST). Requests may include: • Support to prevent exclusion • Parenting support • Behaviour Support • Staff Training (Please note, certain interventions may have cost implications for Academies)

- No → Have the strategies implemented at Stage 2 been successful?
  - Yes

- Stage 3
  Inclusion Support Team (IST)
  In cases where the interventions referred to above have not resulted in improved behaviour and a pupil is at significant risk of permanent exclusion, the school should contact the Inclusion Support Team (IST). They will give professional support and signpost involvement from other services.

- No → Have the strategies implemented at Stage 3 been successful?
  - Yes

- Stage 4
  Response through Inclusion Support Officers
  If a pupil becomes very close to a permanent exclusion, either due to a one-off incident or because previous interventions in stages 1, 2 & 3 have been implemented but have not been successful, the Head teacher should contact the Inclusion Support Team. A meeting should be set within 48hrs of contact. The meeting should consider all possible options to avoid a permanent exclusion and formulate a robust, intensive plan to be implemented in order to support the child’s placement in school.

- No → Have the strategies implemented at Stage 4 been successful?
  - Yes

Useful contacts

- Head of Student Support & Principal Educational Psychologist: 01234 276397
- CAF Co-ordinator: 01234 718700
- Inclusion Support Team (IST): 01234 276809
- Exclusions Data and Reporting: 01234 228642
- Special Educational Needs & Disability Team (SEND): 01234 228375
- Psychology Support Team: 01234 228693
- Sensory and Communication Support Team: 01234 300710
- Multagency Support Hub: (MASH): 01234 718700
- Early Years Support Team: 01234 290770
- Locality Network Panels: multagency@bedford.gov.uk
- Education Welfare: 01234 228304
- General Queries: 01234 228693 studentsupport@bedford.gov.uk
Appendix C: DfE Exclusion Processes

Head teacher or acting head decides to exclude permanently

Notify the parent immediately ideally by telephone, followed by a letter. Notice must be in writing and state all the required facts underlined in the guidance Part 3

Governing body and the LA must be informed within one day (and the ‘home’ LA if different)

Provision must be made by the LA from the 6th school day of exclusion

On receiving notice of the exclusion, the governing body must convene a meeting between the 6th and the 15th school day after the date of receipt of the notice to consider the exclusion. They must invite the parent, the head teacher and an LA officer. They should circulate, at least 5 days before the meeting any written statements (including witness statement) and a list of attendees.

The governing body might ask the LA officer for advice but must take its decision alone, asking the other parties to withdraw. Only the clerk may stay.

The governing body must inform the parent, the head teacher and the LA officer of its decision in writing within one school day of the hearing, stating the reasons. They must also state the last day for requesting a review and explain that the grounds for the review must be set out in writing. A copy of the letter should be placed on the pupil’s school record with copies of relevant papers.

The LA should write to the parent with 3 working days of the meeting indicating the latest date by which a request for a review may be lodged and how and whom to appeal to. Parents have the right to a review even if they did not attend the meeting

If parent requests a review within the time limit, a review panel should aim to meet no later than 15th school day after the day on which the request was lodged. For detail, see the appeal flowchart

If the exclusion is upheld, delete pupil from the admission or the attendance register only after the review process has been completed
**Contact parent:** The head teacher should ensure that a parent/carer has been contacted immediately, ideally by telephone and is available, if appropriate, to arrange collection and supervision of the pupil. The child’s welfare must always be the prime consideration.

**Lunchtime exclusion:** Pupils who are disruptive during the lunch time may be excluded just for the duration of the lunch time. Lunchtime exclusion will count as half a day for statistical purpose and for parents to make representation but are not counted in the school’s 6th day duty to provide full-time.

**Exclusion during morning session:** the exclusion takes effect from the afternoon session, notice must be given to the parent before the start of the afternoon session.

**Exclusion during afternoon session:**
- If the exclusion takes effect from the next school day. Notice to the parent must be given before the start of that school day.
- If the exclusion takes place from that afternoon, the notice must be given at the end of the afternoon session.

**Written notice:** The head teacher must give a written notice to the parents informing them of:
- the precise period and the reasons of the exclusion;
- the parent’s duties during the first five days;
- the parents right to make representation to the Governing body and how the pupil may be involved in this;
- The person the parent should contact if they wish to make such representation;
- The arrangement made by the school to set and mark work for the pupil during the initial 5 days of the exclusion;
- if relevant, the school day on which the pupil will be provided with full-time education; and
- if relevant details of a reintegration interview.

The head must inform the Governing Body if a pupil is being excluded for more than 15 days in any one term. Pupil’s can excluded for one or more fixed periods, which when aggregated, do not exceed 45 school days in any one school year.

**Educational provision during the exclusion:**
- The school has a duty to arrange suitable full-time educational provision from and including the 6th consecutive day of the exclusion.
- Where a Looked After Child is excluded provision should be in place from the 1st day of exclusion.

**Reintegration interview:**
The head teacher or a senior member of staff should arrange and conduct a reintegration interview with a parent and the pupil at the end of the exclusion at a date and time convenient for the parent on the school premises.
The notice for a reintegration interview must be given no later than 6 school days before the date of the interview (it can be combined with the notice of the exclusion). If the parent fails to attend, the school must keep a record of the failure as well as any explanation given as it can be one factor taken into account in the Magistrates’ Court when deciding whether to impose a parenting order.

Primary: School must offer a reintegration interview after any exclusion
Secondary: School must offer a reintegration interview for an exclusion of 6 or more school days.

If the school or the LA considers that parental influence could be better brought to bear in the behaviour of the pupil, a parenting contract may be offered. If the parent fails to engage with the school or LA in attempting to improve the child’s behaviour, the school or LA may consider applying to the Magistrate’s Court to compel the parent to comply with certain requirements. See related guidance.
Trigger point for Pupil at risk is established

Has early intervention been put into place?

Consider options such as: restorative justice, mediation, managed move, internal exclusion

Have Alternatives to exclusions been considered?

Head teacher or acting head teacher decide whether a permanent or a fixed term exclusion is appropriate

- have ensured that a thorough investigation has been carried out;
- consider all the evidence available to support the allegations, taking into account the school various policies and where applicable, the race relation act and the disability discrimination act;
- allow and encourage the pupil to give his version of the events;
- Check whether the event might have been provoked, for example by bullying or sexual or racial harassment;
- Keep a written record of the action taken (and copies of records made by other members of staff) including any interviews with the pupils concerned. The statements must be dated and signed whenever possible; and
- If necessary, consult others, but not anyone who might have a role in reviewing the decision.

No

No

Yes

Yes