

# **Appendix 3**

## **Additional Policies**

**2022**

# Education Other than at School (EOTAS) Policy

**August 2022**



Cyngor Bwrdeisdref Sirol

**Blaenau Gwent**

County Borough Council

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## **Introduction and Context**

Blaenau Gwent County Borough Council believes that for most children in Blaenau Gwent the best place to undertake their education is in their local mainstream school. It is recognised that schools have to respond to a diverse range of pupil need and they do require help and support from other agencies, including the Local Authority. There will, however, be a small but significant group of children who cannot be educated in school. Children sometimes require education outside school because of illness, injury or clinically defined mental health issues. In addition, there are a number of children with behavioural issues. The situations of these children and young people will vary widely but they all run the risk of a reduction in self-confidence and educational achievement.

Where a child is not electively home educated, a key priority for the Local Authority is returning these children to school as soon as they are able to do so, therefore EOTAS provision should not be seen as a long-term solution.

This policy details the arrangements through which the Local Authority meets these requirements.

It should be noted that children and young people with statements of Special Educational Needs/Individual Development Plans are overrepresented in EOTAS provision.

## **Legal Background**

The Education Act 1996: Section 19 states that. "Each local education authority shall make arrangements for the provision of suitable education at school or otherwise than at school for those children of compulsory school age who, by reason of illness, exclusions from school, or otherwise, may not for any period receive suitable education unless such arrangements are made for them".

## **Excluded Pupils**

For a fixed-period exclusion of more than fifteen school days, the governing body must arrange suitable full-time education for any pupil of compulsory school age. This provision must begin no later than the sixteenth day of the exclusion. Schools will need to contact the local authority to start discussions as soon as possible so that suitable education can be considered.

For permanent exclusions, in compliance with the Education and Inspections Act 2006, the Local Authority must arrange suitable full-time education for the pupil to begin no later than the sixteenth day of the exclusion.

In addition, where a pupil has a Statement of Special Educational Needs (SEN) or a Local Authority Individual Development Plan (IDP) plan the Local Authority needs to ensure that an appropriate full-time placement is identified in consultation with the parents who retain their right to express a preference for a

maintained school that they wish their child to attend or make representations for a placement in any other school.

Excluded learners should only be educated outside mainstream schools where there are significant problems that are better addressed in a different environment. Where this is the case, the Vulnerable Pupil Panel will discuss the learner and consider the most appropriate provision. This could be a turn-around placement at the River Centre, or a bespoke package where cost-effectiveness, quality and provision is appropriate to the learner's needs.

## **Full-time and Appropriate Provision**

Part-time provision is often inadequate to meet the educational needs of excluded learners and to ensure continuity of education. It also leaves some of these learners unsupervised for significant periods of a normal school day. The LA, therefore, aims for all learners to receive full-time education 15 days after being excluded, either at another school or, where necessary an alternative provision. Where learners may have become so disengaged from education, or their current circumstances may be such, that a rapid reintroduction to full-time education is unlikely to prove successful a plan will be drawn up specifying how the move to full-time education is to be achieved.

Full-time means that the amount of supervised education should mirror that provided by mainstream schools in the area. An average school week might amount to some 25 hours; so excluded learners should receive around five hours of supervised education or other activity a day. A full timetable for an excluded learner may, however, look significantly different from that provided in a mainstream school.

## **Supporting Learners with Healthcare Needs**

In 2018 Welsh Government published statutory Guidance – 'Supporting Learners with Healthcare Needs'. It provides comprehensive guidance to local authorities and related services. Roles and responsibilities, including those of the local authority and school, are outlined in detail. This policy should be read alongside this guidance and any future relevant guidance.

The LA is responsible for ensuring that pupils with health needs are not at home or in hospital for more than 15 working days without access to education: this may be consecutive or cumulative with the same medical condition. If the pupil is a patient at hospital, they will usually receive education on the ward from the onsite Hospital Teacher as soon as they are fit enough to do so. Effective liaison with medical professionals will ensure that there is a minimum of delay in starting appropriate support for those pupils not admitted to hospital.

The LA will arrange suitable education for children of compulsory school age who, because of illness, would otherwise not receive suitable education.

The LA is responsible for ensuring that there is a named senior officer with responsibility for the provision of education for children who are unable to attend school because of medical needs. In this Local Authority the officer is the Service Manager - Inclusion.

Educational provision for pupils who are physically ill or injured is the responsibility of all schools and education services. Provision for tuition is made through the River Centre. Where the child has a mental health condition, which requires a small group setting this will be provided at Ty Afon if the entry criteria is met. It is important to note that Ty Afon is not a dedicated EOTAS provision.

The current entitlement of medical tuition is as follows:

- Pupils who have not yet reached statutory school age i.e. the beginning of the term after the 5th birthday is achieved - no provision is made
- Pupils, from the beginning of the term after the 5th birthday is achieved, to the end of Year 10, 1 hour per day (up to 5 hours per week)
- Pupils in Years 11, 2 hours per day (up to 10 hours per week)

The provision may include use of more than one teacher, on-line learning, cluster groups etc. Clear lines of communication operate to ensure that a pupil absent from school due to medical needs for more than 15 school days consecutively is not left without education.

Parents and pupils will be consulted before teaching begins. In order to support reintegration back into school at the earliest opportunity and reduce isolation, tuition will only take place in the home as an exception and may include an element of on-line learning.

Children receiving education outside of school should do so in the most appropriate setting to their needs. Pupils will be taught in groups wherever possible according to their medical needs to provide a more rounded education and social experience.

Teaching at home will only be carried out if there is an agreed "named adult" also in attendance and the appropriate risk assessment identifies safe practice for all. On-line tuition will be provided where appropriate, including the establishment of on-line links to the pupil's school to support social inclusion and maintain friendship groups. The pupil's experience will be an extension of their school experience and will seek to maintain their studies and social contacts with the schools (as their medical condition allows).

Close liaison and sharing of information will be maintained by the pupil's school with the pupil's, school and other key professionals, which will include some or all the following, medical professional, Educational Psychologists, Education Welfare Officers, Tuition Service and Careers Wales.

Provision will be reviewed on a half termly basis and will be integral for long term planning for the education provision for the child. Where the child has a mental health condition and a pupil has been offered a place at Ty Afon, the provision will be a full-time placement, initially for 5 weeks with fortnightly reviews.

Transport will be provided to the educational setting if outside of the home in line with the LA's Home to School Transport Policy.

The pupil's experience will be an extension of their school experience and will seek to maintain their studies and social contacts with the schools (as their medical condition allows).

Close liaison and sharing of information will be maintained by the pupil's school with the pupil's teacher from the school and other key professionals, which will include some or all the following, medical professional, Educational Psychologists, Education Welfare Officers, Tuition Service and Careers Wales.

It is recognised that, whenever possible, pupils should receive their education within their mainstream school and the aim of the provision will be to reintegrate pupils back into mainstream education at the earliest opportunity as soon as they are well enough. Arrangements for reintegration will be discussed with school staff and each child will have a personalised reintegration plan.

The Tuition Service and Ty Afon should make reasonable adjustments to alleviate disadvantage faced by children with disabilities, and plan to increase the children's access to their school and their curriculum. They will also maintain good links with the child's home school and, through regular reviewing, involve them in decisions concerning the educational programme and pupil progress. This should also include social and emotional needs, for example ensuring that learners feel fully part of their school community, are able to stay in contact with classmates, and have access to the opportunities enjoyed by their peers.

The pupil's school should be aware of its continuing role in the child's education whilst they are not attending. For example, through providing relevant assessment information and liaising with the relevant Tuition service or Ty Afon staff over planning and examination course requirements where appropriate and ensuring that there is a named teacher within school who can co-ordinate and support these links.

The pupil's school must also work closely with the provider to prepare Key Stage 4 pupils for their transition into post 16 education, employment, or training – this would be under the umbrella of careers guidance.

All pupils will remain on roll of their home school and the prime responsibility for their education lies with that school. The process to refer to Ty Afon or the Tuition service is via the Vulnerable Pupil Panel.

The panel paperwork is sent to the Senior Education Welfare Officer by the school with the attached medical advice. The advice confirming that a pupil is medically unfit for school must be completed by a Community Paediatrician, Consultant or Child and Adolescent Mental Health Consultant. Once the referral has been received the Local Authority will work with the pupil's school to put appropriate education in place within the 15 days as stated in the WG guidance.

As soon as educational support via the relevant route has been agreed, schools are required to provide baseline assessment information and curriculum plans to

inform the planning of educational provision. This information, along with advice from medical professionals, will ensure that the education provided is effectively matched to the child or young person's unique needs.

The education provided should be tailored to the learner's individual educational needs and the impact of their medical condition on their ability to access education. Use of baseline assessment information from the home school will inform individual education plans, which should be suitable and flexible enough to be appropriate to the learner's needs. The nature of the provision should also reflect the demands of what can be a changing or fluctuating medical condition.

Schools are responsible for monitoring the quality of the provision for the individual learner e.g., through regular reviewing. The learner should, where available, have access to IT equipment and to the school's intranet and internet. However, this will not be used in isolation and should complement face to face education.

## **Pupils who are Hard to Place**

Sometimes children can find themselves without a school place during the year, for example, because their personal circumstances are such that they have had to move into the local authority or are looked after children. In some cases, these children may also exhibit challenging behaviour. (Please refer to Blaenau Gwent's Admission Guidance and Hard to Place protocol for further information). Where children meet the criteria, they will be referred into the Vulnerable Pupil Panel for further discussion. Where it is deemed that a mainstream placement is not the most appropriate provision for the child tuition will be provided, whilst further assessments are completed.



## **Areas of Responsibility**

### **Schools**

Notifying the Education Welfare Officer if a pupil is likely to be away from school due to medical needs for longer than 15 school days; making an appropriate referral to the Vulnerable Pupil Panel and remaining responsible for:

- producing a plan with clear targets for each half terms learning incorporated in half
- termly work programmes in core curriculum subjects which the pupil would normally be studying in accordance with statutory requirements
- schemes of work in each subject
- setting and marking work
- resources
- examination entry fees
- planning for National Tests
- assessment of course work
- career interviews
- work experience placements
- informing all other agencies of any alterations to the agreed plan
- Providing appropriate support for reintegration at the earliest opportunity.

### **Tuition responsibility**

- supports schools in producing a medical plan which will include arrangements for the delivery of a broad, balanced and appropriate curriculum, homework and marking
- ensures clear lines of communication between all agencies and particularly ensures parents are informed about whom to contact in respect of education provision
- sends a half termly report to the pupil's school and the LA, outlining the pupil's progress and achievements
- works with the Education Welfare Service to ensure good attendance whilst receiving teaching outside of school and if necessary, making the appropriate referral requesting a home visit
- completes attendance records which will be sent to the pupil's school
- attends review and reintegration meetings
- ensures that teachers receive appropriate continuing professional development
- liaises with appropriate agencies

### **Partnership Working**

It is essential that, for pupils with medical needs, there is effective partnership working between education, health and other agencies. Medical / Healthcare Plans are an effective tool to ensure that the pupil's education is not compromised by interim arrangements because of the pupil's medical needs.

## **Funding**

While the pupil remains on roll at the school, the LA will withdraw from the school the funding linked to that pupil, on a daily basis, consistent with the number of days that the pupil is in receipt of medical tuition and that funding is then passed to the tuition service.

## **Monitoring and Evaluation**

For pupils on the roll of a school, the school is responsible for monitoring the progress of the pupil's education through regular liaison with the tutor. Schools should also review their provision for vulnerable pupils through their own school self-evaluation.

In the case of children on bespoke packages, the LA will be responsible for quality assuring the quality of the provision. The LA should ensure an appropriate level of insurance is in place to cover the setting's activities in supporting learners with healthcare needs. The level of insurance should appropriately reflect the level of risk. Additional cover may need to be arranged for some activities, e.g. off-site activities for learners with particular needs.

Where EOTAS services are commissioned from private providers the LA will have a set of guidelines regarding the education, safeguarding and wellbeing responsibilities they will be expected to fulfil. The LA reporting will be responsible for undertaking all necessary checks to ensure they are satisfied that the organisation has met their requirements. Once the local authority has undertaken these checks, the Vulnerable Pupil Panel can agree the organisation's 'approved' status. A database should be made available to all maintained schools within the local area.

Once an EOTAS provider has been entered onto the LA's database as 'approved', the local authority will have a responsibility to regularly monitor the provision available to ensure that the quality of the provision available, and all necessary safeguarding precautions, remain suitable.

## **Links to other strategies / key documents**

- Welsh Government - Inclusion and Pupil Support 203/2016
- Public Health Wales – Report 1 ACES
- Estyn – Happy and Healthy (2019)
- Estyn – Education other than at school (2016)
- Public Policy Institute for Wales: Promoting Emotional Health, Well-being, and
- Resilience in Primary Schools 2016
- Wellbeing of Future Generations Act
- Additional Learning Needs Act (ALNET) (2018)
- Shared Ambitions (2019)
- Positive Relationships and Behaviour Strategy (2022)
- Wellbeing Strategy (2020)
- Inclusion and ALN Strategies (2022)
- Managed Moves Policy (2022)
- Elective Home Education Protocol (2022)
- Safeguarding – BG Keeping Learners Safe Policy (2022)

# Traveller School Attendance Guidance

**August 2022**



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**Blaenau Gwent**

County Borough Council

## **Introduction**

A number of different groups are covered by the generic term Traveller – Roma, English and Welsh Gypsies, Irish and Scottish Travellers', Showmen (fairground people) and Circus people, Bargees (occupational boat dwellers) and New Travellers'.

The Education Act 1996 and the Education (Pupil Registration) (Wales) Regulations 2010 make statutory provision for all of these groups.

Children of Traveller groups, whose families do not travel, are expected to register at a school and attend as normal. They are subject to the same rules as other children in terms of the requirement to attend school regularly once registered at school.

However, many Traveller families will travel for work purposes. Blaenau Gwent County Borough Council has issued this guidance to support schools with clarity around attendance and registration of Traveller pupils.

## **School attendance regulations.**

Section 444(6) Education Act 1996, gives parents a defence in which they cannot be found guilty of a school attendance offence, provided that the child is of no fixed abode and:

- a) parents are engaged in a trade or business of such a nature as to require them to travel from place to place, and
- b) the child has attended at a school as a registered pupil as regularly as the nature of that trade or business permits, and
- c) if the child has attained the age of six, that he or she has made at least 200 attendances during the period of 12 months ending with the date on which the
- d) proceedings were instituted.

## **Registration Codes.**

The Education (Pupil Registration) (Wales) Regulations 2010 provide the following registration guidance.

## **When should the T code be used?**

On days when a pupil from a Gypsy, Roma or Traveller (GRT) family is known to be out of the area for work purposes and is not in educational provision, schools can use the T code to record the absence.

Parents should make sure they let the school know in advance when they are going to be travelling and when they expect to return. This enables the child's attendance and absence to be recorded accurately, their safety and well-being to be monitored and appropriate distance learning work to be set by the school. The term 'travelling' means travelling as part of the parents' trade or business that requires them to travel from place to place. It does not mean travelling as part of a holiday.

The T code can only be used if the child is travelling for work purposes with their parents, not with any other relatives.

The use of the T code to authorise a pupil's absence is at the discretion of the headteacher.

### **D code**

The law allows for dual registration of pupils at more than one school. To help ensure continuity of education for GRT children it is expected that the child(ren) should attend school elsewhere when their family is travelling. Where a GRT pupil is travelling and attending another school the pupil should be dual-registered using D code. The child remains on the D code until the subsidiary school informs the base school they have left and are off roll, or until they return to the school full time.

### **C code**

Only exceptional circumstances warrant an authorised leave of absence. Schools should consider each application individually taking into account the specific facts and circumstances and relevant background context behind the request.

### **O code**

Where GRT children are registered pupils at a school and are known to be residing at a site (official or otherwise) or in a house and are not attending school, the absence must be investigated in precisely the same way as that for any other pupil. If the reason for the absence is not known, it must be recorded as unauthorised.

Apart from travelling for work purposes, Gypsies and Travellers participate in events and occasions that are of particular significance to them, e.g. Appleby show/horse fairs. Extended family and religious events such as weddings and christenings or economic gatherings such as horse fairs will draw together extended family groups and reinforce communal identity. Gypsies and Travellers put high value on extended family responsibilities so families may move to care for sick relative or a bereaved family member.

If a school approves leave of absence, the school needs to make it clear the days that are authorised and from what time that approval takes place.

### **What actions should a school undertake when a GRT child does not return to school after travelling?**

If a child/ young person does not return to their base school after travelling the school should:

- Make regular attempts, beginning on the first day of any unexplained absence to contact the pupil's parents either by telephone or text messaging. Every effort to locate and contact the family must be taken.
- Contact the GRT access and attendance officers who will make every effort to visit the family and ascertain when the child will be returning to school (contact details below).
- Contact any other school where the pupil or their siblings are known to attend while they were away.
- For pupils known to be at risk or where safeguarding is a concern the school should contact social care.

- If despite these efforts the pupil's absence continues and his/her whereabouts remains unknown where a pupil has not returned to school for ten days after an authorised absence or is absent from school without authorisation for twenty consecutive school days' school must contact the Education Welfare Service in line with the CME Policy.

### **Distance learning and parent held education records.**

When it is known that a family is going travelling the school should supply a Parent Held Education record, to the family. Parent held records can be downloaded from the National Association of Teachers for Travellers website at <http://www.natt.org.uk/parent-held-education-record-book>

The school should complete the relevant sections before handing it to the family. This record enables swift transfer of important information, including base school contact details, between dual registered educational settings. It can also serve as a record when children are travelling with distance learning materials.

### **Clarifying Guidance**

Schools must not remove Traveller children from the school register when they are travelling for occupational purposes and have stated their intention to return. It is good practice for schools with registered Traveller pupils to ensure that the guidance in this document is written into the school's attendance policy and that the guidance is explained to parents. Schools may differentiate Traveller absence statistics for school attendance evaluation purposes in the school's self-evaluation form.

### **Estyn**

Estyn's published guidance discusses how school absences of Traveller children is managed, particularly ensuring that the school can demonstrate that:

- the registration codes are used correctly
- it is strategic and proactive in communicating with Traveller parents about their travelling patterns on a regular basis
- it is strategic and proactive in ensuring excellent attendance when the children are not travelling
- it provides distance learning materials in accordance with good practice
- it provides Travelling families with the parent held education record before they travel
- it includes specific guidance for Travellers in the school's attendance policy and ensures the policy is accessible to parents
- it evaluates its provision for narrowing the gap in attendance for Traveller children in the school self-evaluation form
- it evaluates its provision for narrowing achievement gaps for Traveller children in the school self-evaluation form.

# POLICY FOR THE EDUCATION OF PREGNANT SCHOOL GIRLS AND SCHOOL AGE PARENTS

DRAFT

**August 2022**



Cyngor Bwrdeisdref Sirol

**Blaenau Gwent**

County Borough Council



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## **Introduction**

This policy has been developed to support pregnant schoolgirls and teenage parents in continuing their education. It outlines the responsibilities of the local authority and schools and the need to ensure adequate support and safeguarding arrangements and child protection procedures are in place. It is essential that all agencies work together to provide a co-ordinated support package for the young person.

## **The legislative framework:**

This policy is cognisant of the 2016 Welsh Government Pupil Support and Inclusion Guidance as well as the Protocol from All Wales Child Protection Procedure which in accordance with the Sexual Offences Act 2003 states that:

- Children under the age of 13 are of insufficient age to give consent to sexual activity;
- For young people aged between 13 and 16 whilst mutually agreed, non-exploitive sexual activity between teenagers does take place, the age of consent should still remain at 16. This acknowledges that this group of young people is still vulnerable, even though they do not view themselves as such; and,
- For young people over the age of 16 but under the age of 18 consideration needs to be given to sexual exploitation and abuse of power and where appropriate a referral needs to be made.

In any of the above circumstances a member of staff receiving the disclosure should not promise to maintain confidentiality and should share the information with the schools Designated Safeguarding Officer who will then determine the most appropriate course of action, which in the case of children under the age of 13 will involve an automatic child protection referral.

## **The Equality Act 2010**

The Equality Act 2010 removed the exemption that previously applied to schools about bringing discrimination cases on the grounds of pregnancy and maternity. This means that pupils should not be excluded because of their pregnancy or be required to study at home or in an alternative provision when they wish to remain in school. Pupils must also be allowed to return to school once they have had their babies.

## **The responsibilities of the local authority**

The local authority has a statutory duty to provide suitable education for all pupils who reside in the local authority and ensure all learners are kept safe. This includes pregnant schoolgirls and young parents.

## Child Protection

In line with the Keeping Learners Safe (Wales) Safeguarding Procedures: When a girl under the age of 13 is known to be pregnant, an immediate referral to Social Services **MUST** be made.

Any staff member in a school setting who becomes aware that a girl is pregnant must inform the school's Designated Safeguarding Officer who will determine the most appropriate course of action and ensure appropriate support and safeguarding arrangements are in place. Further advice may be sought from the Safeguarding in Education Manager, Sarah Dixon (01495 356016 / 07815 005241).

Any professional in any learning setting in Blaenau Gwent must not assure confidentiality to a young person, under the age of 18. Appropriate safeguarding and child protection procedures must take precedence. The duty of confidentiality is not absolute and must not be assured or guaranteed.

Any decisions regarding disclosure must be justified according to the particular facts of the case and guidance and documented accordingly. Advice should be sought in cases of doubt from Social Services, Information, Advice and Assistance team.

## The Responsibilities of the Schools

When a school becomes aware that a pupil on their roll is pregnant, they should follow the Child Protection guidance and safeguarding arrangements as set out in this policy. The school must also make sure that the pupil is made aware of local services and how to access them.

The school should inform the school's Education Welfare Officer so that appropriate support can be put in place. This support could include counselling, youth service projects or Families First. The head teacher will ensure that the pupil is able to continue with their education and that teachers and other pupils deal with the pregnancy sensitively.

A meeting should be arranged in school to complete a risk assessment, to develop a pre- and post-natal plan and look at what multi-agency support might be needed. This may include counselling if the young mum wants to talk about her situation and options. Awareness is needed of the reaction of other pupils to the pregnancy and the support structure that may be needed for the young mum regarding this. Childcare arrangements should form part of the meeting. The risk assessment will need to be reviewed every trimester.

The Youth Service can support the young mum using the Baby Think It Over (BTIO) programme to help develop the young mum's confidence and skills (also dads). Other ways in which the Youth Service could provide support should also be explored.

It is good practice for schools to identify a designated person to have responsibility for school age parents so that they can oversee the young person's educational and pastoral support needs. This could be the Designated

Officer for Safeguarding in the setting. It should be noted that pregnancy is not a reason for exclusion.

## **School Attendance**

The pregnant schoolgirl is expected to attend school as regularly and punctually as her pregnancy allows as she is still a child of compulsory school age. Where necessary the pupil should be allowed out of class to rest during the day.

Pregnant schoolgirls and expectant young fathers are entitled to attend ante-natal classes. These absences should be authorised, and code 'C' must be used for registration purposes.

A schoolgirl who becomes pregnant is entitled to up to 18 weeks authorised absence to cover the time immediately before and after the birth. It would also be reasonable to authorise two weeks' paternity leave for the expectant father following the birth. Code 'C' must be used for registration purposes for both young mum and dad.

The school should consider how they can best support the pupil's education during the period of maternity leave, for example by sending work home.

After the period of maternity leave, the young mother should return to the school at which she is on roll. There may be instances when it is agreed, in consultation with the pupil and her parents/carers that a return to mainstream education would not be in her best interests. In this situation the school are advised to seek guidance from the Inclusion Service.

Breastfeeding has a strong protective effect on the health of the mother and baby. It is important that schools support the student's choice to breastfeed. If the childcare is close to the school, the pupil should be allowed to leave at agreed times or arrangements made for the baby to be brought into school. The school should identify a private area to enable the student to express milk and provide suitable facilities to store milk during the school day.

Young parents are also entitled to some time off to care for their baby in the case of illness. Absence in this instance should be classified as 'authorised' for the mum or the dad. However, should this be an ongoing issue it would be advisable to contact the allocated EWO to discuss what support is available.

## **Supporting Young Parents**

Schools should be supportive of both parents, acknowledging the additional needs that school age fathers and fathers-to-be have. In some cases, the parents may attend the same school. Schools may need to consider offering counselling or additional support to the father as appropriate.

## Childcare

The availability of childcare facilities should be considered when considering options. Lack of appropriate or affordable childcare provision can prove to be a significant barrier to participation in education. The Family Information Service can provide advice to the young parents about accessing childcare. Families where both grandparents are working, or where a lone grandparent works, may be eligible for the childcare element of the Working Tax Credit for the childcare of their grandchild while they are claiming child benefit for that child. Further information about Working Tax Credit is available by calling 0345 300 3900.

Provided that appropriate education and free childcare facilities are available, any pupil who still fails to attend education will be liable to the same legal action as any other pupil. Where there are childcare problems, the young parent should contact the designated Education Welfare Officer to see whether there are alternative educational arrangements that could be made.

Wherever possible, pregnant schoolgirls and young parents will continue their education in mainstream settings. However, where there are medical or psychological difficulties preventing this then an alternative placement or part-time education will be considered.

Appendix 1

**School Risk Assessment - Example**

To be completed by schools educating a pregnant schoolgirl  
Extra-curricular school visits and events necessitate a separate risk assessment.

Young parent name:	Tutor group:	Estimated date of delivery:
Young parent lead:	Risk assessment lead:	Current planned maternity leave date:
Risk assessment date:	Review date:	Review date:
Emergency contact numbers: Parent/Guardian emergency contact number 1 – Parent/guardian emergency contact number 2 –		
Pregnancy and coronavirus guidance:  The coronavirus environment and official guidance is constantly evolving. Please see the latest NHS pregnancy and coronavirus guidance to inform your risk assessing.  <a href="https://www.nhs.uk/conditions/coronavirus-covid-19/people-at-higher-risk/pregnancy-and-coronavirus/">https://www.nhs.uk/conditions/coronavirus-covid-19/people-at-higher-risk/pregnancy-and-coronavirus/</a>  Your workplace risk assessment should already consider any risks to female employees of Childbearing age and, in particular, risks to new and expectant mothers. As part of your risk Assessment, you should consider whether adapting duties and/or facilitating home working may be Appropriate to mitigate risks.  It is recommended that schools follow the same principles for pregnant pupils, in line with their wider Health and safety obligations.  From week 28 if school are unable to offer a separate room for the pupil to work in, remote learning should be offered. If it is felt that this would be unsuitable due to additional learning needs then an IDP needs to be completed and forwarded to the Inclusion service, along with a current risk assessment.		
Additional Notes		

Activity or Risk	Hazard	Control Measures In place	Further Controls Measures required Y/N
Manual handling of equipment and school books/bag.	Excessive manual handling increases the potential for postural issues to arise. Risk may increase as the pregnancy progresses.	<ul style="list-style-type: none"> <li>- Pregnant schoolgirl should take particular care when moving or carrying any loads and should not presume that she is capable of moving equipment "as normal".</li> <li>- Reduce manual handling tasks where possible and alter the way the task is done to minimise fatigue and reduce physical stress.</li> <li>- Provide a locker to reduce the need to carry heavy loads.</li> <li>- These measures are especially important from the 28th week of pregnancy onwards.</li> </ul>	N
<p>Exposure to shocks, vibration, sudden movements.</p> <p>Risk of impact injuries, falls and being knocked over.</p>	<p>Regular exposure to shocks and vibrations can lead to health complications for the unborn child.</p> <p>Impact injuries, falls and being knocked over can lead to health issues for the pregnant schoolgirl and her unborn child.</p>	<ul style="list-style-type: none"> <li>- Workstations to be assessed taking the schoolgirl's need for more space into account.</li> <li>- Pregnancy pass (or similar more discrete pass if appropriate) issued permitting schoolgirl to leave class five minutes early to avoid congestion in corridors and to avoid queueing for lunch.</li> <li>- Agreed quiet space can be accessed during break and lunch to avoid congested social areas.</li> <li>- Contact sports ceased. No new sports, not already undertaken before pregnancy, to be started in PE.</li> </ul>	N
School activities causing physical fatigue.	<p>Fatigue caused by excessive physical exertion can lead to significant health issues for the unborn child.</p> <p>Fatigue caused by over exerting during P.E lessons or walking around a large school site with urgency and multiple flights of stairs.</p>	<ul style="list-style-type: none"> <li>- In discussion with the schoolgirl, adjustments to the length of school day and lessons undertaken should be under regular review.</li> <li>- Seating to be provided where possible and additional rest breaks should be considered.</li> </ul>	N

		<ul style="list-style-type: none"> <li>- Access to food and drink between lessons for regular snacking, a bottle of water accessible during lessons.</li> <li>- The amount and type of exercise a pregnant schoolgirl is able to undertake within P.E. lessons to be determined by the schoolgirl in collaboration with her P.E. teacher or identified mentor.</li> <li>- Pregnancy pass (or similar) issued to allow schoolgirl to leave class five minutes early so she can take her time and not rush around the school site.</li> <li>- Consider if a lift pass would be appropriate.</li> </ul>	
Using chemical agents during science lessons.	Use of chemical substances may cause ill-health to the pregnant schoolgirl and her unborn child.	<ul style="list-style-type: none"> <li>- Normal safety practices which apply to all students will protect the pregnant schoolgirl and her unborn child.</li> <li>- Consider seating plan to allow the schoolgirl to be sat in a well ventilated part of the classroom to minimise exposure to smoke and fumes.</li> </ul>	N
Ingesting harmful foods during food	Ingesting foods the NHS recommends	<ul style="list-style-type: none"> <li>- Food technology teacher should be aware of the pregnancy and educated on which foods pregnant women should avoid.</li> <li>- Particular care is taken to ensure the pregnant schoolgirl avoids food the NHS has recommended pregnant women avoid.</li> </ul>	N
Extended use of computer equipment during lessons.	Postural issues may occur through being seated for extended periods of time.	<ul style="list-style-type: none"> <li>- Workstations assessed taking into account additional needs such as more space needed and postural support.</li> <li>- Sufficient rest breaks to be taken away from the screen.</li> </ul>	N
Working in extremes of hot and cold.	Pregnant schoolgirls may be more susceptible to heat stress and may generally feel more	<ul style="list-style-type: none"> <li>- Pregnant schoolgirl not to be in areas where temperatures are especially hot or cold.</li> </ul>	N



	uncomfortable in extreme conditions.	- Consider additional rest and refreshment breaks.	
Evacuation in an emergency.	Pregnant schoolgirl may be injured through impact with other evacuees during evacuation.	- Personal Emergency Evacuation Plan put into place, schoolgirl fully informed of plan in case of emergency.  - Key staff informed of pregnancy	N
Access Arrangements to and from school.	Fatigue through travelling and risk of knocks and bumps from travelling in crowded areas.	- Schoolgirl to allow adequate travel time so no need to rush.  - Consider using alternative modes of transport if appropriate.  - Consider travelling and arriving/leaving school before it becomes crowded.	N
Poorly fitting school uniform due to an inevitable increase in size during pregnancy.	Severe discomfort leading to adverse effects.  Difficulty wearing school uniform.	- Allow comfortable clothing, ideally in school colours.  - Consider if some uniform, such as a blazer, could be comfortably worn in a larger size.	N
First aid needs to be administered.	Pregnancy not taken into account during administration of first aid.	- First Aiders are discretely familiar with the pregnant schoolgirl.  - First Aiders and team responsible for calling an ambulance have quick access to emergency contact details.  - Pregnant schoolgirl to keep maternity notes with her throughout the school day.	N
Sitting exams.	Increased stress and anxiety potentially causing health complications.  Postural issues from being seated for long periods.	- Pregnant schoolgirl to be assessed for Exam access arrangement needs and necessary provision made.  - Postural support should be provided.  - Emotional support provided through a mentor or through mental health services.	N

# POLICY AND GUIDANCE FOR SCHOOLS ON THE USE OF REDUCED TIMETABLES

Draft

**August 2022**



Cyngor Bwrdeisdref Sirol

**Blaenau Gwent**

County Borough Council

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## Purpose

This guidance is intended to support all maintained Blaenau Gwent schools, and specialist provision settings, hereafter referred to as 'schools', in the appropriate use of reduced timetables (sometimes referred to as 'partial' or 'part-time' timetables), within the current legal and safeguarding framework for pupils deemed medically fit to attend school.

This guidance does not refer to the 'staggered' introduction of reception-aged pupil.

## Summary

There is no statutory basis upon which to establish a reduced timetable, however, in exceptional circumstances schools may need to implement a reduced timetable in order to support a pupil who cannot attend school full-time for a short, agreed period.

To ensure that the application of a reduced timetable is time-limited and that re-integration to full-time education occurs swiftly and is appropriate to the pupil's personal needs, abilities and circumstances, BGCBC is sharing this guidance with all schools in respect of all pupils of statutory school age.

Schools and education settings have a statutory responsibility to ensure that all pupils on their roll receive a full educational entitlement and achieve good outcomes.

In very exceptional circumstances, where the needs of a pupil require it, (for reasons outlined below), it may be reasonable for schools to consider placing a pupil on a reduced timetable for a short period. As the pupil's ability to cope improves, unmet needs are addressed and the offer is adapted, the pupil would be re-integrated quickly into full-time education.

For the purposes of this guidance, a reduced timetable means by agreement with the parent/carer, school and the Senior Education Welfare Officer, that the number of hours spent in education is reduced for a time-limited period of usually no more than six weeks. Schools should consult with all appropriate agencies involved with a pupil when considering a reduced timetable.

Schools should take account and act upon the following guidance in order to continue to improve standards of educational attainment, safeguard the well-being of all children and young people and reduce the likelihood to the school of charges being made in respect of a failure to educate.

## What is a reduced timetable?

All pupils are entitled to a full-time education consistent with their Key Stage.

The WG recommendations are that the school offer for the taught curriculum on a weekly basis should be:

- Reception and Years 1 to 2 (children aged 5 to 7): 21 hours

- Years 3 to 6 (children aged 7 to 11): 23.5 hours
- Years 7 to 10 (children aged 11 to 15): 24 hours
- Year 11 (children aged 15 to 16): 25 hours

However [s19](#) of the Education Act 1996 permits a Local Authority to not provide full time education if it is considered in the best interests of the child.

If a school decides to implement a reduced timetable, then there must be a suitable reason to take such an approach as they could be found to have discriminated against a pupil (contrary to s15 of the Equality Act 2010) by a tribunal because the pupil has been denied full time education.

A reduced timetable is one which restricts a pupil's access to a full-time curriculum. Careful consideration must be given by schools to the impact that reduced timetables will have on a pupil's entitlement, academic progression and any safeguarding issues that may arise because of a reduced timetable being implemented.

### **General Principles of a Reduced Timetable**

In very exceptional circumstances there may be a need for a temporary reduced / part-time timetable to meet a pupil's individual need. For example, where a medical condition prevents full-time attendance in education and reduced / part time timetable is considered appropriate to support the pupil's medical needs at this time. This package should form part of a planned reintegration package. A reduced timetable should be supported by a timetable comprising blended learning led by and monitored by the school and that it is suitable for the individual pupil.

The Local Authority advice is that schools should keep detailed records of the learning programmes provided to the pupil and identify a teacher/teacher who will be responsible for marking completed work and providing feedback to the pupil.

A reduced / part-time timetable must not be treated as a long-term solution and any agreement must have a time-limit by which point the pupil is expected to attend the school on a full-time basis. (Timescales are outlined in 5.3 below) If despite a robust reintegration plan a child/young person does not respond positively to school, consideration may need to be given to reviewing the current provision. If this is the case the school should call a meeting with parents, Senior Education Welfare Officer and other relevant LA Officers, e.g. Family First to discuss if other agencies can provide advice and support to address underlying need or Outreach Support to discuss strategies to support the pupil.

Where a pupil has a Statement of Special Educational Needs, or an Individual Development Plan delegated then a reduced / part-time timetable should only be used in exceptional circumstances and agreement must be obtained from the ALN Manager. A pupil should not be considered for a part-time timetable because of their additional learning need as this may constitute discrimination.

For a pupil who is looked after (either through agreement under section 76 of the Social Services and Wellbeing (Wales) Act 2014 or a Care Order), has a

care and support plan or is on the Child Protection Register, consideration of implementing a reduced timetable must be taken in the context of the significant vulnerability of the pupil and this should be discussed with relevant agencies who may have a view as to whether or not this should be agreed. In these cases, any reduced timetable must be agreed with the Corporate Parent and the Senior Education Welfare Officer.

## Reduced timetables

Could be implemented due to any of the following: -

- A pupil having a short-term medical condition
- A pupil in receipt of tuition for long term medical reasons
- A pupil who has been excluded from school and is being reintegrated back into school

When agreed by school's / education providers, Local Authority and parents/carers as part of a planned reintegration approach for a pupil who has not attended school / provision for a period due to a significant event such as illness, disability or mental health issues

Where a pupil has an on-going medical condition, which results in them being unable to attend school as a result of the condition, then schools can refer them to the Local Authority for tuition in line with Local Authority practice.

In limited circumstances reduced timetables are used as a method of managing a pupil at risk of exclusion. The Local Authority identify that this may only be chosen after other strategies have been implemented and exhausted. In this case the Local Authority advice is that these are for a maximum six-week period with regular reviews.

NB Where a reduced timetable is agreed, the offer or provision must also include blended learning through the school's hub to ensure continuity of learning. If the pupil does not have access to suitable technology to access this, the school would be expected to provide the equipment necessary to do so.

## Implementing a Reduced Timetable

When considering placing a pupil on a reduced timetable, the school must:

- be satisfied that a reduced timetable is an appropriate intervention given the needs of the pupil. There must be a clear and evidenced rationale for considering a reduced timetable as an intervention aimed at supporting the needs of the pupil. A detailed assessment undertaken by the school with relevant evidence from an appropriate professional must be available to inform the decision in line with the rationale for a reduced timetable (e.g. if it is felt that a pupil requires tuition as they are not in a position to engage with the full curriculum due to significant medical/wellbeing concerns then this must be supported by appropriate advice from a CAMHS consultant prior to a referral being made for tuition, or if a pupil is struggling to access a full day in school then EPS advice should be sought as to

- appropriateness of a reduced timetable with the aim of reintegrating the pupil and enabling them to access a wider range of provision in school.
- formally notify the Senior Education Welfare Officer and where appropriate also alert the ALN Manager that this approach is being considered. Either Officer will link with relevant officers, i.e. EP, EWO, Social Worker to ensure agreement from the Local Authority
  - clearly evidence all strategies that they have implemented to engage the pupil in a formal document such as a Pastoral Support Plan
  - ensure ethical and informed permission has been secured from parent / carer. This will be underpinned by a written agreement with the parent / carer ensuring signed parental permission prior to the commencement of a time limited reduced timetable. If the parent does not agree, the reduced timetable arrangements cannot be implemented. In these circumstances the school must consider alternative interventions
  - complete a detailed written action plan with clear objectives, agreed with the parents / carers and the pupil and involving a relevant Local Authority Officer, demonstrating a clear path of planned reintegration from part time to full time provision over a maximum of a six-week period, reviewed regularly.
  - ensure that the written agreement / action plan is provided to the Local Authority within 2 days of its completion
  - ensure that review information is provided to the Local Authority within 2 days of each review
  - ensure the pupil has an active involvement in the process of planning, reviewing and evaluating the planned intervention
  - ensure full time education is in place at the end of the agreed period or arrange a review meeting to identify the way forward. A maximum of one further period of six weeks should only be agreed in exceptional circumstances with parental and Local Authority agreement. In this case, the school should revisit the plan to reflect the need for an extension.
  - ensure that where the pupil has a Statement of Special Educational Needs/Individual Development Plan, a copy of the reintegration plan must also be sent to the Statutory ALN Team so that it can be included in the pupil's file. The Local Authority must agree to the intervention and a reintegration (reduced) timetable must not interfere with any additional support given to a pupil due to his/her educational needs.
  - amend / undertake a risk assessment of the pupil's needs to assess the impact that a reduced timetable would have on the child / young person. It is essential that the pupil's welfare during any absence from school is considered.
  - amend any other existing documentation as appropriate to reflect the reduced timetable
  - ensure the blended learning offer is in place and that the pupil has the necessary equipment, IT infrastructure and skills to access the school's learning platform
  - ensure parents / carers are clear they are taking responsibility for the pupil when he/she is not in school and guarantee that the pupil will be supervised off site and that this is recorded on the agreement
  - provide termly returns to the Senior Education Welfare Officer indicating the numbers and names of learners who are accessing reduced timetables (in line with Local Authority practice for monitoring)

## Roles and Responsibilities

The school must:

- Notify the Senior Education Welfare Officer (and where necessary also notify the ALN Manager) that a reduced timetable is in place.
- Meet with parent / carer to consider proposals.
- Provide the pupil with sufficient and appropriately differentiated work to do for those hours they are not in school. Arrangements should be made to ensure that the work is marked; assessed and constructive feedback is given to the pupil.
- Establish robust arrangements for monitoring and regular review of the plan by a named member of senior staff.
- Ensure the written agreement and action plan is completed and shared with the Local Authority.
- Ensure effective communication with parents or carers and key professionals about progress towards the pupil's full re-integration to school.
- Record the pupil's attendance, using the appropriate registration codes, any sessions where the pupils are undertaking blended learning from home whilst not directly supervised by a school member of staff would be coded "C" i.e. an authorised absence.
- Consult with Local Authority and provide appropriate information as outlined above to enable Local Authority to make an informed decision and consider the need for officer involvement (if not already in place) if an extension to the initial 6-week period is being sought.

The Local Authority must:

- ensure appropriate monitoring and challenge by collecting termly returns
- agree to any request for a further extension to a part time timetable for it to continue beyond 6 weeks.
- undertake quality assurance with schools to audit arrangements where part time timetables are in operation.



## **Reintegration (Reduced) / Part-time Timetable Process Flow chart**

- Step 1:** School informs Senior Education Welfare Officer that it is considering implementing a reduced timetable and also inform relevant LA Officers; e.g. ALN Manager, Social Worker as required. Consultation with ALN Manager would be required if a pupil has a statement
- Step 2:** School gathers clear evidence in the form of robust assessment information to support the rationale for a reduced timetable.
- Step 3:** Local Authority discuss request and give agreement if pupil in receipt of additional funding/provision or is known to Social Services
- Step 4:** School meets with parents / carers.
- Step 5:** School completes written agreement and action plan and provides copy for Local Authority
- Step 6:** Named senior member of school staff to monitor and review at agreed periods and at the end of the 6-week period. Review information to be shared with Senior Education Officer and where appropriate ALN Manager.
- Step 7:** Meeting arranged to agree way forward
- Step 8:** A further period of 6 weeks may be considered in exceptional circumstances with agreement from the Local Authority. \*

\* If the Local Authority do not give agreement further discussion would be required with relevant officers before extending the reduced timetable period.

## Reintegration (Reduced) / Part-time Timetable Consent Form and

### Action Plan

Pupil Name:		UPN:	
Date of birth:		Gender: MALE/FEMALE	
School:		Year Group:	
FSM: YES/NO	CLA: YES/NO	EAL: YES/NO	ALN: YES/NO
If FSM: What arrangements that have been made to ensure child has access to lunch meals?			
If CLA: Who have proposals re amended timetable been discussed with and what were their view?		Local Authority:	
		Name of Social Worker:	
		Social Worker View:	
		Discussed with Senior Education Welfare Officer:	
		Senior Education Welfare Officer View:	
Is pupil on Child Protection Register/ Child In Need of Care and Support?		Name of Social Worker:	
		Social Worker View:	
Have any safeguarding issues been highlighted and discussed with Safeguarding in Education Officer?		SIE Officer view:	
Is the pupil in receipt of ALN provision?		Discussed with ALN Manager:	
		ALN Manager View:	
Has the child had a part-time timetable before?		If yes, when:	
YES/NO			

Name of parents / carers	
Name of lead person at school	
Date when this has been discussed and agreed with head teacher by lead person at school	
Name of head teacher	
Name of lead LA Officer	
Name of EP	
Name of EWO	

Reason for reduced / part time timetable (Including evidence)
<ul style="list-style-type: none"> <li>• A pupil having a short-term medical condition</li> <li>• A pupil in receipt of tuition provision for long term medical reasons</li> <li>• A pupil who has been excluded from school and is being reintegrated to school</li> </ul>

Date of meeting agreeing the part-time timetable	
Persons Present at above meeting	
Start date of part-time timetable	
Number of hours in education each week	
Review date of part-time timetable	
End date of part-time timetable	

Timetable	Monday	Tuesday	Wednesday	Thursday	Friday
Time in school					

Objectives of part time /reduced timetable:

Reintegration Plan:

Review date	
Outcome:	

I / we agree to my child being placed on a reduced / part time timetable for a time limited period in line with the Local Authority policy on reintegration timetables. This has been discussed with me in detail and I understand that this is an intervention to support the reintegration of my child into full time education. I agree to take full responsibility for my child during the hours they are not attending school / education

Parent/carer signature:  
Date:

School signature:  
Date:

Other signatures (if required):

LA Officer:  
Date:

Social worker:  
Date:

# HARD TO PLACE PROTOCOL

DRAFT

**August 2022**



Cyngor Bwrdeisdref Sirol  
**Blaenau Gwent**  
County Borough Council

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## **Aim of the Hard to Place Protocol**

The aim of this Protocol is designed:

- to provide a fair, equitable and open allocation of school places for those learners who do not have a school place, have been permanently excluded or require re-integration following specialist provision;
- to ensure that vulnerable learners who require a school place quickly are admitted without unnecessary delay;
- to be fair and transparent and to have the confidence of all schools with all schools working collaboratively;
- to take account of the School Admissions Code (2013) and the statutory duty under section 86(2) of the School Standards and Framework Act 1998 to comply with parental preferences on school admissions;
- to ensure implementation in conjunction with the Blaenau Gwent School Admissions Policy for Nursery and Statutory Education;
- to ensure up-to-date and accurate records are kept of the movements in and out of all schools;  
to take account of genuine school concerns, e.g. previous serious breakdown of relationship between school and family.

## **Needs of Learners Considered by the Hard to Place Protocol?**

Learners covered under the Protocol will be those who are in years Reception to Year 11 who are not solely on a mainstream school roll or are out of school because they are in the process of transferring between schools and who fall under one of the following categories:

- Children who were permanently excluded from their last maintained school placement and are able / ready to integrate to an alternative school;
- Children attending PRUs or alternative provision who are ready to be reintegrated back into mainstream education;
- Children returning from the criminal justice system (secure estate);
- Child victims of serious crimes (child cruelty, kidnapping, sexual or violent crime, FGM);
- Children who are CLA;
- Children who have been out of education for longer than two months, including electively home educated pupils where there is evidence that the child has not been in receipt of a suitable education
- Children with below 50% attendance;
- Children with disabilities or medical conditions which have already impacted on their attendance or participation at school;
- Children of carers, Gypsies, Roma, Travellers, children whose parents offend, asylum seekers and refugees who have been in the UK less than two years and need a supported entry to school;
- Homeless children who have been placed in temporary housing;
- Children who are in a refuge due to domestic violence;
- Children of UK service personnel where a change of location ordered by the service leads to a need for a change of school and will have experienced multiple moves;
- Children who have received 10 days' exclusions in the last twelve months;

- Children on the child protection register;

## **Coordinating the Hard to Place Protocol**

It will be the role of a Designated Inclusion Officer (DIO-SEWO) to coordinate the movement of learners who are considered hard to place, working in close liaison with the Admissions Officer who manages admissions arrangements and the general transfer process.

The role will include:

- point of contact for schools regarding hard to place learners;
- management of the Hard to Place Learner spreadsheet;
- oversight of PSPs;
- close liaison with schools, parents/carers, social services, health and other agencies to ensure a team around the learner approach for those hard to place;
- providing quality assurance of the hard to place summary forms;
- provision of regular updates to DMT, Attendance Forum, Admissions Forum and Vulnerable Learner Panel (VLP) QA Group.

In addition to the role of the DIO, and in line with the Welsh Government School Admissions Code (2013) and Blaenau Gwent Admissions Policy for Nursery and Statutory Education, the Admissions Forum will monitor how well the protocol is working, how quickly learners are found places, and the contribution every school in the area is making.

## **Determining Learners- Hard to Place**

The table below (Hard to Place Learner Summary) will be used to determine those learners who are considered hard to place. Learners will fall into one of three categories:

Level 1 – Straight admission

Level 2 – Admission with acknowledged need but not meeting criteria for hard to place

Level 3 – Considered hard to place

The table sets out 14 categories each covering areas that would either cause a learner to be hard to place (such as permanent exclusion) or contribute in part to a learner being hard to place (such as a learner having been out of education).

Each category has a weighting attached to it, the sum of which determine whether a learner is considered hard to place.



**NB:** It should be noted that a learner who meets the criteria for Hard to Place does not mean that the learner is unable to be placed or is not appropriately placed in mainstream. It simply gives an indication of those pupils for whom a mechanism is needed to ensure a careful, coordinated and planned integration/reintegration and a recognition that the school has enrolled a pupil with particularly needs.

Nor is the Hard to Place Learner summary a list to be used to support a position that a learner in mainstream is no longer suitable for mainstream. Where schools consider a learner requires a more specialist placement appropriate documentation must be completed and submitted to VLP Panel for consideration.

Draft

## Hard to Place Learner Summary

Category Score	Category	Tick if relevant	(for INC use only)
7	Children who were permanently excluded from their last maintained school placement and who are ready for re-integration to an alternative school.		
7	Children attending PRUs or Alternative Provision who are ready to be reintegrated back into mainstream education but into a different school from the one originally attended;		
7	Children returning from the criminal justice system (secure estate);		
5	Children who are CLA and in a residential setting;		
3	Child victims of serious crimes (child cruelty, kidnapping, sexual or violent crime, FGM);		
3	Children who are CLA.		
2	Children who have been out of education for longer than two months including electively home educated pupils where there is evidence that the child has not been in receipt of a suitable education;		
2	Children with below 50% attendance;		
2	Children with disabilities or medical conditions which have already impacted on their attendance or participation at school;		
2	Homeless children who have been placed in temporary housing;		
2	Children who are in a refuge due to domestic violence;		
2	Children who have received 10 days exclusions in the last twelve months;		
2	Children on the child protection register;		
1	Children who are carers; children of Gypsies, Roma, Travellers; children where parents offend; children of asylum seekers and refugees who have been in the UK less than two years and need a supported entry to school; children with SEN.		

1	Children of UK service personnel where a change of location ordered by the service leads to a need for a change of school;		
		Total	

## Hard to Place Level

Description	Points
Level 1 - Straight forward Admission	0
Level 2 - Admission but doesn't meet scoring for Hard to Place (added to Hard to Place Learner spreadsheet)	1-5
Level 3 - Hard to place (Education Information) form to be completed	6+

The Learner form is sent to schools as part of the information requested by the Admissions Officer upon receipt of an in-year transfer request.

When the summary has been completed the scoring will determine whether a learner is considered hard to place.

Should a learner be Level 1 there is no further action required and the admission will be processed by the Admissions Officer in the usual way. Details of the learner will not be recorded by the DIO.

Should a learner be Level 2 the Admissions Officer will pass the details to the DIO who will hold the information provisionally until placement has been agreed through the Admissions process. Level 2 acknowledges a level of need but not to the extent that a learner could be considered hard to place. The DIO would allocate the scoring to the school the learner transfers to once enrolled and remove the same allocation from the school the pupil has left.

Should a learner be Level 3 then a Hard to Place (Education Information) form will be sent to the school for completion and the Hard to Place process will commence.

All in-year transfers have a 15-day processing deadline. If there is an indication or relevant additional information submitted that determines the pupil(s) is hard to place, then the transfer request will still need to be processed in line with the Blaenau Gwent Admissions Policy for Nursery and Statutory Education, within the 15-day deadline.

## **Foundation Schools**

Foundation schools manage their own admission process, and therefore, reference to Admissions Officer in this document refers to both a local authority Officer in the Education Transformation team and the admissions committee responsible for admissions in the Foundation school.

## **Who can refer a pupil under the Hard to Place Protocol?**

An officer of the Local authority can refer an individual under the Hard to Place Protocol. It is anticipated that any individual who has been identified as unplaced will be referred immediately following the local authority becoming aware of their status.

Any school receiving an application outside the normal applications round can refer any applicant under the Hard to Place Protocol if they consider that the applicant satisfies the criteria referred to in the Hard to place Protocol. However, if a parent/carer has applied for a place as an In-Year Admission and a place is not subsequently offered the parent/carer is entitled to appeal this decision. The outcome of an independent School Admissions Appeal will take precedent over the Hard to Place Protocol.

All referrals to the Hard to Place Protocol will be reviewed within 15 working days of the referral date.

## **Hard to Place Processes**

Each year a significant number of learners change schools. For the majority, the change of placement will be straightforward and managed solely through the Admissions team.

However, there are a smaller number of learners who will have a range of needs that would warrant consideration of being Hard to Place.

A number of processes are needed to ensure that for such learners' movements between schools and in and out of specialist provision are managed smoothly.

Below are processes for:

- Movements between Blaenau Gwent schools
- Learners permanently excluded from a mainstream school
- Integration from Specialist Provision into a new school
- Re-integration from Specialist Provision back into current m/s school

## Movements Between Mainstream Schools

The process below covers only Hard to Place pupils moving between schools following an in-year request by parents.

**NB:** This process sits separate to the managed move protocol although for pupils who are managed moved, once the learner is sole registered on the new school roll, and if the pupil met the level 2 or 3 criteria then the Hard to Place Learner spreadsheet will be updated to reflect the learner starting in the new school and leaving the previous school. The additional weighting will be added to the new school and subtracted from the old school.

1. Admissions form is submitted to the Education Transformation team.
2. Admissions Officer forwards a copy of the Learner form to the current school.
3. Learner form completed and returned to Education Transformation team.
4. If the learner scores 0 the Admissions Officer will process the admission in accordance with the Blaenau Gwent Policy.
5. If the learner scores above 0, the Admissions Officer will pass the details to the Designated Inclusion Officer (DIO).
6. If the learner scores above 0 but does not meet the threshold for Hard to Place, the learner's details and scoring will be recorded on the Hard to Place Learner spreadsheet and the Admissions Officer will be informed to proceed with the general admissions process.
7. If the learner's score meets the threshold for Hard to Place, the DIO will contact the current school and request that an Education Information Form (EIF) is completed.
8. Upon receipt of the EIF, the DIO will meet with the Admissions Officer and the Service manager - Inclusion to discuss parental preference and the current position of each school in terms of new pupil placements accepted and pupils who have moved into other provisions or out of the Borough, as recorded on the Hard to Place Learner spreadsheet.
9. Should it be agreed that based on the current scoring a placement in an alternative school should be considered, the DIO will discuss this with the parents/carers.
10. Once a placement has been determined in discussion with parents/carers (whether the original choice of school or an alternative) the DIO will contact the school to provide a copy of the EIF and the Learner form and seek their views. The following needs to be borne in mind:
  - The LA and the governing body of a maintained school have a statutory duty under section 86(2) of the School Standards and Framework Act 1998 to comply with parental preferences on school admissions.

11. Should a school not agree with the placement they will be asked to complete a Hard to Place referral form which will be returned to the DIO for discussion at the Vulnerable Learners Panel (Appendix 1).
12. On receiving a referral from a school the Vulnerable Learners Panel will consider the application and make a determination as to whether the referral meets the criteria for placement on the grounds of challenging behaviour.
13. Any referral under the Hard to Place Protocol that does not meet the agreed criteria will be referred back to the named school for admittance as an in year admission. The Vulnerable Learners Panel reaching this determination will provide the School full reasoning for this decision. Schools accept that the Vulnerable Learners Panel's decision in this matter is final and all pupils will be admitted within 5 days of receipt of the Vulnerable Pupil's Panel's decision.
14. Any referral not accompanied by suitable supporting evidence from the School will not be considered. Schools will instead be required to admit any pupils as an In-Year Transfer (in order to reduce the period of time a young person is unplaced). Pupils are to be admitted as an In-Year Transfer within 5 days of receipt of the Vulnerable Learners Panel's decision.

## **Vulnerable Learners - Panel Decision**

Any school required to admit a pupil under the Hard to Place Protocol will be provided with the full reasoning for this placement and any supporting evidence and information that would assist with the pupil's admission and transition to the school.

Once a placement decision has been made, the Chair will notify the school that has been identified, in the first instance. The Local authority's Admissions Department will formally notify the school and parent/carer. Schools accept the Panel's decision and must contact the parent/carer to arrange the admission within seven calendar days. The school must also notify the Admissions team of the admission date confirming that the child is on roll.

In the event that a school refuses access of a pupil they must provide a written response to the Corporate Director of Education within seven calendar days. In this event the Local authority will seek to use its powers of direction or will seek the secretary of state to direct the school to admit.

## **Learners Permanently Excluded from a Mainstream School**

Excluded learners should only be educated outside of the mainstream where there are significant problems that need to be addressed in a different environment. For some permanently excluded learners the best course of action is for them to re-join a mainstream school within a matter of days or weeks. The longer a learner is out of school the more difficult it is for them to be reintegrated. For those who are permanently excluded from primary schools, rapid reintegration into a mainstream environment is particularly important.

For a small number of learners approaching the end of compulsory schooling it may be unrealistic to expect them to make a successful return to school. In these circumstances the LA will arrange a programme of study and experience designed to lead to further education, training or employment.

Admission authorities should not normally refuse admission to learners because of their past disciplinary record, including any previous exclusions. The Welsh Government School Admissions Code (2013) - Statutory Code Document No: 005/2013 makes it clear that admission authorities should not make subjective judgements as to the suitability of certain learners for a school.

The LA and the governing body of a maintained school have a statutory duty under section 86(2) of the School Standards and Framework Act 1998 to comply with parental preferences on school admissions. However, this duty does not apply when a learner has been permanently excluded from two or more schools and at least one of the exclusions took place after 1 September 1997. The requirement to comply with parental preference is disapplied for a period of two years following the second exclusion.

When a pupil is permanently excluded from a Blaenau Gwent school, in addition to following Welsh Government process guidance, the school will complete an Education Information Form (EIF) within five school days of the permanent exclusion being issued and forward it to the Designated Inclusion Officer (DIO).

For learners who are CLA, a meeting will also be held within the first five days following the issuing of a permanent exclusion. More details are in the section 'CLA Learners' on page 16.

The LA will convene a Permanent Exclusion meeting within five school days of receiving the EIF with Lead Officer for Inclusion, Principal Educational Psychologist, SEWO, ALN Manager, DIO and a senior representative from the River Centre. The meeting will determine whether it would be appropriate for the VLP Panel to consider a placement in revolving door provision if available or whether a mainstream placement should be sought.

## **Option 1 – Mainstream**

1. If agreed that a mainstream placement should be sought the outcome of the Discipline Committee and appeals process will be awaited.
2. If the permanent exclusion is overturned the pupil will return to school.
3. If the permanent exclusion is upheld the DIO will liaise with the parents/carers to ascertain parental choice of placement.
4. The DIO will meet with the Admissions Officer and the Lead Officer for Inclusion to discuss parental preference and the current position of each school in terms of the Hard to Place Learner spreadsheet and pupil movements.

5. Should it be agreed that a placement in an alternative school to the one expressed as parental preference should be considered, the DIO will discuss this with the parent.
6. Once a placement has been determined in discussion with parents (whether the original choice of school or an alternative) an admissions form will be completed and the DIO will contact the school to provide a copy of the EIF and seek their views. The following needs to be borne in mind:

The LA and the governing body of a maintained school have a statutory duty under section 86(2) of the School Standards and Framework Act 1998 to comply with parental preferences on school admissions.

7. Should a school not agree with the placement they will be asked to complete a Disagreement form which will be returned for discussion between the DIO and Lead Officer for Inclusion. The Lead Officer for Inclusion will then contact the Head for further discussion. If the matter remains unresolved, the Lead Officer for Inclusion will provide a brief for the Director of Education.

## **Option 2 - Specialist Provision**

1. If agreed that a River Centre revolving door placement may be appropriate the outcome of the Discipline Committee and appeals process will be awaited.
2. If the permanent exclusion is overturned the pupil will return to the school unless it is agreed at independent appeal that because of exceptional circumstances or other reasons it would not be practical to give a direction requiring reinstatement
3. If the permanent exclusion is upheld the DIO will make contact with the parents/carers regarding placement and will:
  - a. gain parental consent for discussion at VLP Panel
  - b. gain the parents/carers and learner views
  - c. ascertain parental choice of roll school
  - d. explain next steps.
4. The DIO will meet with the Admissions Officer and the Lead Officer for Inclusion to discuss parental preference for roll school and the current position of each school in terms of the Hard to Place Learner spreadsheet and pupil movements.
5. DIO will agenda the learner for discussion at the next VP Panel (late inclusion on the agenda is agreed in this instance).
6. DIO will inform parents/carers of outcome.



7. DIO will liaise with Admissions Officer regarding enrolment.
8. Revolving door placement, if agreed, will begin. If not agreed, the process for integration into mainstream will be followed.
9. After a period of intervention, the pupil will be reviewed and paperwork submitted to VLP Panel with recommendations (either move to mainstream or continued placement at River Centre). If the latter, DIO will agenda under 'Ongoing Placement' and provide a clear rationale as to what has been done with the pupil and what will be done differently to meet their needs to prepare for reintegration.
10. If it is the view of the VLP Panel that a mainstream placement is appropriate, then the process for 'Integration from Specialist Provision into a new mainstream school' should be followed.

## **Integration from Specialist Provision into a new mainstream school**

This process is applicable for:

- Learners who have been permanently excluded and are awaiting placement into a new school from a specialist provision.
  - Learners who attend a specialist provision on a dual registered basis but it would not be appropriate for them to reintegrate back into the school they previously attended.
1. At the point at which it is felt that a pupil is ready to integrate into a new school from specialist provision an EIF will be completed. It is not necessary for a Hard to Place summary to be completed as pupils in specialist provision for SEBD are considered Hard to Place learners automatically.
  2. The DIO will liaise with the parents/carers to ascertain parental choice of placement.
  3. The DIO will meet with the Admissions Officer and the Lead Officer for Inclusion to discuss parental preference and the current position of each school in terms of new pupil placements accepted and pupils who have moved into other provision or out of the Borough, as recorded on the Hard to Place Learner spreadsheet.
  4. Should it be agreed that a placement in an alternative school should be considered, the DIO will discuss this with the parent.
  5. An admissions form will be completed.
  6. Once a placement has been determined in discussion with parents (whether the original choice of school or an alternative) the DIO will contact the school

to provide a copy of the EIF and seek their views. The following needs to be borne in mind:

The LA and the governing body of a maintained school have a statutory duty under section 86(2) of the School Standards and Framework Act 1998 to comply with parental preferences on school admissions.

7. Should a school not agree with the placement they will be asked to complete a Disagreement form which will be returned for discussion between the DIO and Lead Officer for Inclusion. The Lead Officer for Inclusion will then contact the Head for further discussion. If the matter remains unresolved, the Service Manager - Inclusion will provide a brief for the Corporate Director of Education.
8. Should it be determined that the integration is not appropriate at that time, a further period of specialist provision will be allocated.
9. Once placement has been agreed, but whilst the learner is still on roll at the specialist provision, a PSP meeting should be held to update the PSP. This will be attended by the DIO, a senior member from the specialist provision, a senior leader from the school's relevant key stage as well as representatives from other agencies involved.
10. Once the learner is on roll, the Hard to Place Learner spreadsheet will be updated reflecting the learner starting in the new school and leaving the previous school. The additional weighting will be added to the new school.

### **Re-integration from Specialist Provision back into current mainstream school**

1. At the point at which it is felt that a pupil is ready to re-integrate back from specialist provision into their current school, an EIF will be completed. It is not necessary for a Hard to Place summary to be completed as pupils in specialist provision for SEBD are considered to be Hard to Place automatically.
2. As the pupil is already dual registered there is no requirement to seek parental choice or complete an admissions form.
3. The DIO will contact the school to provide a copy of the EIF.
4. The DIO will coordinate a meeting between the school, DIO, specialist provision and the school's Educational Psychologist.
5. The meeting will discuss the reintegration plan, the establishing of a new PSP, timescales and the support that may be required to ensure a successful reintegration.
6. Should a school not agree with the reintegration they will be asked to complete a Disagreement form which will be returned for discussion between the DIO and Service Manager for Inclusion. The Service Manager for Inclusion will then contact the Head for further discussion. If the matter remains

unresolved, the Lead Officer for Inclusion will provide a brief for the Corporate Director of Education.

7. Should it be determined that a reintegration is not appropriate at that time, a further period of specialist provision will be allocated.
8. Once reintegration has been agreed, but whilst the learner is still dual registered at the specialist provision, an updated PSP meeting should be held. This will be attended by the DIO, a senior member from the specialist provision, a senior leader from the school's relevant key stage as well as representatives from other agencies involved.
9. Once the learner is on roll, the Hard to Place Learner spreadsheet will be updated reflecting the learner being back in school.

## **Permanent Exclusion – More Details**

### **The School's Role**

A decision to exclude a learner permanently is a serious one. It will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies, which have been tried without success. It is an acknowledgement by the school that it has exhausted all available strategies for dealing with the learner and should normally be used as a last resort.

There will, however, be exceptional circumstances where in the head teacher's judgement it is appropriate to permanently exclude a learner for a first or one-off offence. These might include:

- serious actual or threatened violence against another learner or a member of staff
- sexual abuse or assault
- supplying an illegal drug
- use or threatened use of an offensive weapon.

Exclusion should not be imposed in the heat of the moment. Before deciding whether to exclude a learner the head teacher should:

- ensure that an appropriate investigation has been carried out
- consider all the evidence available to support the allegations. The more serious the allegation and thus the possible sanction, the more convincing the evidence substantiating the allegation needs to be
- take account of the school's behaviour and equal opportunities policies, and, where applicable, the Equality Act 2010
- allow the learner to give his or her version of events
- check whether the incident may have been provoked, e.g. by bullying or by racial or sexual harassment if necessary consult others, but not anyone who may later have a role in reviewing the head teacher's decision, e.g. a member of the discipline committee
- keep a written record of the incident and actions taken.

The school's obligation to provide education continues while the learner is still on the roll and therefore the name of a permanently excluded learner should remain on the school roll until the appeals procedure is completed, or until the time for appeals has expired without an appeal being lodged. It may be removed earlier if the parents/carers and/or learner give notice in writing that they do not intend to appeal.

### **CLA Learners**

Everything must be done to avoid the permanent exclusion of any Child Looked After. Schools are expected to be proactive in working with the young person, carers, social workers, CLA Education Coordinator, River Centre and the Inclusion Service in doing everything possible to avoid permanent exclusion.

Should a headteacher permanently exclude a Child Looked After, the school will provide a completed Education Information Form to the LA within five school days. In addition, the head teacher will convene a meeting within that same timescale to discuss the pupil needs and the support available. The meeting will be attended by the social worker, foster carer/parent, CLA Education Coordinator and representative from the River Centre. The meeting will be chaired by the CLA Education Coordinator.

The headteacher will present the case for the permanent exclusion, providing evidence that the decision was reasonable, fair, proportionate and lawful. Those present will then have an opportunity to comment on the permanent exclusion. At the meeting it will be determined whether there is an option to put alternative provision in place that would enable the head teacher to rescind the permanent exclusion, dual registering the pupil whilst an alternative school setting is found. However, the right still remains with the head teacher to permanently exclude should the circumstances warrant it.

The Education (Admission of Looked after Children) (Wales) Regulations 2009 places a duty on admission authorities in Wales to admit children looked after by a LA in Wales where an application for admission outside the normal admissions round is made by the corporate parent on their behalf.

However, before making an application, the corporate parent (i.e. the Welsh LA responsible for looking after the child) must consult with the relevant admissions authority and make every effort to ensure the appropriateness of the named school in the light of the child's background including SEN and/or faith needs.

### **Learners with a Statement of SEN or Local Authority Individual Development Plan**

Other than in the most exceptional circumstances, schools should avoid permanently excluding learners with statements of SEN/Individual Development Plans. They should also make every effort to avoid excluding learners who are being supported under the Special Educational Needs Code of Practice or the Additional Learning Needs Code for Wales.

Where a learner with a statement of SEN or a local authority IDP is permanently excluded, the head teacher should use the period between their initial decision and the meeting of the discipline committee to work with the LA to see whether more support can be made available or whether the statement can be changed to name a

new school. If either of these options is possible, the headteacher should normally withdraw the exclusion.

Therefore, when a learner with a statement of SEN/local authority IDP is permanently excluded, the school will provide a completed Education Information Form to the LA within five school days to enable a LA Permanent Exclusion meeting to be held. This meeting will discuss whether the ALN Panel should consider a revolving door placement for the pupil or whether another mainstream school may be appropriate.

No action can be taken on alternative/new placement until the discipline committee has reached a decision and the appeals process has been concluded.

Section 324 of the Education Act 1996 requires a maintained school that is named in a statement of SEN to admit the child.

### **Funding to Follow Learners**

Funding is removed from the excluding school's budget at the point at which the permanent exclusion is upheld by the independent appeal panel, or alternatively if there is no appeal, the final date on which an appeal could have been made. The learner will remain on the excluding school's roll until that time and the school remains responsible for the learner's education.

Where a learner is permanently excluded from a maintained school, that school's budget share for that year will be reduced by the amount required in the School Funding (Wales) Regulations 2010 at the point at which the exclusion is upheld by the independent appeal panel, or alternatively if there is no appeal, the final date on which an appeal could have been made.

Where a school admits a learner who has been permanently excluded in that financial year from another maintained school, the LA will allocate an amount for the rest of the financial year as required by the regulations.

Alternatively, it will help offset the cost to the LA of education otherwise than at school under the LA's duty under section 19 of the Education Act 1996.

### **The LA's Role**

The LA will seek to ensure there are flexible, creative strategies in place to meet the individual needs of learners permanently excluded from school.

Once a learner is removed from a school roll, unless a new school has been identified and transition begun, the LA is responsible for ensuring that suitable education is made available. In cases where the school from which the learner has been excluded is maintained by a different LA, this will be the home LA.

Should the LA Permanent Exclusion meeting decide that the excluded learner should be considered for a revolving door placement, the learner will be added to the agenda of the next available VLP Panel for consideration of future arrangements. Representatives from those services involved with the learner will be invited e.g. social services, CAMHS, Careers etc. and the learner will be discussed first on the agenda.

## **LA Support to Mainstream Schools**

Reintegration of excluded learners into mainstream schools is a significant challenge for both schools and learners. The LA will make support available for the receiving school to ensure that the reintegration is successful. Support may be in terms of services such as advice & guidance, a suitably trained member of special school staff who provides an agreed level of transition support or ongoing support or funding to assist the school to support the excluded pupil. This is separate from the transfer of learner-related funding from excluding schools to accepting schools under the School Funding (Wales) Regulations 2010 and the Education (Amount to Follow Permanently Excluded Pupil) Regulations 1999 (as amended).

## **Reintegration Plans and Pastoral Support Programmes (PSPs)**

An excluded learner reintegrating into a mainstream school will require a reintegration plan (or transition plan) drawn up. The plan may be an adaptation of an existing PSP or may remain as a separate but linked element.

The school and LA will look carefully at how to meet the needs identified in a learner's plan by using their resources both creatively and flexibly, making best use of existing and additional resources provided. Multi-agency strategies and provision should be fully considered in the development of a full individual timetable. Consideration should be given to whether learners need regular input from a teacher to address their key skills. The amount of input should be agreed according to the individual needs of the learner.

The LA will liaise with the parents/carers, the learner and the receiving school about the plan, where appropriate agreeing action with the learner. The plan should include the steps to be taken for reintegration into school including action to be taken by the setting to address the learner's problems and ensure a smooth return to mainstream, or transition into post-16 education.

Where it is considered that reintegration into mainstream is appropriate and possible, consideration should be given to:

- support arrangements to be put in place by LA and school
- preparing the pupil (including knowing their views)
- preparing the parents/carers (including knowing their views)
- preparing receiving staff
- arrangements for arrival
- time-tabling implications
- Specific Measurable Attainable Relevant Time-bound (SMART) targets
- monitoring and review arrangements
- learning and behaviour targets for individual education plans
- the nomination of a key worker in the LA and school
- multi-agency involvement and key areas of responsibility
- home-school liaison.

## Appendix 1

### Vulnerable Learners Panel Referral Form

#### Hard to Place

NB. Please consider UNCRC, Disability Discrimination 1995 and the Equality Act 2010 and any reasonable adjustments that can be made when completing this form.

<b>School making referral</b>			
<b>Pupil name</b>			
<b>Pupil address</b>			
<b>DOB</b>		<b>NCY</b>	
<b>Reason for changing school</b>			

I am referring this pupil to Blaenau Gwent County Borough Council as a Hard to place pupil. The pupil meets the following fair access criteria (*please indicate as appropriate*):

<b>Blaenau Gwent Hard to Place Criteria</b>	<b>X</b>
Children who were permanently excluded from their last maintained school placement and who are ready for re-integration to an alternative school.	
Children attending PRUs or Alternative Provision who are ready to be reintegrated back into mainstream education but into a different school from the one originally attended;	
Children returning from the criminal justice system (secure estate);	
Children who are CLA and in a residential setting;	
Child victims of serious crimes (child cruelty, kidnapping, sexual or violent crime, FGM);	
Children who are CLA.	
Children who have been out of education for longer than two months;	
Children with below 50% attendance;	
Children with disabilities or medical conditions which have already impacted on their attendance or participation at school;	
Homeless children who have been placed in temporary housing;	
Children who are in a refuge due to domestic violence;	

#### 1. Information about your school (*Secondary schools – please read ‘class’ as year group*)

<b>No. in year group</b>	
--------------------------	--

How year group is organised	
No. in class this pupil would join	
No. of Statements/local authority IDPs/school based IDPs in class	
No. of EAL in class	
Support available in the class	
Additional information about this year group	
Please indicate below if there are any particular challenges the school is currently facing in addition to the pupil profile above:	

## 2. Information about the pupil

What is it specifically about this child that means your school could not meet their needs but another school could? These must be unique to the school and considered as valid reasons by the panel
What can the school offer the pupil and what support might be needed to integrate them into the school?
Please give any further information you would like the Panel to take into account



--

<b>NAME</b>	
<b>ROLE</b>	
<b>DATE</b>	

Please email this form to: [lisa.adams@blaenau-gwent.gov.uk](mailto:lisa.adams@blaenau-gwent.gov.uk)

Draft

# Positive Relationships & Behaviour Policy and Guidance

DRAFT

**August 2022**



Cyngor Bwrdeisdref Sirol

**Blaenau Gwent**

County Borough Council

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## **1. Introduction, Definitions and Context**

The key to achieving effective learning/teaching/behaviour support is ensuring that a systematic approach exists across our schools and staff have the necessary understanding and skills to recognise behaviour issues. In recognising this, teachers can approach their teaching in ways that build relationships with their pupils and support them in a way that reduces poor behaviour choices. This policy and guidance document aims to provide guidance for schools to effectively support learners.

The **positive relationships and behaviour policy and guidance** document has been informed by a range of key national as well as local need, policies and plans. The aims of this policy and guidance are to:

- provide a framework to establish a co-ordinated, consistent approach to developing positive relationships and behaviours in schools;
- promote a graduated response to intervening, in all schools and other educational settings;
- promote effective partnership working;
- secure positive relationships and behaviours through effective teaching and learning environments; and,
- facilitate capacity building in all schools and other educational settings about effective management of children/young people experiencing social, emotional and behavioural difficulties.

### **Blaenau Gwent - Local Context**

The Local Authority's (LA) Positive Relationships and Behaviour Policy should be viewed within the context of the Blaenau Gwent's overarching Inclusion Strategy and other key documents. Blaenau Gwent County Borough Council (BGCBC) has a strong focus on prevention, early identification and intervention. Schools should use a graduated response to need and ensure Universal Learning Provision (ULP) for all pupils to promote inclusion.

The LA is committed to the principles and values of the United Nations Convention on the Rights of the Child (UNCRC) in all aspects of our work. Learners have the right to feel valued and entitled to the respect of others, both within and out of the formal learning environment.

The LA is committed to the principles of inclusion and equality and recognises that these are essential to the promotion of positive behaviour. This is underpinned by a commitment to fostering the wellbeing of all pupils and young people. The creation of nurturing, healthy and safe environments is crucial in enabling pupils and young people to thrive.

The LA also recognises the need to create an ethos that is engaging, empowering and supportive in order for learning and positive behaviour to develop. The cornerstones of trust, respect, inclusion and high expectations of all are integral to creating a well-disciplined learning environment.

## **2. Welsh Government Guidance**

The Welsh Government's guidance document Inclusion and Pupil Support, 203/2016 highlights the factors necessary to promoting positive relationships and behaviour.

- [Welsh Government Inclusion & Pupil Support Document](#)

### **Other Relevant Guidance Includes:**

- [Exclusion from schools and pupil referral units 225/2019](#)
- [Practical approaches to behaviour management in the classroom. A handbook for classroom teachers in primary schools 117/2012](#)
- [Practical approaches to behaviour management in the classroom. A handbook for classroom teachers in secondary schools 086/2010](#)
- [Effective managed moves: A fresh start at school for children and young people 096/2011](#)
- [Rights, respect, equality: Statutory guidance for governing bodies of maintained schools 2019](#)
- [School behaviour and discipline | Sub-topic | GOV.WALES](#)

## **3. Principles**

It is recognised, especially following the COVID-19 pandemic that learner behavioural is a priority across the school estate. The LA is committed to ensuring that all children and young people gain maximum benefit from their education, regardless of ethnic origin, sex, age, marital status, sexual orientation, disability, gender reassignment, religious beliefs or non-belief, use of Welsh language, BSL and other languages, nationality, responsibility for any dependents or any other reason which cannot be shown to be justified.

In seeking to promote the development of appropriate relationships and behaviour, the LA acknowledges that both effective whole LA and whole school approaches to practice is essential. Professionals need to understand why behaviour and attendance is important and affects learning. This will include understanding the underlying causes or triggers. The LA promotes partnership working and will support schools and education settings to:

- Provide an emotionally secure environment and safeguard vulnerable learners.
- Create an ethos that promotes de-escalation and supports positive relationships and behaviour.
- Develop programmes to promote children's emotional well-being; this should be integrated into all aspects of the curriculum.
- Recognise that exclusion is the last resort and that unofficial exclusions are both illegal and unlawful.
- Promote effective learning and teaching in order to secure positive relationships, behaviours and engagement.
- Respond to emerging social, emotional and behaviour difficulties at an early stage and implement effective Pastoral Support Plans (PSPs)

## **4. Roles and Responsibilities**

### **A) The Local Authority**

- Provide high quality management and leadership that promotes effective and inclusive practice.
- Develop policy, guidance and procedures to support effective practice.
- Promote and facilitate the continuous professional development and training of staff in relation to behaviour management, including the development of specialist skills where necessary.
- Recognise and promote the entitlement of all learners to ensure that all needs are met.
- Work with schools to provide a curriculum that recognises and values diversity.
- Work with schools to reduce the number of permanent exclusions, fixed term exclusions as well as the number of days lost due to exclusions.
- Support schools to improve attendance rates and address the needs of persistent absentees through robust monitoring arrangements.
- Provide services that are accessible to all learners.
- Engage with parents/carers, other agencies, and service providers to meet the specific needs of learners.
- Evaluate performance in the light of qualitative/quantitative data, independent reviews, and regulatory findings.

### **B) School and Governing Body**

Pupils are encouraged to take responsibility for their learning, behaviour and achievement and to contribute effectively to their learning community. All settings should maintain a positive ethos and create an environment that allows them to develop into healthy confident citizens of Wales and the World.

Schools should ensure that they have an effective behaviour policy and an emotional health and wellbeing strategy. These should be aligned to other processes related to school improvement planning to ensure that they achieve an ethos where positive behaviour and attendance are essential foundations for effective learning, and where all learners can feel respected, safe and secure.

The school policy should set out:

- the school's underlying principles
- a code of conduct for pupils including behaviour when travelling to and from school
- how positive behaviour will be encouraged
- clear and appropriate support for negative behaviour
- the graduated response to challenging behaviour
- restorative approaches to conflict resolution
- how race, disability and other equality issues will be addressed
- arrangements for implementing the policy

- how the policy will be monitored and reviewed

Relationships built on mutual trust and respect are fundamental to promoting positive behaviour. High quality interaction between all members of the learning community, including parents/carers and partner agencies should be evident, to ensure that all feel respected, included and valued. Schools should be able to demonstrate consistent positive staff interactions with pupils and young people that demonstrate that they have a good understanding of pupils' learning needs, interests and development.

### **C) Teachers and other School Staff**

Teachers and school staff will:

- Have a positive, caring attitude towards all pupils' behaviour
- Have an appreciation of all pupils as individuals whose talents are valued
- Have a fair and consistent treatment of all pupils
- Provide appropriate, focused praise
- Adopt the guidance and support when addressing unacceptable behaviour and create a culture of accountability and responsibility in all individuals
- Provide regular communication with parents/carers

## **5. Partnerships**

Collaborative practice is a key priority for the LA. In order to promote and sustain positive relationships and behaviours and improve school practice, it is essential that partners work together effectively. This is of particular significance in relation to children/young people and families who may have a range of needs, sometimes in complex circumstances.

Effective collaboration will be secured through active involvement with:

- Children/young people
- Parents and carers
- Schools and other educational settings
- The Youth Service
- Multi-agency forums with Children's Services and Health
- Raising Aspiration Group (RAG)
- ALN Panel and Vulnerable Learners Panel
- Voluntary bodies and other key stakeholders

## 6. Positive Relationships and Behaviour Guidance

### Understanding Behaviour

Understanding the causes of pupils' behaviour is essential, as without this it is unlikely that any behaviour strategy will be sustainable. There are five basic models in understanding pupil behaviour.

These include:

- biological
- behavioural
- systemic
- psychodynamic
- cognitive

This is available in more detail at 'Beyond Behaviours', Mona Delahooke, PhD (2019).

### Adverse Childhood Experiences and (ACEs) Trauma Informed Practice

Adverse Childhood Experiences (ACEs) is the term used to describe traumatic experiences before age 18 that can lead to negative, lifelong emotional and physical outcomes. The 10 aspects of ACEs identified are:

- Emotional abuse
- Physical abuse
- Sexual abuse
- Neglect
- Domestic abuse/violence
- Household substance abuse
- Household mental illness
- Divorced or separated parents
- Incarcerated parents/family member
- Frequent changes in housing and schooling

Many schools across Wales and the UK, Blaenau Gwent included, practice trauma informed practices. A trauma informed school is one that is able to support children and young people who have experienced trauma or emotional wellbeing issues and can act as a barrier to learning. There are many organisations who support schools, communities and other organisations to become 'trauma informed'. In Blaenau Gwent, we work with Trauma Informed Schools UK (TISC UK) and our aim is for all our schools to be accredited.



For more information see:

<https://www.traumainformedschools.co.uk/home/what-is-a-trauma-informed-school>

## 7. Successful Learning Settings/Environments

In order to create a positive learning environment within a school, it is essential that the following key aspects are considered and implemented across the whole school.

- consistent classroom practices
- consistent positive relationships
- an inclusive learning environment

Children learn best when they feel safe, respected, included and valued. Effective learning in a happy classroom occurs when teachers can successfully create a nurturing, inclusive, structured classroom environment so that learning opportunities can be maximised. Teaching several pupils with different needs can be challenging. However, when a positive learning culture is created, the pupils will learn better because they will know what is expected of them.

The provision of a successful and inclusive learning environment includes;

- beginning the year with clear expectations and routines which are understood by all pupils – these should be visually available with no more than three school rules
- having agreed rewards and positive reinforcements
- making use of their physical space
- well-planned lessons that are accessible for all
- encouraging respect through developing positive relationships
- ensuring a consistent approach from **all** adults
- having set consequences for misbehaviour
- having a selection of options for dealing with disciplinary problems
- making use of restorative practices

Good practice in learning environments/settings, includes;

- **Positive relationships based on mutual trust that are led and demonstrated by staff;**
- **Clear expectations that need to be reinforced regularly and developed in conjunction with children and young people;**
- Routines help to minimise behavioural challenges in the classroom and are key to a well-managed and organised classroom however, flexible enough to alter if circumstances change.
- Praise is an effective way to encourage pupils to engage in the desired behaviour as it focuses on a pupil's effort rather than on what is accomplished. Encouraging pupils to peer praise each other not only

creates a positive classroom environment but also motivates individuals to make positive choices.

- BG's approach will focus on learner self-recognition so that the behaviour is intrinsically motivated rather than extrinsically. Intrinsic rewards/benefits are useful for schools in certain circumstances e.g., exam preparations.
- The frequency and level of rewards given to pupils depends on the level of behaviour. If a pupil is displaying frequent and quite difficult to manage behaviour, then the frequency and level of reward can be high.

Schools need to create a positive well-structured environment right from the start. For example:

- 'Calm down' and safe spaces
- Sensory rooms/areas
- Nurture programmes/spaces
- Learning environments set up to enable movement breaks
- Role play to promote positive relationships and encourage a sense of belonging
- An allocated seat/space for some individual pupils
- Displays which reinforce positive attitudes and mindset
- Displays and resources which reinforce the concept of family and how family structures differ
- Systems which encourage independence and ownership of learning e.g., positions of responsibility
- Displays and resources which promote positive attitudes of other minority groups and work against stereotyping
- Use 'check in' and 'meet and greet' at the start of the day to show pupils they are valued

## 8. Preventing and Responding to Disruptive Behaviours

- **Preventing Challenging Behaviours (Pro-active Strategies)**  
Proactive management strategies are designed to equip the teacher with preventative measures to implement before a behaviour problem occurs. These strategies create a sound routine, clear expectations and coping strategies.
- **Responding to Challenging Behaviours (Reactive Strategies)**  
Responding correctly to an incident of unwanted behaviour is vitally important. These strategies are effective providing they are planned for and used correctly. Reactive strategies should ensure that:
  - staff are non-confrontational
  - school's positive-handling strategies are followed
  - the school's guidelines of dealing with challenging behaviours are followed
  - the pupil is safe
  - staff and other pupils are safe

- **Dealing with Challenging Behaviour**

Wait for a pupil to calm down fully to have time to 'self-regulate', before discussing the incident techniques could include acknowledging how the child feels and mirroring their level of intensity. i.e. I can see that you are feeling very angry. De-escalation techniques should be the first stages of intervention, where possible.

- **Using Reasonable Force**

All school staff members in charge of pupils have a legal power to use reasonable force to prevent pupils committing a criminal offence, injuring themselves or others, or damaging property; and to maintain good order and discipline among pupils. The focus should be on preventing, as far as possible, the need for the use of force on pupils. The use of reasonable force should only be a last resort.

- **Recording and Reporting Incidents**

Schools are expected to keep systematic records of every incident in which force has been used, in accordance with school policy and procedures on the use of force and its child protection requirements. The views of the child regarding any incident should be recorded, as well as witness testimonies from other staff/pupils/observers

- **Monitoring and Evaluating Behavioural Progress**

There are many ways to monitor and evaluate pupil's behaviour:

- reward charts
- home-school link books
- self-monitoring
- behaviour contracts – including parenting contracts and/or orders
- Individual Development Plan (IDP)
- Individual Behaviour Plan (IBP)
- Pastoral Support Programme (PSP)

Further information can be found in the following Welsh Government guidance for primary and secondary schools:

- [Behaviour Management in the Classroom: A Handbook for Classroom Teachers in Primary Schools](#)
- [Behaviour Management in the Classroom: A Handbook for Classroom Teachers in Secondary Schools](#)

The involvement and support of parents is recognised as invaluable in achieving good outcomes for pupils. The expectation is that schools will engage with parents in some or all of the following ways:

- Ensuring that parents and carers are aware of all relevant school policies.
- Offering parents and carers the opportunity to engage positively with school staff through attendance at reviews, parents' meetings and other arranged activities.
- Working in partnership with parents to help address the needs of their children and develop strategies for ensuring high levels of success.

## **Blaenau Gwent – Inclusion Services and Provision**

### **Universal Learning Provision**

Universal Learning Provision (ULP) should be made available to all children in schools should they need it. This is the first response to emerging needs.

Ordinarily, if after two terms of intervention / support through Universal Learning Provision a child is still not making sufficient progress from their baseline they will be moved onto a school Individual Development Plan (School IDP).

Many schools have other resources that can be considered before approaching the Local Authority such as

1. Nurture provision
2. Use of a Reduced Timetable, short term when appropriate and agreed by an LA Officer through the VPP
3. Support from INREACH services
4. Access to the Youth Service
5. Managed moves, depending on the reason for behaviour
6. Bespoke packages at KS4

These approaches may be considered before contacting the LA. However, the Local Authority recognises that for a pupil dysregulating, two terms can be a long time, and this can be detrimental to the child. Therefore, in situations where the child's emerging need is behaviour based and the strategies recommended within this Policy and support provided through Universal Learning Provision are not helping alleviate the issue, a referral can be made to the Educational Psychology Service (EPS).

The LA offers a continuum of support. This consists of:

- Whole school support/advice/training
- Support for individual pupils in mainstream school
- Consideration for placement in the River Centre 3-16 Learning Community School via ALN Panel either as a revolving door, dual registration or main
- Consideration for placement in Ty Afon via Vulnerable Pupil Panel
- Consideration for placement in 'out of county' school via the ALN Panel

## **The River Centre 3-16 Learning Community**

The River Centre is a special school for pupils who, despite school-based intervention, still experiences significant behavioural difficulties. Pupils who attend the River Centre have a Statement of Special Educational Needs or a school or Local Authority Individual Development Plan (IDP) for Social, Emotional and Behavioural Difficulties (SEBD).

## **Education Other Than at School (EOTAS)**

EOTAS is education outside of school, arranged by the LA and schools for pupils for whom mainstream education is inappropriate. EOTAS takes place away from the school site and can be led by school staff.

The LA aims to work closely with pupils, parents and schools to seek positive improvements in the behaviour of pupils who present challenges, in order to improve their access to education and to reduce the risk of exclusion. To do this the LA commits to:

- clear, honest, and effective communication
- equity of support across Blaenau Gwent for pupils of all ages, backgrounds and ethnicities
- clear and consistent policies and processes
- ensuring that all pupils are in an education setting that best suit them, be that in a mainstream school, specialist school or alternative learning provision
- appropriate specialist provision within the authority for those pupils with the most acute behavioural and emotional needs.

## **Early Intervention**

To support early behaviour identification of need for pupils failing to make progress at Universal Learning Provision Stage, the Local Authority will provide the following:

- Cluster level and individual school level ALN consultation meetings led by the Educational Psychology service
- Cluster level Early Years ALN consultation meetings led by the EYALNLO
- Cluster level support from the ALN Manager and ALN Statutory Officers, answering general and specific queries around SEN/ALN and behaviour, such as:
  - advice on provision mapping
  - advice on reasonable adjustments
  - advice on submitting an application to the ALN Panel
  - advice on the graduated response
  - advice on Welsh Government guidance on where to find sample policies
  - links to external agencies
  - advice on IDPs
  - advice on changes related to the ALN Act

- ALNCo forum which takes place on a half termly basis, chaired by the Principal Education Psychologist
- A comprehensive training programme, offered by both the EPS and Inclusive Practice Service (IPS)

## Blaenau Gwent ALN and Vulnerable Learners Panel

### **ALN Panel**

For pupils whose needs are more complex and require further support, and a possible change of placement, the school will be required to submit an application to the ALN Panel with parental and child agreement, where capacity is not an issue and school and other agency engagement. With this, they will need to demonstrate the support provided through the pupil's Pastoral Support Plans along with evidence of impact of any support already put in place. Pupils should be at school IDP level before being referred to ALN Panel.

Types of support/intervention that may be agreed include:

- Referral to Educational Psychology Service
- Local Authority or school to consider an IDP
- Educational Psychology Service for support or assessment

The ALN Reform agenda has also made it clear that some learners will not fall within the criteria for ALN Panel determination, but still have other identified needs and in some cases behavioural considerations. In these circumstances, the Inclusion team has established a Vulnerable Learners' Panel (VLP) and this group of key stakeholders will assess the learners' requirements and consider appropriate provision. The panel will be led by the Senior Education Welfare Officer. There are clear links between the work of the VLP group and the ALN Panel to ensure that all learners needs are met in systemic and comprehensive way across the board.

## 9. Pastoral Support Plans (PSP) and Reduced Timetables (Modified Day)

### **Reduced Timetable – What is it?**

All pupils are entitled to a full-time education. However, section 19 of the Education Act 1996 allows a Local Authority to reduce the full-time education offer, if it considered to be in the best interests of the child. A reduced timetable can only take place through a Pastoral Support Plan (PSP) and with the agreement of the ALN Manager or Senior Education Welfare Officer. These are intended to be short term, school-based interventions, and the relevant paperwork, including review paperwork, must be submitted to the Local Authority Vulnerable Pupil Panel.

### **The Pastoral Support Plan (PSP) – What is it?**

A Pastoral Support Plan (PSP) is a school-based intervention that is designed to support young people with health care needs and/or who may be anxious and phobic and/or who may be at risk of becoming disaffected through repeated fixed-term exclusion or permanent exclusion. PSPs are designed to be a short-

term intervention tool which is regularly reviewed and leads to the reintegration of the learner to full-time education (Appendix 4)

### **When to use a PSP?**

National guidance recommends that a PSP should be considered where one or more of the following apply:

- A pupil who has had two or more fixed term exclusions in what period?
- A pupil who has had one fixed term exclusion of ten days or more is this always necessary e.g. setting off a fire alarm
- A pupil who is at risk of permanent exclusion
- A pupil who is at risk of exclusion
- A pupil who has medical and/or is anxious/phobic and/or whose behaviour is rapidly deteriorating and where there is previous planning to support behaviour

If a pupil is returning from an exclusion of ten days or more it is recommended that a PSP is developed prior to the pupil returning to school. This will enable the programme to support the reintegration process once the pupil returns to school. The PSP is designed to bring together views and solutions from a variety of perspectives. It is a multi-agency meeting with a focus on the needs of the pupil. It includes views of parents or carers, the pupil, the school and other services involved with the pupil. The PSP is an outcome driven plan with targets set for the pupil, the school, the family and other agencies involved in supporting change. A PSP;

- Is usually school based
- Is time-limited
- has smart targets with practical strategies
- is overseen by a school leader e.g. Headteacher, ALNCO, or another member of the Senior Management Team
- follows a standard format so involves minimum administration
- includes the views of the child or young person and their family

**NB.** The decision to implement a PSP is made in conjunction with the school, appropriate Local Authority Representative, pupil and family.

### **Monitoring Impact**

The impact of interventions for behaviour by the Local Authority will be measured using the following key data:

- Reduction in fixed-term and permanent exclusions
- Increase in attendance percentages
- Improvement in pupil progress
- Reduction in the number of pupils with behavioural, emotional and social needs at risk of exclusion
- Reduction in the number of pupils with behavioural, emotional and social needs being placed out-of-county
- Reduction in the number of referrals to panel
- Reduction in reduced timetables and Pastoral Support Plans (PSP) in place

## 10. Pupils Excluded from School

Decisions to exclude learners should be taken very seriously and only as a last resort. Exclusions should **only** take place:

- in response to serious breaches of the school's behaviour policy and
- if allowing the learner to remain in school would seriously harm the education or welfare of the learner or others in the school.

**NB.** It is only the Head Teacher or Senior Teacher with delegated responsibility when the Head Teacher is absent, that can exclude a pupil.

Guidance relating to fixed-term and permanent exclusions can be found in Exclusion from Schools and Pupil Referral Units:

- [Exclusion from schools and pupil referral units 225/2019](#)
- Exclusion from Schools and Pupil Referral Units 171/201
- BG Exclusion Policy

## 11. Managed Moves

A managed move could be an appropriate strategy for the following pupils:

- Pupils for whom there is a genuine belief that a fresh start would be beneficial. However, it is essential to establish the core reasons for the problems being experienced and/or behaviours displayed by the pupil prior to consideration of a managed move.
- Pupils who find that attendance at their current school is negatively affecting their emotional well-being.
- Pupils with emotional and behavioural difficulties who have received a variety of supportive strategies in their school with limited success.
- Pupils who are risk of permanent exclusion but who might succeed in a new placement.
- Pupils reinstated into a school by an independent appeal panel following a permanent exclusion but where reintegration proves to be impractical.

[Effective managed moves: A fresh start at school for children and young people 096/2011](#)

## 12. Monitoring, Evaluation and Review

This policy will be reviewed annually and updated considering any legislative changes. The LA will monitor how effective schools and other educational settings are in meeting the needs of children and young people via:

- Monitoring Challenge Support and Intervention Programme
- Estyn reports
- Independent consultant reviews
- Specialist staff visits and reports



- A range of self-evaluation processes
- Analysis of relevant data (including exclusions, attendance, referrals to specialist settings, pupils accessing alternative settings, monitoring of bullying and restricted physical interventions)

The work of the LA will be reviewed against service standards, statutory responsibilities, and national and local performance indicators.

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## APPENDICES

Appendix 1	Universal Assessment Tools
Appendix 2	Behaviour Checklist
Appendix 3	Behaviour Guidance Matrix
Appendix 4	Pastoral Support Plan (Primary and Secondary Schools)
Appendix 4a	Pastoral Support Plan Guidance Notes and check list of interventions
Appendix 5	A Graduated Response - Model of Support

- [Welsh Government Inclusion & Pupil Support Document](#)
- [Exclusion from schools and pupil referral units 225/2019](#)
- [Practical approaches to behaviour management in the classroom. A handbook for classroom teachers in primary schools 117/2012](#)
- [Practical approaches to behaviour management in the classroom. A handbook for classroom teachers in secondary schools 086/2010](#)
- [Effective managed moves: A fresh start at school for children and young people 096/2011](#)
- [Rights, respect, equality: Statutory guidance for governing bodies of maintained schools 2019](#)

## Universal Assessment Tools

Universally available assessments to help identify pupil needs may include the following:

- Boxall Profile
- Pupil Attitudes to Self and School (PASS)
- CAT4 SAS (Standardised Assessment Score)
- A range of sensory and behaviour checklists are available in the 'Beyond Behaviours' Mona Delahooke, PhD (2019).

Further information can be accessed through the Welsh Government's Inclusion and Pupil Support web pages [www.wales.gov.uk/inclusionandpupilsupport](http://www.wales.gov.uk/inclusionandpupilsupport)

## Behaviour Checklist

Does the child display...?	Have you already tried...?
Has there been a recent or past bereavement?	Rainbow Trust CRUSE
Is there a history of ACES/family issues?	Families First Helping Hands Barnados Team around the Family
Has eyesight been checked?	Opticians
Has hearing been checked?	Audiologist
Do they have any Speech and Language difficulties?	Referral to SALT
Do they have a reading difficulty?	ULP for reading
Do they have a mathematics difficulty?	ULP for mathematics
Have they got poor working memory?	Precision teaching, working memory games Kim's game
Do they have concentration difficulties?	'Now, next then' boards Short/clear instructions. Use of Timers
Is the pupil EAL?	Follow EAL strategies in Hwb
Is the pupil MEAGRT?	Look at cultural differences. One page Profile (liaise with family)
Does the pupil have difficulties with friendships?	SociallySpeaking Circle time Buddy
Is the pupil a young carer?	Young carers
Does the child bully or get bullied?	KIVA, NSPCC, School policy based on guidance
Has the child a sibling with an ALN?	Young carers
Has the pupil got a medical need?	Referral to Occupational Therapy or health and any support groups
Is the child displaying attention seeking behaviours?	Give role of responsibility, Become a buddy mentor,
Has the pupil got a diagnosed medical condition?	If on medication have medication levels been checked?
Does the child have somewhere safe to go?	Calm down space, stamping board, breathing exercise reminders, mindfulness
Has the child moved house a lot?	Transition objects, attachment strategies
Has the child ASD tenancies	SPACE Wellbeing, ND Pathway
Is the child MAT	Reasonable adjustments in place

*This list is not exhaustive but provides a range of avenues to explore prior to referral.*

<b>Behaviour Guidance Matrix</b>	
<b>Positive Behaviour</b>	<b>Low Tariff / Risk Behaviour</b>
Targets being achieved Following instructions Adhering to class/school rules Polite & respectful to pupils & staff Focussed on task Question and challenge appropriately & offer opinions Empathy and emotionally considerate Share / co-operate Self-control / honesty Positive modelled behaviour Understanding positive behaviour	Passive Easily distracted Off task Pushing / shoving / 1 punch (NO INITIAL ADULT INTERVENTION OR PHYSICAL MARKS) Disrupting learning of others Teasing / name calling Answering back (tone/verbal and non-verbal language) Smirking Stealing Swearing Walking around class when they shouldn't be
<b>Medium Tariff / Risk Behaviour</b>	<b>High Tariff / Risk Behaviour</b>
Fighting (adult intervention – verbal) Attempting/ threatening to leave school premises Leaving classroom without adult permission Stealing Swearing in context Disrupting the session Refusing to comply with staff	Confrontation & aggression Fighting <ul style="list-style-type: none"> <li>- pre-meditated</li> <li>- malicious</li> <li>- physical harm</li> <li>- physical intervention required</li> </ul> Leaving school premises Sexual / racial abuse (aggressive) Damage to property Stealing Victimisation Swearing at staff Disrupting whole class learning Bullying (consistent & persistent) Abuse of staff / authority Deformation of character Weapon brought to school Substance misuse

<b>BLAENAU GWENT</b>	
<b>PASTORAL SUPPORT PROGRAMME - Primary and Secondary schools</b>	
<b>Name of School:</b>	
<b>Purpose of Pastoral Support Programme:</b>	
<ol style="list-style-type: none"> <li>1. To improve academic attainment, attendance and/or prevent alternative provision / permanent exclusion</li> <li>2. To support the student to manage his/her behaviour/attendance/academic performance.</li> <li>3. To identify precise and realistic behavioural/academic/attendance outcomes for him/her to work towards.</li> </ol>	
<b>PUPIL NAME:</b>	<b>YEAR GROUP:</b>

NAME OF CONTRIBUTORS	AGENCY

<b>DATE THE PROGRAMME WAS:</b>	
<b>INITIATED:</b>	
<b>REVIEW 1:</b>	
<b>REVIEW 2:</b>	
<b>REVIEW 3:</b>	
<b>REVIEW 4:</b>	
<b>REVIEW 5:</b>	
<b>REVIEW 6:</b>	

(Add further reviews as required)

<b>BACKGROUND INFORMATION:</b>			
<b>Primary / Nursery School:</b>		<b>DoB</b>	
<b>Address:</b>	<b>Contact Details:</b>		
	<b>Home:</b>		
	<b>Mobile:</b>		
<b>Nationality:</b>	<b>Ethnicity:</b>		
<b>Mother tongue:</b>	<b>Gender: M / F / Other</b>		
<b>FSM: Yes/No</b>	<b>Medical info: Yes/No</b>		
<b>Other: MAT, EAL etc</b>	<i>If Yes please give details:</i>		

ACADEMIC INFORMATION:				
<b>Foundation Outcomes:</b>				
TAs KS2	<b>En</b>	Ma	Sci	Wel
CATs (Year ?)	Verbal	Non-verb	<b>Quant</b>	TSAS
TAs KS3	<b>En</b>	Ma	Sci	Wel
Literacy/Numeracy Please state name of test & date:	<b>Reading Standardised Score:</b>	Spelling Standardised Score:	Numeracy Standardised Score:	Attitudinal Survey results e.g. PASS
KS4 – (Predicted Grades & Course name/title e.g GCSE, Entry Level & Exam Board)	<b>En</b>	Ma	Sci	Wel
Predicted Grades in Options/Courses				
<b>Additional Needs:</b>				
ALN Register?	YES/NO	Stage of Graduated Response: U T S		
Support entitlement:				
Initial Statement/IDP date:				
Last Statement/IDP Review date:				
Educational Psychologist Consultation: Name: Date:				

<b>SAFEGUARDING INFORMATION:</b>	
Looked after by the LA? If so which LA?	Yes / No / Previous Involvement
Social Worker (name and contact details):	
Child Protection Register?	Yes / No / Previous Involvement
Child in Need?	Yes / No / Previous Involvement
Risk Assessment? <i>(if yes, the risk assessment must be completed and attached to this form)</i>	Yes / No
Care and Assessment Plan (CASP)	Yes / No

<b>ATTENDANCE CONCERNS?</b>			
<i>Please delete year groups to reflect relevant phase i.e. Primary / Secondary</i>			
Truancy			YES/NO
Term Attendance	%	E.W.O. Involvement?	YES/NO
e.g. Autumn 12	%	E.W.O. Name:	
	%	Action by E.W.O / School	Date
	%		
	%		
	%		
<b>Reception / Yr 7 Attendance</b>			
Unauthorised Absence			
<b>Yr 1 / Yr 8 Attendance</b>			
Unauthorised Absence			
<b>Yr 2 / Yr 9 Attendance</b>			
Unauthorised Absence			
<b>Yr 3 / Yr 10 Attendance</b>			
Unauthorised Absence			
<b>Yr 4 / Yr 11 Attendance</b>			
Unauthorised Absence			
<b>Yr 5 Attendance</b>			
Unauthorised Absence			
<b>Yr 6 Attendance</b>			
Unauthorised Absence			



<b>OTHER AGENCIES</b> involved with the pupil and their involvement:			
<b>AGENCY</b>	<b>CONTACT DETAILS</b>	<b>INVOLVEMENT</b>	<b>DATES</b>
Children's Services			
CAHMS			
Restorative Justice			
Careers Wales			
EWO			
OASIS (Youth Worker)			
Learning Coach			
Key Worker – TAF			
Sexual Health Service			
Young Carers			
Domestic Abuse Services (DAS)			
Prevent			
School Based Counselling			
School Nurse			
CRI (substance misuse support)			
Youth Offending Service			
GP			
YISP			
Police Liaison Officer			
The River Centre (EOTAS)			
CLA Worker			
Other			

**SUMMARY OF BEHAVIOURAL, EMOTIONAL AND SOCIAL DIFFICULTIES AT START OF THE PSP:**

Blank area for summarizing behavioral, emotional, and social difficulties at the start of the PSP.

**EXCLUSIONS:**

<b>Internal:</b>			
<b>Date initiated</b>	<b>Length in lessons/days</b>	<b>Reason</b>	<b>Parents informed</b>

<b>Fixed Term:</b>			
<b>Date initiated</b>	<b>Length in days</b>	<b>Reason</b>	<b>Return Date</b>

<b>Governors Discipline Committee:</b>		
<b>Date</b>	<b>Parents</b>	<b>Outcome</b>

<b>Initial Meeting:</b>			
<b>Venue:</b>	<b>Time:</b>	<b>Chaired by:</b>	<b>Minuted by:</b>
<b>Present</b>		<b>Relationship / Reason</b>	

<b>Risk of Permanent Exclusion : (1 = extremely low; 5 = significant risk; 10 = extremely high)</b>									
1	2	3	4	5	6	7	8	9	10
<b>Student Commitment to (e.g. current mainstream placement)</b>									
1	2	3	4	5	6	7	8	9	10
<b>Record of meeting:</b>									
<b>Strengths / What is going well?</b>									
<b>Summary of Barriers to Learning.</b>									
<b>Outline terms of behaviour contract. What will help?</b>									
<b>Pupil's views:</b>									
<b>Parent's / carer's views e.g. background</b>									
<b>Pupils Targets:</b>									<b>By when</b>
<b>Success criteria</b>									<b>By when</b>
<b>Parents can contribute by:</b>									<b>By when</b>
<b>School can contribute by:</b>									<b>By when</b>

Action to be taken	Person Responsible
(To include rewards and incentives, consequences and sanctions)	
Pupil targets: 1. 2. 3. (Please add other targets as required)	
Date & time of next PSP review: Signed: _____ Parent: _____ Pupil: _____ School Representative: _____	

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**REVIEW 1**

**Targets to be reviewed. Has success criteria been achieved?  
(Review should be at least termly but normally every 6 weeks)**

<b>Venue:</b>	<b>Time:</b>	<b>Chaired by:</b>	<b>Minuted by:</b>
<b>Present</b>	<b>Relationship / Reason</b>		

<b>Risk of permanent exclusion: (1 = extremely low; 5 = significant risk; 10 = extremely high)</b>										
1	2	3	4	5	6	7	8	9	10	
<b>Student Commitment to (e.g. current mainstream placement)</b>										
1	2	3	4	5	6	7	8	9	10	
<b>Any changes/updates to the main PSP document e.g. SEN status, FSM etc</b>										<b>YES / NO</b>
<b>Record of meeting: Include relevant information, update/progress since last meeting</b>										
<b>Strengths / What is going well?</b>										
<b>Summary of Barriers to Learning</b>										

<b>Outline terms of behaviour contract What will help?</b>	
<b>Pupil's views:</b>	
<b>Parent's / carers views e.g. background</b>	
<b>Pupils Targets:</b>	<b>By when</b>
<b>Success criteria</b>	<b>By when</b>

<b>Parents can contribute by:</b>	<b>By when</b>
<b>School can contribute by:</b>	<b>By when</b>
<b>Action to be taken</b>	<b>Person Responsible</b>
(To include rewards and incentives, consequences and sanctions)	
Pupil targets: 1. 2. 3. (Please add other targets as required)	
Date & time of next PSP review: Signed: _____ Parent: _____ Pupil: _____ School Representative: _____	

**REVIEW 2**  
**Targets to be reviewed. Has success criteria been achieved?**

<b>Venue:</b>	<b>Time:</b>	<b>Chaired by:</b>	<b>Minuted by:</b>
<b>Present</b>		<b>Relationship / Reason</b>	

**Risk of permanent exclusion : (1 = extremely low; 5 = significant risk; 10 = extremely high)**

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

**Pupil / Student Commitment to (e.g. current mainstream placement):**

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

**Any changes/updates to the main PSP document e.g. SEN status, FSM etc** **YES / NO**

**Record of meeting: Include relevant information, update/progress since last meeting**

**Parents' / Carers' Comments:**

<b>Action to be taken</b>	<b>Person Responsible</b>
---------------------------	---------------------------

(To include rewards and incentives, consequences and sanctions)	
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Pupil targets:

- 1.
- 2.
- 3.

(Please add other targets as required)

**Date & time of next PSP review:**

Signed:

Parent: \_\_\_\_\_ Pupil: \_\_\_\_\_

School Representative: \_\_\_\_\_

## Pastoral Support Plan Guidance Notes and Check List of Interventions

Please note that this document contains suggested strategies specific to individual schools which can be used for guidance but does not form part of the PSP.

<b>Current intervention strategies: (Please tick)</b>			
Handwriting	<input type="checkbox"/>	SEAL	<input type="checkbox"/>
Commit	<input type="checkbox"/>	Speech and Language	<input type="checkbox"/>
Read, Write Inc	<input type="checkbox"/>	Life Skills	<input type="checkbox"/>
Numeracy	<input type="checkbox"/>	Social Skills	<input type="checkbox"/>
SpLA	<input type="checkbox"/>	Circle of Friends	<input type="checkbox"/>
Behaviour Management/ Youth Work	<input type="checkbox"/>	Spelling	<input type="checkbox"/>
Daily reading Sessions (LS)	<input type="checkbox"/>	Catch up Reading (MS)	<input type="checkbox"/>
Educational Psychology	<input type="checkbox"/>	OASIS	<input type="checkbox"/>
Speech and Language	<input type="checkbox"/>	Counselling	<input type="checkbox"/>
		Youth Worker	<input type="checkbox"/>
<b>Method / Strategies to support pupils / students with SEBD (Please tick all that apply) to support Students with SEBD (Please tick all that</b>			
Positive praise and encouragement	<input type="checkbox"/>	Careful planning, eg. Seating plan, group organisation	<input type="checkbox"/>
Reward System	<input type="checkbox"/>	Mentoring, discussion with pupil	<input type="checkbox"/>
Variety of teaching activities to suit different learning styles	<input type="checkbox"/>	Contact with pupils' head of year, SENCO etc to monitor pupil progress	<input type="checkbox"/>
Clear instructions and guidelines stating high expectations	<input type="checkbox"/>	Detentions for poor behaviour, lateness etc	<input type="checkbox"/>
Try not to raise your voice as this can escalate the behaviour, speak in a calm, firm tone	<input type="checkbox"/>	Early intervention, distraction, fast pace of lesson etc	<input type="checkbox"/>
Extra help/support with class work	<input type="checkbox"/>	Use of SFL	<input type="checkbox"/>
		Point out to pupil when he/she speaks in an inappropriate manner/ tone	<input type="checkbox"/>



## Checklist of Interventions

Intervention	Date	Evidence
Change of class		
Change of subject teacher		
Learning Mentor		
Peer Support		
Parents/carer meeting		
Pastoral Support Plan		
School based counselling		
Reduced timetable		
Alternative curriculum		
Work based training		
AEN advisor team advice, support and guidance		
Educational Psychology advice		
Educational Welfare advice		
Outside agency involvement		
Other interventions – give details		

DRAFT

## A Graduated Response - Model of Support

*The following does not represent an exhaustive list of support services and/or interventions. In this respect, examples of support at different levels are provided and should inform individual schools' Provision Maps.*

### Universal Provision

Breakfast Club
Buddy System
Children's Rights Charter
Communities First
Internal Exclusion
Learning Coaches
National Qualification Award (Child behaviour. Working in Community etc)
Parents and Children Together
Parents Evening
Multi Agency Coffee Morning
Participation Agenda
Police Liaison Officer
Positive Behaviour Management
Restorative Justice
Rewards & Sanctions
Safe Area – Chat, Chill/Time Out Room
School Council (Pupil Voice, Parent Voice)
School Health Nurse
School Nurse
SEAL
Training for example: Team Teach, ASD
Well-being, Self-Evaluation Policy
Whole School Approach to Positive Behaviour/Code of Conduct/Rewards and Sanctions

### Targeted Support

Universal
Children and Families Panel (CAF)
Circle of Friends
ComIT
Educational Psychology Service (EPS)
Education Welfare Service (EWS)
Family First Attendance Group
IBP
Inclusive Practice Service
Nurture Areas
Pastoral Support Programme
Restorative Justice
School Health Nurse
SEAL
Silver Seal

Social Speaking Group

## Specialist Support

CAMHS
ComIT
EPS
EWO
Families First Crime Reduction Initiative
Flying Start
Inspire
Managed Move Process (secondary)
Pastoral Support Plan
Regional Safeguarding Board
Restorative Justice
Restorative Work from the Police
School Based Counsellor
School Health Nurse
Social Services
YISP
YOS
Child and Adolescent Mental Health Services
Low incident-high cost residential placements

# Admission Guidance

**August 2022**



Cyngor Bwrdeisdref Sirol

**Blaenau Gwent**

County Borough Council

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## **Blaenau Gwent in Year Application Process**

Includes In Year Transfer process, Hard to Place and Managed Move protocols.

### **1. INTRODUCTION**

The School Admissions Code places duties and expectations upon Schools, Local Authorities and Admissions Authorities e.g., VA Schools.

The purpose of this document is to outline the key changes with regards to In- Year Admissions, the Hard to Place Protocol and Managed Moves and to outline a transparent process that will enable all schools and the local authority to meet their statutory duties around the provision of school places.

These protocols have been developed by Blaenau Gwent County Borough Council, in association with the Admissions Forum, and take into consideration government statutory guidance and departmental advice;

- School Admissions Code,
- School Admissions Appeal Code,
- Exclusions from schools and pupil referral units in Wales, November 2019
- Blaenau Gwent Hard to Place Protocol.
- The Education Act 2002
- The Additional Learning Needs and Education Tribunal (Wales) Act 2018

For the purpose of this document the term 'school' refers to maintained schools and independent schools

### **2. ADMISSION TO SCHOOLS – IN YEAR TRANSFERS**

Children admitted to the reception year group of an infant/ primary school, those children and those transferring from year 6 in a junior/ primary school to year 7 in a secondary school apply to do so during the normal admissions round.

Where the number of applications for that year group is at or below the schools published Pupil Admission Number (PAN) all children will be offered places. However, where the number of applications for a school is greater than the number of places available the Admissions Authority – the Local Authority (LA) for maintained and Voluntary Controlled schools and the Governing Body for Voluntary Aided Schools must apply their published over subscription criteria. Any children who, because of the Admissions authority's oversubscription criteria, do not receive an offer of a place will be added to the school's waiting list. The waiting list will be ranked according to the published criteria. Parent/carers will also be offered the right to appeal against this decision.

In addition to the normal admissions period applications can be made by parent/carers who wish to transfer their child from one institution to another throughout the academic year. Blaenau Gwent County Borough Council's School Admissions team currently co-ordinate this activity on behalf of all local schools except for faith and foundation schools.

As with applications within the normal admissions round, any children who are not offered a school place following an in-year admission application will be added to the requested school's waiting list. Their place on the waiting list will be ranked according to

the admission authority's published oversubscription criteria. Parent/carers will be offered the right of appeal against this decision.

### **3. MAKING AN IN-YEAR APPLICATION**

Schools have identified key data and information required by any receiving school in advance of any pupil completing an In-Year admission. This will ensure the maximum success for any pupil changing school outside the normal admissions round. Information that is required via the in-year transfer information sheet by a receiving school includes;

- ALN status of applicant
- CLA status of applicant
- Attendance and exclusion data for current and previous school year
- Support service and other agency involvement with applicant
- Current levels of performance and details of qualifications currently undertaken by the applicant where relevant
- Details of any exclusions or behavioural issues for which additional support may be required at the receiving school.

The In-Year Admission application form has been developed to assist the admission process. This now needs to be completed online via the Blaenau Gwent website, paper copy applications can be issued on request. Any transfer request which is not accompanied by a fully completed application form will not be considered.

Completed application forms are to be forwarded to the School Admissions team at the LA by a pupil's current school. The LA will then forward the completed application to the requested school. On receipt of a completed application the process identified in Section 4 must be followed.

### **4. IN YEAR ADMISSIONS PROCESS**

Blaenau Gwent County Borough Council, through the School Admissions team, must, on request, provide information to a parent/carer about the places still available in schools in the area. In order to achieve this, it is important that all schools provide the LA with up-to-date information on the number of places available in each year group. Application forms for both primary and secondary in-year admissions for all admissions authorities are available on the School Admissions page via the Blaenau Gwent website.

#### **Primary and Secondary Schools**

Parent/carers must complete Section A of the application form. It must then be returned to their current school. The current school will complete Section B and will forward the completed application to the School Admissions team at the LA who will then liaise with the requested school on the availability of places. Applications for an in-year admission will not be considered without this supplementary information.

The School Admissions team will communicate to the parent/carer the outcome of their application. The letter will explain whether their application has been successful, or, should it be unsuccessful, their right to appeal. Where a school operates as their own Admissions Authority, parent/carer will be advised that they need to contact the school directly to request an appeal form. The Governance Services team at the LA will coordinate appeals in circumstances where it has not been possible to offer a place in a maintained school.



When communicating the outcome of an application, the letter must provide the following information:

- The outcome of an application
- If an application has been unsuccessful the reason that the application has been unsuccessful
- The right to appeal against the refusal of a place and process to do so

NOTE –The same process will apply to all applications, including those moving into the area. The Local Authority Acknowledge the difficulty in receiving evidence/paperwork from another Local Authority, but this should not be a barrier to admit a pupil.

Where a secondary school has not provided a response on an application for an in-year transfer for an unplaced applicant within 10 days of receipt the LA will inform the school of its intention to use its powers of direction or its intention to seek secretary of state intervention.

It is anticipated that all applicants will be notified on the outcome of an application within 15 working days of the receipt of a completed application form (with section B completed). During this time, it is the responsibility of the LA, receiving school and current school to co-ordinate the completion of the remainder of the application form.

## **5. PARENT/CARER PREFERENCE**

The duty to comply with parent/carer preference is not removed, despite an application to transfer a school place occurring outside of the normal admissions round. All Admissions Authorities have a duty to comply with parent/carer preference when there are sufficient places within the applicant's identified year group to facilitate this.

In the event that parent/carer preference cannot be met within the applicant's identified year group, the applicant will be provided with an opportunity to be added to the nominated school's waiting list. The School Admissions Code requires each Admissions Authority to maintain a clear, objective and fair waiting list for at least the first term of the academic year. Each child on the list will be ranked against the admission authority's published oversubscription criteria. Looked after children, previously looked after children and those allocated a place at the school in accordance with Blaenau Gwent's Hard to Place Protocol (See 7) must take precedence over those on a waiting list. In an instance where a school place cannot be offered the applicant must be given the right to appeal this decision.

## **6. SCHOOLS STATUTORY DUTY TO ADMIT PUPILS**

As the Admissions Authority for Local Authority Maintained Schools the LA has the statutory ability to admit children to its schools, however, this would always be following consultation with the school leadership and/ or governing body, unless the child has a statement or a Local Authority IDP naming the school, or the child is 'new' into the LA with a statement or IDP and the ALN Panel agrees a particular school can meet need For other maintained schools the LA's powers of direction are identified below. A local authority has the power to direct the governing body of a maintained school for which they are not the admission authority to admit a child in their area even when the school is full. The local authority can only make such a direction in respect of a child in the local authority's area who has been refused entry to, or has been permanently excluded from, every suitable school within a reasonable distance. The local authority must choose a

school that is a reasonable distance from the child's home and from which the child is not permanently excluded.

Should an applicant be unplaced but not be eligible for the Hard to Place process it is expected that they are offered a place at the school for which they have applied. In circumstances where following negotiation a school refuses to admit an unplaced applicant and cannot provide sufficient rationale to support this decision the LA will seek to use its powers of direction or will seek the secretary of state to direct the school to admit.

## **7. REFUSAL TO ADMIT PUPILS WITH CHALLENGING BEHAVIOUR**

Where the governing body of a school which does not wish to admit an unplaced child with challenging behaviour outside the normal admissions round, even though places are available, they must refer the case to the local authority for access under the Hard to Place Protocol.

Where the governing body of a school which does not wish to admit an unplaced child with challenging behaviour outside the normal admissions round, and there are no places available, they must refer the case to the local authority for access under the Hard to Place Protocol. This will normally only be appropriate where a school has a particularly high proportion of children with challenging behaviour or previously permanently excluded children.

However, the allocation of a place in accordance with the Hard to Place Protocol does not override parent/carer's right to appeal against refusal of a place at any school for which they have applied. If an application has been refused despite there being places available, the governing body must present their case for refusal, demonstrating how the admission of the child would prejudice the provision of efficient education or efficient use of resources.

In instances where a school wishes to refer an in-year transfer application from a child with an existing school place to the LA under the Hard to Place Protocol it must provide the Vulnerable Learner Panel with written evidence as to why the application should be considered. While not prescriptive the school must as a minimum demonstrate that the receiving school has already admitted a disproportionate number of pupils in the named year group through the normal In-Year Transfer Process, Managed Moves or the Hard to Place Protocol and that how the challenging behaviour of the applicant will prejudice either the provision of efficient education to the existing cohort or the efficient use of resources. Information demonstrating the pupils challenging behaviour should also be provided.

Parent/carer preference is to be taken into consideration but is, ultimately, not the decisive factor when allocating a school place under the Hard to Place Protocol, given that schools are expected to admit a fair number of children with challenging behaviour. Should a parent/carer apply for a school place as an In-Year Admission but be allocated an alternative place under the Hard to Place Protocol they are entitled to appeal the decision not to offer a place at their chosen school. Where an Independent Appeals Panel considers the admission would not be prejudicial to the school or other children and make the decision to admit the child then it is this decision which takes precedence over the allocation of a place under the Hard to Place Protocol.

A school will not be considered for a placement under the Hard to Place Protocol where an applicant has had either an unsuccessful appeal for a school place (on the grounds of

challenging behaviour) or has undertaken an unsuccessful managed move at the school in the 12 months prior to their referral at that school.

If, at the point that the Vulnerable Learner Panel meets to discuss an applicant's referral, the referring school has not been removed from consideration through either appeals panel or mitigating circumstances (identified through the Hard to Place Panel placement process) it will be included as a potential placement destination.

Any referral to the Vulnerable Learner Panel on the grounds of challenging behaviour must be received by the LA within 5 days of the receipt of an In-Year Admission application.

## **8. HARD TO PLACE CHILDREN:**

Sometimes children can find themselves without a school place during the year, for example, because their personal circumstances are such that they have had to move home; or are looked after children; or they have been permanently excluded from their school. In some cases, these children may also exhibit challenging behaviour.

There is often a balance to be achieved between finding a place quickly, perhaps in an undersubscribed school or one facing challenging circumstances and finding a place which is appropriate for the child. It is also recognised that no school should be requested to take an excessive or unreasonable number of pupils who have been excluded from other schools or are otherwise 'hard to place'.

While the Hard to Place Protocol is a means of securing places for hard to place children it does not mean that an application from a hard to place child should automatically be referred to the Hard to Place Protocol. A parent/carer can still apply for a place at any school as an in-year admission and is entitled to an appeal if they are not offered that place.

For a pupil to be eligible to be considered under the Hard to Place protocol, school must demonstrate that a pupil can be identified once as a minimum from each of the lists of children identified below;

- Children from the criminal justice system or Pupil Referral Unit who need to be reintegrated into mainstream education
- Children who have been out of education for two months or more,
- Children of Gypsies, Roma, Travellers, refugees and asylum seekers.
- Children who are homeless
- Children with unsupportive family backgrounds for whom a place has not been sought.
- Children who are carers
- Children with additional learning needs (ALN), disabilities or medical conditions that do not have a statement or IDP/IEP

In addition to the minimum requirements the following will be considered as hard to place attributes:

- Children in year 11, that have significantly challenging behaviours and who have moved into the authority.
- Children who are permanently excluded, including those moved into the authority (MIA)
- Children leaving custody

- Children who have been withdrawn from schools by their parent/carers, following several fixed term exclusions, due to social or behavioural difficulties or additional educational needs, and are unable to find another place
- Children whose parent/carers have been unable to find them a school place after moving into the area or moving around the Borough.
- Children without a school place and with a history of serious attendance problems. This must have included previous involvement with the education welfare service. Children, without a statement/IDP, with significant challenging behaviour. (i.e. a high number of previous exclusions (including internal exclusions) and/or accessing alternative provision.

The above list is not exhaustive, and it is recognised that some children not included on this list will be considered 'vulnerable' and may be required to have their case considered within the protocol. Schools will need to demonstrate how they perceive a child to be vulnerable and hard to place.

Challenging behaviour will normally be defined as;

- Children whose behaviour has resulted in multiple fixed term exclusions or multiple internal exclusions within a period of one academic year preceding the request for a school place.
- Children whose behaviour has resulted in a permanent exclusion or managed move within the last 12 months preceding the request for a school place.
- Significant unauthorised school attendance, in the current academic year linked to behavioural or emotional issues.

Issues relating to non-attendance in isolation of any other factors will not be considered under the Hard to Place Protocol.

Where a parent/carer has elected to home educate and subsequently requires a school place, a child will only be eligible for Hard to place if there is evidence that the child has not been receiving an education. Where there is evidence that a pupil has not been receiving an education, the Panel may consider parent/carer preference and consider returning the child to their school of origin. However, if a child was previously permanently excluded from their school of origin or the Panel deems it is not in the best interests of the pupil to return to their school of origin, an alternative school placement will be sought. Schools best placed to support the child's educational and welfare needs will be considered in the first instance.

### **Referral Under the Hard to Place Protocol**

An officer of the LA can refer an individual under the Hard to Place Protocol. It is anticipated that any individual who has been identified as unplaced will be referred immediately following the local authority becoming aware of their status.

Any school receiving an application outside the normal applications round can refer any applicant under the Hard to Place Protocol if they consider that the applicant satisfies the criteria referred to in the Hard to place Protocol. However, as noted above if a parent/carer has applied for a place as an In-Year Admission and a place is not subsequently offered the parent/carer is entitled to appeal this decision. The outcome of an independent School Admissions Appeal will take precedent over the Hard to place Protocol.

All referrals to the Hard to Place Protocol will be reviewed within 15 working days of the referral date.

On receiving a referral from a school the Vulnerable Learner Panel will consider the application and decide as to whether the referral meets the criteria for placement on the grounds of challenging behaviour.

Any referral under the Hard to Place Protocol that does not meet the agreed criteria will be referred back to the named school for admittance as an in-year admission. The Vulnerable Learner Panel reaching this determination will provide the school full reasoning for this decision. Schools accept that the Vulnerable Learner Panel's decision in this matter is final, and all pupils will be admitted within 5 days of receipt of the Vulnerable Learner Panel's decision.

Any referral not accompanied by suitable supporting evidence from the school will not be considered. Schools will instead be required to admit any pupils as an In- Year Transfer (in order to reduce the period of time a young person is unplaced). Pupils are to be admitted as an In-Year Transfer within 5 days of receipt of the Vulnerable Learner Panel's decision.

### **Vulnerable Learner Panel Decision**

Any school required to admit a pupil under the Hard to Place Protocol will be provided with the full reasoning for this placement and any supporting evidence and information that would assist with the pupil's admission and transition to the school.

Once a placement decision has been made, the Chair will notify the school that has been identified, in the first instance. The LA's Admissions Department will formally notify the school and parent/carer. Schools accept the Panel's decision and must contact the parent/carer to arrange the admission within seven calendar days. The school must also notify the Admissions Department of the admission date confirming that the child is on roll.

In the event that a school refuses access of a pupil they must provide a written response to the Corporate Director of Education within seven calendar days. In this event the LA will seek to use its powers of direction or will seek the secretary of state to direct the school to admit.

## **9.0 MANAGED MOVES**

All schools in Blaenau Gwent have made a significant effort to avoid permanent exclusion. However, there are occasions where after lengthy and concerted efforts it is clear that it is not in the pupil's or school's best interest to continue with the placement, but mainstream education is nevertheless appropriate. In these circumstances one of the strategies that could be considered is a managed move. It must be recognised that this is not a means of avoiding permanent exclusion as in the most severe and persistent cases the problems often recur in the receiving school.

A managed move is a managed transfer, over a period of time, of a child from one school to another. A managed move consists of a formal agreement between the child's parent/carer, the head teachers of both the referring (home) school (School A) and the receiving school (School B). A managed move provides a child with the opportunity of a 'fresh start' in another school and is a means of positively re-engaging the pupil in education.

Generally, a pupil should not participate in more than two managed moves in one academic year.

### **Principles of a Managed Move**

It is seen to be in the best interest of those pupils who are experiencing difficulties, which could appear to be leading towards permanent exclusion. When the full range of pastoral support strategies (including a pastoral support programme) have been resourced and tried but have failed to reach the young person.

When a 'new start' at another school is seen positively by all concerned and has not been used as a threat or punishment by either the school, or the parent/carers. This is a possible, negotiated strategy, not an imposition. It aims to keep pupils included who might otherwise become further disaffected.

A managed move is a voluntary arrangement, and no pressure must be put on to a Headteacher or a parent/carer if either feels that the move would not be in the child's best interests.

### **Criteria for a Managed Move:**

A pupil with an otherwise good record has committed an offence that might lead to permanent exclusion, but the school feels the pupil would benefit from another chance.

There has been an irrevocable breakdown of relationships between a pupil and staff, because of significantly challenging behaviours displayed.

There has been an irrevocable breakdown of relationships between a pupil and his or her peers, because of significantly challenging behaviours displayed

A pupil with a record of inappropriate and disruptive behaviour or poor attendance, because of inappropriate and disruptive behaviour applies for an in-year transfer.

There has been an irrevocable breakdown in relationships between the pupil and staff or peers resulting in a pupil's low or non-attendance.

Where a managed move is proposed to resolve an attendance issue the school must demonstrate that the pupil in question has been referred to the Education Welfare Service. The managed move must be endorsed by the LAs Senior Education Welfare Service, where it is anticipated the move may resolve the existing barriers to attendance.

The above list is not intended to be a complete list of scenarios and there may be other occasions where a Managed Move is considered appropriate

### **The Procedure for a Managed Move**

Managed moves will need to be referred to the Vulnerable Learner Panel. Prior to requesting a managed move, Headteachers must satisfy themselves that all possible preventative procedures have been met in full. Headteachers must make available all records in respect of:

- Pastoral support programme
- School's intervention and support given in respect of issues causing concern
- Referrals to external agencies
- ALN stage, provision of support and involvement of external agencies (if applicable)
- Assessment information
- Attendance

- Parent/carer interviews/discussions
- Strengths and potential areas for future development – a positive statement detailing the pupil's strong points/subject preferences
- Key Stage 4 pupils – record of options

A system of managed moves works by negotiating a transfer of the pupil into a new school as a means of positively re-engaging the pupil in education. In the first instance, the head teacher or the head teacher's representative of School A, will have discussed the consideration of a managed move with the parent/carer and child.

Where a Managed Move is being considered because of a pupil's behavioural issues, this should only be considered when School A's own behaviour management strategies and a pastoral support programme of at least 16 weeks has been resourced, tried and failed. Following agreement at the Vulnerable Learner Panel, a further pastoral support plan should then be set up for the pupil at the Initial Managed Move Meeting with School B to support the pupil. On occasions when a single incident occurs that would precipitate a permanent exclusion and without a background history of significant behavioural disruption, a pastoral support programme may not have been drawn up and exhausted by School A. In these circumstances, it is essential that a pastoral support programme is set up as soon as possible by School B to support the Managed Move.

An Initial Managed Move Meeting is arranged by the Headteacher's representative from School A. Those in attendance will be the representatives from Schools A and B, an Inclusion Officer, parent/carer and the pupil. The managed move protocols will be explained, and all parties will provide written confirmation of their understanding and agreement to the parent/carer agreement (see appendix 3). Targets will be set to support the managed move process and information will be shared by parties (see appendix 3). An agreed start date and induction process will be agreed at the initial meeting. The pupil will then continue to attend the School B daily as agreed for the period of the Managed Move

The pupil remains on roll of the home school but has a fresh start and attends the new school for a period of up to 12 term weeks as a "dual registered pupil". If the placement is successful, the pupil would then go onto the roll of the new school – School B.

The success of a managed move is based on targets set at the initial managed move meeting and the following:

- A pupil must have a good level of attendance and punctuality, as determined by the School B, during the period of the managed move.
- A pupil must have a good level of behaviour, as determined by the School B, during the period of the managed move
- A pupil must engage in learning in all aspects of their curriculum whilst attending the School B, during the managed move period

The above targets will be recorded at the meeting and reviewed during the managed move process.

A Review Meeting will be convened by the School B at approximately 6 school weeks into the Managed Move. This Review Meeting will be organised in advance, on a date where all professionals, the parent/carer(s) and the pupil attend. It is at this point where targets set are discussed and/or amended, if appropriate. At this point any concerns can be raised by any party and discussed to support the managed move process.

The School B will convene, a final Review Meeting to take place at 12 school weeks into the Managed Move. It is at this point where all parties consider whether targets set have been achieved, thus determining the success of the managed move. If successful, parties will agree a date when a pupil is to be taken off the School A's roll and become single registered with the School B.

In extenuating circumstances (i.e. when a pupil has had a medical condition that can impact on the attendance target), a managed move may be extended. The length (generally a further 6 weeks) must be agreed with all parties and another Final Review meeting must be arranged.

At the Review Meeting, the Final Review Meeting or at any point during the period of the Managed Move, it may be determined that the Managed Move has been unsuccessful. The determination of whether the Managed Move is unsuccessful will rest with School B and their decision is final. There is no appeal route following a determination that the Managed Move is unsuccessful. All records from School B will be transferred to School A and the pupil will continue to attend School A as a registered pupil there.

If the Managed Move is deemed to be unsuccessful at a point other than the end of the agreed period or at the mid review stage of the Managed Move, the Managed Move will come to end with immediate effect. Non-exhaustive examples of when a Managed Move may come to an end earlier than the agreed period of the Managed Move could be where the pupil displays poor behaviour or fails to attend School B under the Managed Move.

Should the Managed Move be deemed to be unsuccessful; the pupil will return to School A.

There is a clear understanding that School B does not have the ability to permanently exclude the pupil during the period of the Managed Move or at its conclusion. School A retains responsibility for the pupil until such time as the pupil is placed on roll of School B or returned to School A.

A managed move would not normally be appropriate where a year group is full but could be accommodated in exceptional circumstances with the agreement of head teachers.

All school records (as referred to in the Managed Moves Protocol) will be transferred to the receiving school for the Managed Move placement period. If the Managed Move is unsuccessful subsequent transfer applications to the School B may lead to the transfer application being referred by School B to the Hard to Place Protocol. School B will not be considered for placement if there has been an unsuccessful Managed Move for the same pupil in the 12 months prior to the referral.

### **Procedure for Managed Move where the Pupil has Additional Learning Needs and/or a Disability**

A child with a statement or Local Authority IDP/ would not normally be considered for a managed move, evidence should be gathered for submission to the ALN Panel for a change of placement. Where a child has a statement or Local Authority based IDP, the consideration of the managed move should only be undertaken as part of a Person-Centred Planning (PCP) review process.

Pupils with a school based IDP can be considered under the Managed Move Protocol or the school can request that the Local Authority considers taking responsibility for the IDP through the ALN Panel submission process. A PCP review meeting will need to be held



and the outcome of the PCP, PCP report form, EPS report, outside agency reports and the views and wishes of the parent and child is submitted with the Panel Submission paperwork to the ALN Panel,

Where a managed move takes place for a pupil that has a statement or Local Authority IDP, School A should always discuss the arrangements with the Additional Learning Needs Manager prior to the managed move being considered.

Where a pupil has ALN, but does not have a statement or IDP, the IDP Statutory Process should commence, and the procedure outlined above should be always followed.

### **Procedure for a Managed Move for a Child Looked After**

A looked after child would not normally be considered for a managed move. Should a managed move be considered for a looked after child it can only take place with the consent and support of the CLA Education Officer and form part of the child's Education care plan.

### **Registration and Roll Arrangements**

School A keeps the pupil on roll during the trial period and includes him/her in all attendance statistics, local authority census, PLASC etc. School A maintains the pupil's record with an enrolment status of "M" (main dual-registration)

Although not placed on the roll, school B is responsible for recording the pupil's attendance and for feeding back to school A on a weekly basis. School B maintains the pupil's record with an enrolment status of "S" (subsidiary dual-registration). This enables the school to allocate the pupil to a tutor group, register, and generate a timetable.

It would be the responsibility of school A to keep the Inclusion Officer informed of progress of the managed move and in addition the Additional Learning Needs Team in the case of a child with a statement.

### **Other Factors**

Every school involved in a Managed Move should identify a single person in their respective school who will manage all Managed Moves regardless of year group. This may be the Headteacher or a member of the leadership team.

Only the Headteacher of School A can exclude the pupil. School B would need to consider whether the actions of the pupils would warrant the termination of the Managed Move. It is important that School B keeps School A advised of any issues arising during the period of the Managed Move so that appropriate decisions can be taken by School A in a timely manner.

The pupil needs to be committed to the Managed Move process. There should be time allowed for the pupil and parent/carers to reflect on the suggestion of a Managed Move before the initial managed move meeting is scheduled. A copy of the managed move protocols should be provided to the parent/carer and pupil prior to the initial meeting taking place.

The pupil's transition into School B as part of the Managed Move must be on a full-time basis and will similarly need to be supported with effective induction process. These inductions are expected to be more detailed than what is normally provided to new pupils. The key to success is likely to be the pupil feeling an ownership of the transfer, prepared for it, and supported in it by School A, School B and the Inclusion Officer.

School A should enable pupils on a Managed Move who are eligible for free school meals to access them in School B immediately.

Not all pupils will be suitable candidates for a Managed Move. Negotiated transfer is part of a continuum of (developing) provision. Permanent exclusions may still be appropriate in certain cases.

It is the responsibility of the parent/carer to also ensure that the pupil conforms to the uniform regulations at School B.

Pupils who move out of the area and where their home school is no longer within statutory walking distance of their residence, should not be subject to a managed move. A parent/carer has the right to submit a transfer request to their preferred school and the School Admission Code should be adhered to.

### **Finance**

During the period of the Managed Move, funding related to the pupil will remain with School A. However, where a school is above their PAN, prior to the managed move then an agreement between both School A and School B should take place to discuss the recoupment of any additional costs incurred. This should be agreed prior to the initial managed move meeting taking place.

If the Managed Move is successful and the pupil transfers to the roll of School B, funding will be transferred to School B from this date. The accountancy team will calculate the funding available from the date it is agreed the pupil will be transferred to the roll of School B. This may involve the recoupment of some monies from School A for this same period. Accountancy will inform School A and School B of the amount of money to be transferred and the process of transferring such funds.

### **Out of County Managed Moves**

There are no official arrangements for managed moves between local authority areas. However, it is suggested that where a managed move takes place between local authorities, schools and local authorities should follow the local authority's protocols of where the receiving school is located.

# BLAENAU GWENT POLICY FOR THE EDUCATION OF CHILDREN AND YOUNG PEOPLE WITH MEDICAL NEEDS

**August 2022**



Cyngor Bwrdeisdref Sirol

**Blaenau Gwent**

County Borough Council

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## **RATIONALE**

Blaenau Gwent's Tuition Service and Ty Afon provide temporary educational support for pupils who are unable to attend school for medical reasons and pregnant schoolgirls, where mainstream school is not appropriate (please read policy for pregnant school girls). The purpose is to minimise disruption to education, provide access to as much education as their medical condition allows, and enable pupils to return to school as soon as their health permits.

## **REGISTRATION**

Pupils will remain solely on the school roll until they are allocated tuition or a placement at Ty Afon. A pupil's registration status will be agreed as appropriate for the individual pupil at the Vulnerable Pupil Panel (VPP). A pupil may be dual registered, and their main registration type will be the setting where the pupil spends the majority of their time (more than 50%). School must contact the tuition service on a regular basis to ensure that marks are reflective of the pupil's attendance on tuition.

A pupil who is unable to attend school because of medical needs **must not** be removed from the school register, even during a long period of ill health.

## **FUNDING**

Pupil funding will be divided between the school, the tuition service and the River Centre in a pro rata agreement based on the amount of time spent in each provision. The Headteacher of the River Centre and the Head of the Tuition Service will provide the finance team details of pupils' placement at the end of each term. The finance team will arrange for the appropriate proportion of the pupil's AWPU to be transferred from the school to The River Centre/Tuition Service.

## **AIM**

The aims of tuition and Ty Afon is to reduce the detrimental impact of illness on the pupils' education, to re-engage pupils in learning, help them maintain education or make up for lost time, and successfully reintegrate them into mainstream or alternative education at the earliest opportunity. Therefore, all placements will be for an initial 6-week trial period and then reviewed.

## **TUITION: CAPACITY**

Due to the high demand for tuition, tuition will not be offered to a pupil on a long-term basis. It is anticipated that tuition will be offered short term for a maximum of 1 - 2 terms, if the initial trial period is successful.

## **EXIT CRITERIA**

If tuition provision is offered, pupils will be reviewed every 4-6 weeks to establish when a return to school is appropriate. At the end of the maximum provision of 2 terms, the review meeting will consider discharge to the host school, to another school or an alternative arrangement for the pupil's education.

## **GROUPS COVERED**

All pupils whose home is in Blaenau Gwent who are:

- of compulsory school age
- on roll at a Blaenau Gwent maintained school

When a pupil has a Statement of Special Educational Needs/IDP, the school will need to hold an interim review with recommendations from the Review being forwarded for consideration by the VPP Panel. As such, the processes outlined in this document do not apply to such pupils.

## **REFERRAL CRITERIA: PRIORITY LIST**

- pupils who are unable to attend school due to physical illness
- pupils who are unable to attend school due to a mental health illness
- girls of compulsory school age who are pregnant or new mothers with additional health related needs that mean they are unable to remain in their own school.
- pupils returning from elective home education, where there is evidence that the child has not been in receipt of an appropriate education

Tuition will normally only be considered where the pupil's anticipated absence will be for longer than 15 school days. Schools should note that for the first 15 school days of a pupil's absence they are responsible for the pupil's education.

**Pupils with poor attendance and pupils excluded or in danger of exclusion for presenting inappropriate behaviours as the main concern are not appropriate referrals for tuition.**

## **REFERRING AGENCIES**

Referrals for tuition will be considered at the VPP Panel. Referrals will be made by Heads, Deputies and designated staff of schools. Acceptance of referrals is dependent upon the pupil's needs meeting the referral criteria.

## REFERRAL ROUTES

Requests for tuition should be made to the VPP Panel with appropriate documentation (see below).

The VPP Panel will consider referrals and determine what provision will be made. The educational provision offered could be made up, in the short term (one review period), of a combination of time in school and small group provision. The primary provision offered will be group work at a centre. Any individual tuition has to be agreed on a case-by-case basis by the VPP Panel.

## REFERRAL INFORMATION

It is essential that a referral to tuition is part of an integrated support plan for a pupil which is underpinned by the work of all relevant professionals, and which has clear goals or outcomes for a return to school, or other provision. Referral information will need to make clear the expected outcome.

In the case of pupils presenting with mental health conditions, it is expected that referrals are supported by:

- clear evidence of mental health difficulty experienced from senior CAMHS professionals
- information regarding work already carried out by the school, including the impact of advice implemented following Educational Psychologist involvement
- clear evidence that the home school has tried EVERY possible approach to re-engage the pupil and has evaluated the impact that these approaches have had.
- information regarding impact of family interventions and other agencies
- an indication of consensus amongst involved professionals that a referral to tuition is likely to be the most effective way forward
- The child must not have any evidence of disruptive or aggressive behaviours or incidents of exclusions.
- The home school must provide evidence that the child's attendance figure is lower than 50%.
- An agreement to continuing support for pupil and family by the referring agency, planned outcomes for tuition including a return to school.

\* A request from a GP/ SSD or parent is not regarded as sufficient grounds for tuition.

\*\* Please note those pupils allocated a Ty Afon placement will:

- serve a trial period of 6 weeks

- comply with an agreed attendance target that will be gradually increased
- exhibit no disruptive behaviours being displayed by pupils, that may cause upset to others

Any breach of these conditions can result in the placement being terminated.

## TUITION: LINKS WITH SCHOOL

When tuition has been agreed for a pupil with medical needs, a tutor will be appointed. It is the home school's (the pupil's usual school) responsibility to provide work at the appropriate Curriculum level for the pupil. At key stages 1 and 2 the child's class teacher usually takes this responsibility and liaises with the tutor.

At key stage 3, a Head of Year or Additional Needs Co-ordinator is usually asked to take responsibility for obtaining work from subject teachers and liaise with the tutor.

Every school should have policy in place for meeting the needs of pupils with medical needs and a teacher with responsibility these pupils who will liaise with the tutor.

## TUTOR RESPONSIBILITIES

The tutor is responsible for:

- planning and delivering a programme of work and maintaining appropriate records
- sending reports to the school and parents outlining the pupil's progress and achievements at least every half term
- Completing accurate attendance records which will be sent to the school and the LA.
- liaising between home, school and other agencies

All pupils receive support from the service in the knowledge that their goal should be to return to school as soon as their health permits.

Pupils should return to full time education as soon as they are able. Should special arrangements be advised by health professionals then the local authority, school and home tutor, in consultation with parents, will ensure they



are in hand. However, if the necessary arrangements are complex or the pupil has emotional difficulties and is anxious, then the tutor may plan for a supported return to school.

Following consultation with pupil, parent, school and tutor an individual programme of gradual reintegration will be arranged and tailored to the pupil's needs.

## **SCHOOL RESPONSIBILITIES**

The school will be responsible for:

- notifying the LEA/EWS if a pupil is, or is likely to be, away from school due to medical needs for more than 15 school days and request that VPP Panel considers the request for Home Tuition
- If agreed by the VPP Panel, liaise with the home tuition service to draw up an individual learning plan for the duration of the tuition. This plan should be agreed with appropriate health service personnel.
- providing information regarding pupils' prior educational progress and attainment in order to implement a programme appropriate to meet pupil needs
- implementing agreed reintegration programmes
- attending review meetings
- Ensuring that regular plans of work are made available in all Curriculum subjects that the pupil would be normally studying. (This will aid successful reintegration by helping the pupil feel confident that they have covered a similar programme of work to their peers.)
- Loaning appropriate resource materials where possible. These will be returned when the pupil has finished with them
- examination entry fees, making arrangements for examinations and assessment of coursework
- career interviews
- work experience placements
- a named contact within the school to aid communication and attend reviews
- procedures ensuring the pupil is successfully reintegrated into school
- issues related to a pupil with statements of special educational needs
- Ensure that pupils who are unable to attend school because of medical needs are kept informed about social events, and are able to participate, for example afterschool clubs.
- Encourage and facilitate liaison with peers, for example, through visits, videos and internet links

## **WITHDRAWAL OF TUITION**

Tuition will be withdrawn if the pupil fails to attend or make themselves available for tuition on a regular basis without evidence of a medical reason for this and the Education Welfare Officer will be notified if there is an attendance issue. If the provision is considered inappropriate during the initial planning stage, the

provision will be ended. In this event, the referrer and school will be notified through the review process.

## **SUCCESSFUL RE-INTEGRATION INTO SCHOOL**

Local authorities are responsible for ensuring that an individually tailored plan is in place for pupils before they return to school.

The local authority will work with the tutor, host school, parents and professionals to facilitate a return to school. The local authority will co-ordinate a school re-integration plan or some other exit strategy. For example, home tuition will gradually reduce as time in school increases.

The local authority will keep in regular contact with professionals involved in the pupil's case. In partnership with the tuition service, school and other agencies, the local authority will oversee the reintegration process when the relevant professionals agree that the pupil is well enough to go back to school. Some pupils may go on to more long-term specialist provision if their mental health illness cannot be effectively addressed during the short period of tuition.

A review meeting will be convened to review the Individual learning plan and look at all of a child's needs and how they can be best met in order for effective reintegration to take place. A review of the ILP at this stage will:

- bring together the support provided by all the different agencies
- identify any on-going medical support that the pupil might need or any reasonable adjustments that may be required
- consider whether the pupil will be back in school for the long term, whether he/she is likely to fall ill again in the near future or need further medical intervention
- review academic progress
- Consider what support will be required to reintegrate the pupil back into school successfully.

The pupil and parents/guardian should attend the reintegration meeting and should be given the opportunity to put forward his or her views. These views should be recorded in the ILP.

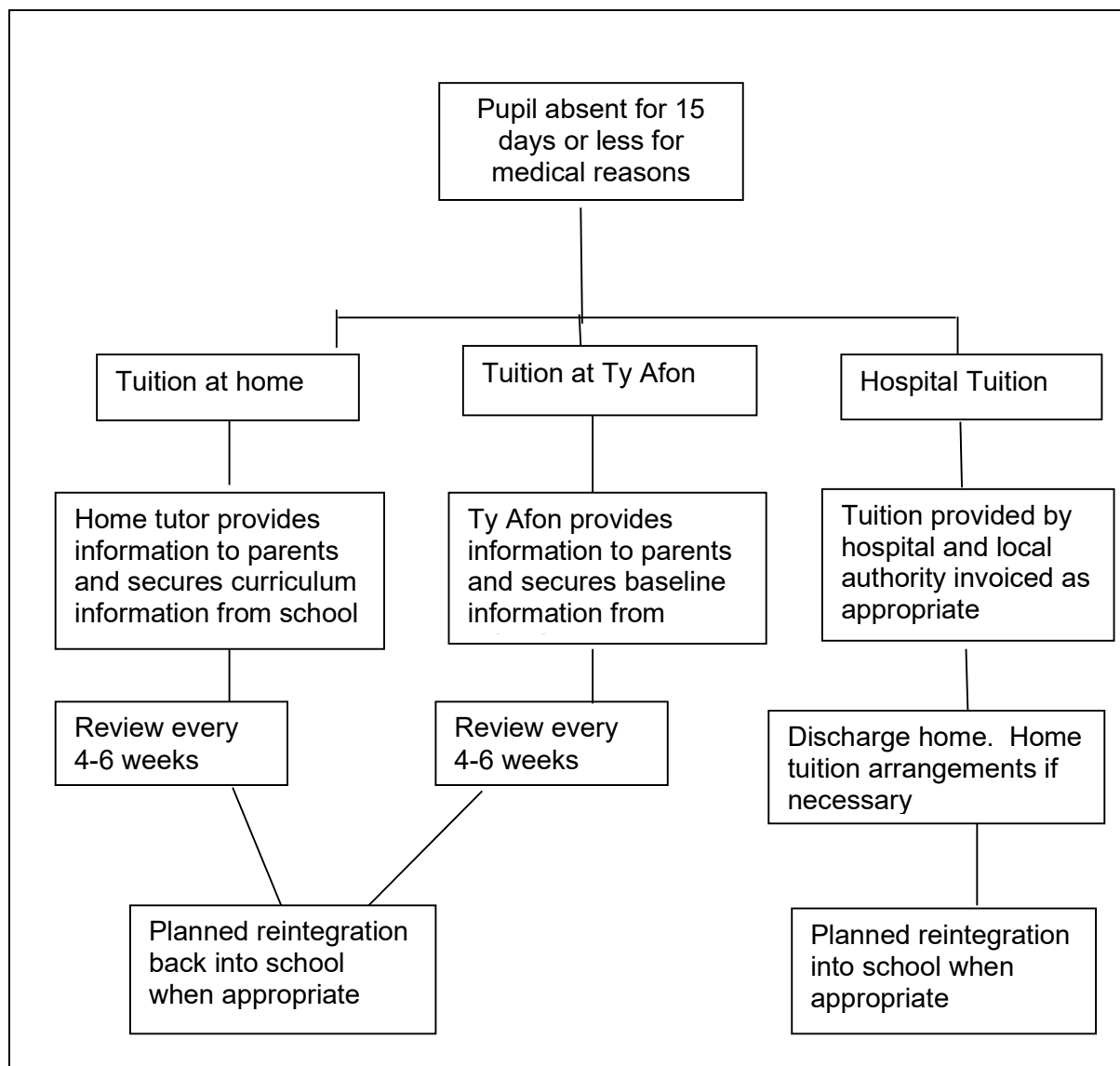
Where pupils need extra support to reintegrate, The River Centre and the home school will need to identify how that support will be provided. All schools receive funding for 'additional needs' as part of their funding formula and this funding can be utilised to support reintegration.

After a pupil has been successfully reintegrated, the support available from the different agencies should not stop immediately. A final review meeting should be held after the pupil has been back at school for about eight to ten weeks. The purpose of this meeting will be to ensure that the pupil has reintegrated successfully and that strategies are working. This meeting can decide whether any on-going support is required and whether any future review meetings will be

required. It will also be a useful forum for evaluating the multi agency service that was provided whilst the pupil was too ill to attend school.

## ELECTIVE HOME EDUCATION

Tuition should not be confused with Elective Home Education which involves the parent or guardian of a child removing the child from local authority schooling and accepting the responsibility of providing an appropriate education programme.



# EXCLUSION GUIDANCE

**August 2022**



Cyngor Bwrdeisdref Sirol

**Blaenau Gwent**

County Borough Council

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## **Exclusion Guidance for Schools**

This guidance is supplementary to and should be read in conjunction with the Welsh Government (WG) Guidance “Exclusion from schools and pupil referral units” – which was revised in November 2019. All decisions about exclusion must be made with reference to the guidance which outlines statutory responsibilities. In this BG guidance document, the term ‘schools’ refers to Primary, Middle, Secondary and Special schools.

Schools should note that the WG guidance is statutory guidance and is available via the link below:

<https://gov.wales/exclusion-schools-and-pupil-referral-units-pru>

Contact details for queries relating to exclusions:

Statemented pupils/IDP – ALN Manager

[ALNEnquiries@blaenau-gwent.gov.uk](mailto:ALNEnquiries@blaenau-gwent.gov.uk) or 01495 355443

Non statemented pupils – Senior Education Welfare Officer

[lisa.adams@blaenau-gwent.gov.uk](mailto:lisa.adams@blaenau-gwent.gov.uk) or 07870 998947

## Introduction

Blaenau Gwent's aim is for all children and young people is to be purposefully engaged in an educational programme appropriate to their needs and age. We want our children and young people to flourish and to achieve positive outcomes for themselves, their families, and our community and for society at large. We want our children and our adults to be happy, healthy, capable and engaged with school and the wider community. Minimal school exclusions will be a key indicator of our collective success.

National government recognises and promotes the importance of wellbeing in schools as a key factor in achieving this ambition. Blaenau Gwent is aware that improving the all-round wellbeing of pupils and staff is important in and of itself, as well as crucial in lifting performance and attainment levels.

The latest published data from Welsh Government in October 2020 highlighted the fact that children with free school meals were consistently (at least 3 times higher) more likely to be excluded and overall children with additional learning needs (ALN) have higher rates of exclusion than those without.

The Children's Commissioner for Wales report, 'Building Blocks – Inclusion in the Foundation Phase', highlighted concerns about repeat exclusions, reduced timetables and children being taught in isolation.

The Office for the Police and Crime Commissioner (OPCC) has also recently written a report considering growing national concern regarding the correlation between school exclusions and children's subsequent involvement in crime. The research indicated that school exclusions were not necessarily a causal factor for criminality, but rather an indicator of a series of vulnerabilities that increase both exposure to crime and exploitation. More specifically, the research suggested that children excluded or at risk of exclusion from school sit within a network of vulnerability, including adverse childhood experiences, additional learning needs and care experience.

In most cases, fixed-term exclusions are only given after exhausting all the available options for internal interventions and exclusions from the classroom. However, the research also demonstrated the clear need to consider what additional external support can be provided to children to prevent exclusion when internal school-based interventions fail.

Considering the recent reports, the increased focus on the emotional well-being needs of children, and the fact that Blaenau Gwent has relatively high number of fixed term exclusions in Wales, the guidance has been revised as part of Blaenau Gwent's approaches to reduce exclusions

In addition, the Managed Move policy has also been revised and we would encourage headteachers to use this as a supportive intervention.



## About This Guidance

This supplementary guidance updates and replaces all previous guidance regarding exclusion from maintained schools, including special schools, published by Blaenau Gwent County Borough Council, herein after referred to as the Local Authority (LA). It applies equally to children with and without statements of special educational needs or individual development plans (IDPs).

This guidance differs to previous guidance as it now contains a checklist for schools to reflect on provision for learners presenting with challenging behaviour to reduce the risk of exclusion. This guidance is also intended to be of assistance to all parties involved in the exclusion process including head teachers, governing bodies and local authority officers.

The requirements of the guidance apply in relation to all pupils, including those who may be below or above compulsory school age, such as those attending nursery classes.

The term “parents” in this guidance include any person who has parental responsibility (which includes the LA where it has a care order in respect of the child) and any person (for example, a foster carer) with whom the child lives. Where practicable it is expected that all those with parental responsibility should be engaged with the exclusion process. The Education Welfare Service should be the first point of contact for any queries that headteachers, governors, parents, pupils or others may have regarding exclusions.

### 3 stage approach to supporting inclusion of learners presenting with challenging behaviour

<p>1. Monitor Behaviour – report card – contact home</p>	<ul style="list-style-type: none"> <li>• Use the school relationship/behaviour policy and monitor behaviour, attendance and attainment regularly.</li> <li>• Work with ALNCO to ensure repeated behaviours resulting in sanctions are not a result of unmet need.</li> <li>• Ensure work is being planned for at the right level of challenge.</li> <li>• Work with parents, to ensure home-school partnership towards improved engagement with school and learning.</li> </ul>
<p>2. Inclusion Support Plan ISP The ISP is a helpful alternative to an individual behaviour plan or Pastoral Support Plan. Try to establish what the child is trying to communicate through their behaviour by reflecting on triggers for disengagement and developing strategies to re-engage the learner.</p>	<ul style="list-style-type: none"> <li>• Introduce following internal exclusions or a serious behaviour incident.</li> <li>• Review weekly with key adults in school. Work towards agreed outcomes (rather than set targets) to ensure the pupil makes progress from where they are currently.</li> <li>• Parental engagement is on-going.</li> </ul>
<p>3. Pastoral Support Plan PSP - The PSP continues to run as the main framework for supporting school settings to reduce permanent exclusions.</p>	<ul style="list-style-type: none"> <li>• Introduce if the pupil is at risk of exclusion/PEX. Outline the support offered.</li> <li>• Frequently meet with parents to review progress.</li> <li>• Set achievable goals towards an acceptable outcome in a period of time.</li> </ul>

When thinking about next steps for the learner – consider the following questions

- Check the data (attendance / exclusions / behaviour points)
- Are there any themes?
- Can you identify any triggers for behaviour through the patterns?
- Does the pupil file highlight a history of need?
- Has the pupil been identified with any ALN?
- Has Blaenau Gwent ALN guidance been used to check what the key barriers to engaging in learning are for the pupil? [hyperlink to be inserted](#)
- Have any diagnostic assessments been used to identify any needs or areas for development?

- Is the pupil in a group vulnerable to underachievement? (CLA/ALN/EAL/CASP)
- Is there an IDP/statement in place / Has there ever been a CAF or IDP/statement for this child?
- Does the pupil have a one-page profile?
- Is the school relationship/behaviour policy being used consistently to support the learner (including any identified reasonable adjustments?)
- Is the school reward system being used in a way that is equitable to the pupil's needs?
- What external issues may be affecting the learner at this time? (e.g. significant family events).
- Are there any historic issues that may now be affecting the pupil?

Provision for the learner. Have you engaged with or considered the following?

- Team Teach training and de-escalation strategies
- Behaviour assessment to identify inclusion strategies
- Is there a Risk Assessment in place for staff, other pupils, the pupil themselves?
- Have you considered an Ed Psych referral and assessment?
- Have you tried a bespoke timetable working with the pupil to avoid 'behaviour hotspots'?
- Work with the pupil to RAG rate their timetable and put in support to eliminate red and reduce amber.
- What incentives are meaningful and relevant to the pupil?
- Is a reduced timetable a useful tool currently? (Ensure all guidelines are followed for safeguarding reasons)
- What nurture interventions are available that would benefit the pupil?
- Would the CYP benefit from seeing a counsellor at this time?
- Some form of therapy?
- Is support needed for the family?
- Consider referral to external agencies / partners.
- Is there a key adult for the pupil – to advocate and support them each day, rewarding where success and progress has been made and communicate with home and other adults in school?
- Is there a need for restorative justice to move a relationship forward?
- Is there a timeline of incidents that supports the pupil to begin to understand and manage their behaviours?
- How are staff being supported?
- How is the pupil developing independence in managing their emotions?
- Support for developing emotional literacy and self-regulation strategies.

At each meeting / review point

- What is the data telling us now?
- What are the views of the child?
- What are the views of the Parents / staff / support team / external agencies?

- How will I ensure the meeting is professional and managed well so all views can be heard, and it is a positive process for all moving the situation forward?

At each significant incident

- Ensure the paperwork is completed and a clear record is maintained. Avoid emotional language and keep it factual.
- Ensure all parties share what happened so that an accurate account is recorded in an impartial manner.
- Ensure the pupil has supported time to reflect and learn from what went wrong using appropriate tools when they are calm, ready and able to do so.
- Ensure the pupil learns from the behaviour incident and has opportunities to mend relationships and 'put right' the situation when they are calm, ready and able to do so.
- Ensure staff who were involved have time to follow up with the pupil to move on from the incident when the time is appropriate.
- Ensure students who were involved in the incident have the appropriate follow up.
- For all CYPs involved communicate clearly with parents / carers what happened and the follow up

## **Decision to Exclude**

Only the Headteacher or teacher in charge of a setting can exclude a learner. They cannot delegate the power to exclude to another teacher. In their absence, the most senior teacher may exercise the power of exclusion though they should make clear they are working in the Headteacher's absence.

If a pupil is deemed to be at risk of exclusion it is appropriate to have a Pastoral Support Programme and support from Families First to enable a range of strategies and support to be implemented.

Schools should, as far as possible, avoid permanently excluding any pupil with a statement, an individual development plan or any pupil who is a child looked after.

## **Key Considerations Before Excluding – Safeguarding**

Where a pupil receives support from a Families First worker, is a child in need of care and support or subject to child protection planning, the school must inform the relevant professionals within social care if they feel the child is at risk of exclusion and in advance of any decision to exclude.

If you are concerned about the risk of exclusion of a looked after child, please contact the pupil's social worker and the child looked after co-ordinator.

For pupils where there is concern around sexual, drug or gang exploitation, for those who self-harm or demonstrate behaviours that could cause them significant harm, an exclusion can result in increased risks to the pupil's immediate safety, health and wellbeing.

Proactive planning with professional partners and family/carers about what to do in the event of a serious breach of school relationship/behaviour policy where the conditions for exclusion are met is the ideal, but in an unforeseen situation, contact the relevant involved professionals at the earliest opportunity and before sending a pupil home. There can also be consideration of the BG Safer Schools approach to support children and/or groups of children and young people.

## Headteacher' s Checklist

Any decision to exclude a pupil must be:

In response to serious breach of the school's behaviour policy; and, If allowing the learner to remain in school would seriously harm the education or welfare of the learner or others in the school.

In deciding to exclude a pupil, the Headteacher must be able to demonstrate that the exclusion has been carefully considered and is being used as a last resort. The checklist below is designed to assist head teachers in these deliberations.

<b>The circumstances of the case</b>	<b>Yes</b>	<b>No</b>
Has there been a serious breach or breaches of the school behaviour policy?		
Does the pupil's presence seriously harm or threaten to harm the education/welfare of pupils/ others?		
Is exclusion a last resort following a wide range of other strategies that have been unsuccessful? Is this a serious 'one off' offence?		
Is exclusion the appropriate response? Factors to consider: <ul style="list-style-type: none"> <li>• Has a thorough investigation been carried out?</li> <li>• Has the pupil's version of events been sought / encouraged / recorded?</li> <li>• Has the evidence been considered in the light of school policies and possible discrimination?</li> <li>• Are there any mitigating circumstances or any provocation which may be relevant (bullying, harassment etc.)?</li> </ul>		
Has a pastoral support programme been used?		
Is this pupil at school action or school action plus? and if so; Has the possibility of additional support from the LA been explored?		
Have alternatives to exclusion been considered (e.g. restorative approach, mediation, internal exclusion)?		
Standard of proof – "on the balance of probabilities" is it more probable than not that the pupil did what he/she is alleged to have done?		
<b>Special considerations</b>	<b>Yes</b>	<b>No</b>
<b>ALN</b> Does this pupil have a statement of special educational needs or an individual development plan? Has the ALN team been contacted? Has an emergency review been arranged?		
<b>CLA</b> Is this pupil looked after? Has the CLA Co-ordinator been contacted?		
<b>SAFEGUARDING</b> Is this pupil subject to a child protection or a child in need plan? Has the social worker been contacted?		

The circumstances of the case	Yes	No
Is there a JAFF for this pupil? What other agencies/services are involved?		
Have issues of ALN or disability been taken into account and reasonable adjustments put in place?		

## Notification of Exclusions

When a Headteacher has decided to exclude a pupil he/she must:

- immediately inform the parent(s) by telephone;
- draft the appropriate letter (see model letters in appendices)
- ensure that this letter is sent by first class post to arrive the following day or is hand delivered;
- ensure that the letter contains the following information:
  - the reasons for the exclusion;
  - the period of fixed term exclusion or, for a permanent exclusion, the fact that it is permanent and the date it takes effect;
  - parents' and learner's right to make representation about the exclusion to the governing body's discipline committee; \*
  - how any representation should be made including the person for the parent/carer and/or learner should contact;
  - when there is a legal requirement for the governing body to consider the exclusion, that the parents and/or learner have a right to attend a meeting, be represented at this meeting (at their own expense) and to bring a friend;

Headteachers should ensure an exclusion form is completed **within 24 hours** after all exclusions and forwarded to the LA via [BSInclusionSupport@blaenau-gwent.gov.uk](mailto:BSInclusionSupport@blaenau-gwent.gov.uk) so that the LA database can be kept up to date (see Appendix A for exclusion form). Full details of notification requirement to the school's governing body can be found in section 8.4 of this guidance and in Appendix B 'Summary of Main Processes and Time Limits for Fixed Term Exclusion'.

For a permanent exclusion, if the pupil lives outside the LA in which the school is located, the head teacher must also advise the pupil's 'home authority' of the exclusion without delay.

## Unofficial / Illegal Exclusions

The procedures described above and in the WG guidance must always be applied when a pupil is excluded. Sending a pupil home informally for a "cooling-off period" or asking parents to take a pupil home to avoid an exclusion are illegal acts which could be subject to challenge. This also applies to lunchtimes; if a pupil is asked by the school to go home at lunchtimes this must also be treated as one quarter of a day exclusion for each lunchtime.

It is also unlawful to exclude for a non-disciplinary reason. For example, it would be unlawful to exclude a pupil simply because they have additional needs or a disability that the school feels it is unable to meet, or for a reason such as: academic attainment/ability; the action of a pupil's parents; or the failure of a pupil to meet specific conditions before they are reinstated, such as to attend a reintegration meeting.

At no time should a school encourage a parent to electively home educate (EHE) in order to avoid a permanent exclusion. Such children will either not have access to



the provision that they need or will transfer to a new school without appropriate support thereby placing additional pressures on both schools and families. Schools should, therefore, not promote the use of EHE to remove a child with challenging behaviour or poor attendance from their roll.

## **Reduced Timetables**

It is illegal for a school to impose a reduced or partial timetable.

In some cases a reduced timetable may be used as a short-term measure towards achieving full reintegration, building back up to full time hours if the parents agree and a written agreement, signed by all parties with stated review dates where appropriate, put in place via a PSP.

Full Blaenau Gwent Guidance on the use of reduced timetables is available from the Education Directorate.

## **Procedures Following Exclusion**

Following a permanent exclusion, staff are available within the LA to assist with the reintegration and support of excluded learners.

Statemented pupils – ALN Manager

Non statemented pupils – Senior Education Welfare Officer

The Education (Reintegration Interview) (Wales) Regulations 2010, require Headteachers of schools to request in specified circumstances parents/carers of learners excluded for a fixed term to attend a reintegration interview at the school. The request for interview applies to all fixed-term exclusions for primary-aged learners but only fixed-term exclusions of six or more days for secondary-aged learners. Reintegration interviews need to take place within 15 school days of the last day of the exclusion period.

Headteachers should note, however, that neither parents nor a pupil can be required to meet specific conditions, such as attending a reintegration meeting, before reinstatement.

## **ALN / Disability / Vulnerable Group Considerations**

Other than in the most exceptional circumstances, schools should avoid permanently excluding any pupil with a statement of SEN or an IDP. The 2010 Equality Act does not prohibit schools from excluding learners with a protected characteristic but does prohibit schools from excluding learners because of their protected characteristic (e.g. excluding a disabled learner because of their disability or because of their racial group) or discriminating unlawfully during the exclusions process. This applies to permanent and fixed-term exclusions.

Where a pupil is 'Looked After' (CLA), schools should try every practicable means to maintain the learner in school and should seek LA and other professional advice as appropriate prior to any exclusion decision.

## **The Governing Body's Duty to Consider an Exclusion – Key Points**

The responsibility of the governing body to consider exclusions is usually delegated to a sub-committee of at least three governors. This committee is known as the Discipline Committee. The Discipline Committee has a clear set of responsibilities.

Where required or requested, the governing body must hold a Governors Discipline Committee (GDC) within the required timescale. (In the case of a permanent exclusion, the GDC must meet within 15 school days of being notified of the exclusion).

For all fixed term exclusions of 5 days or fewer within a term, the Headteacher must notify the governing body discipline committee once a term. For fixed term exclusion of 6 to 15 days or more than 20 lunchtimes in a school term and/or where a public exam or national test will be missed, the Headteacher must notify the governing body discipline committee within one day. For all fixed term exclusions of more than 15 days in a school term and following any exclusion in the same term after 15 days has been reached the Headteacher must notify the governing body discipline committee within one day.

Full advice and support is available to school and governing bodies on the role and responsibilities of the GDC from the Governor Support and Development Section of the EAS (where the school has entered into the SLA agreement).

South East Wales Education Achievement Service  
[Statutory Committees <statutory.committees@sewaleseas.org.uk>](mailto:statutory.committees@sewaleseas.org.uk)

# NOTIFICATION OF SCHOOL EXCLUSION

Please send completed form within 24 hours to:  
[BSinclusionsupport@blaenau-gwent.gov.uk](mailto:BSinclusionsupport@blaenau-gwent.gov.uk)



**SCHOOL**

**TYPE OF EXCLUSION** Permanent  Fixed Term  Lunchtime

Name of Pupil  DOB

Gender  NC Year

Is Pupil CLA?  Yes / No If Yes, please state LA and status

ALNN Status SA  SA+  Statement /IDP  Ethnicity

Name of Parent/ Carer

Address

Contact Telephone Number/s

**EXCLUSION DETAILS:**

Start date of exclusion:  \*AM / PM (\*please delete as appropriate)

End date of exclusion:  \*AM / PM (\*please delete as appropriate)

No of days excluded:

Return date:  #INSET dates:

# please indicate if there are any INSET / school closure days during the period of the exclusion

**REASON(S) FOR EXCLUSION: ONE primary reason must be marked with a "P" for reporting to the Welsh Government. Supplementary reasons may also be marked with S.**

Physical Assault against pupil (PP)	<input type="checkbox"/>	Sexual misconduct (SM)	<input type="checkbox"/>
Physical assault against adult (PA)	<input type="checkbox"/>	Drug and alcohol related (DA)	<input type="checkbox"/>
Verbal abuse/threatening behaviour against a pupil (VP)	<input type="checkbox"/>	Damage (DM)	<input type="checkbox"/>
Verbal abuse / threatening behaviour against an adult (VA)	<input type="checkbox"/>	Theft (TH)	<input type="checkbox"/>
Persistent disruptive behaviour (DB)	<input type="checkbox"/>	Bullying (BU)	<input type="checkbox"/>
Racial abuse (RA)	<input type="checkbox"/>	Other (OT)	<input type="checkbox"/>

Signed: .....(Headteacher) Date:.....

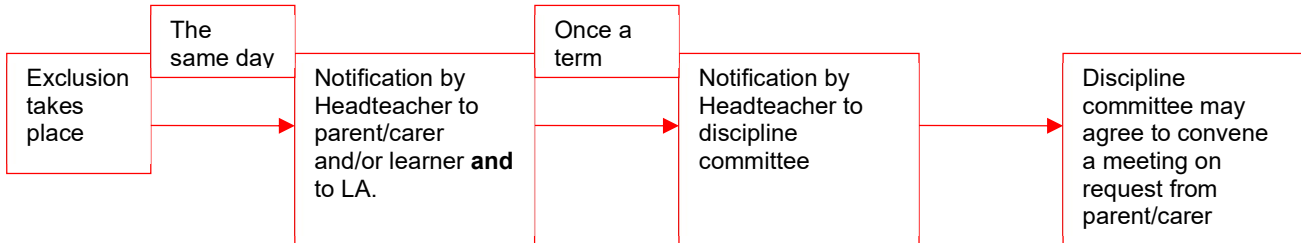
**You MUST attach a copy of the notification letter sent to parents/guardian**

## Appendix B

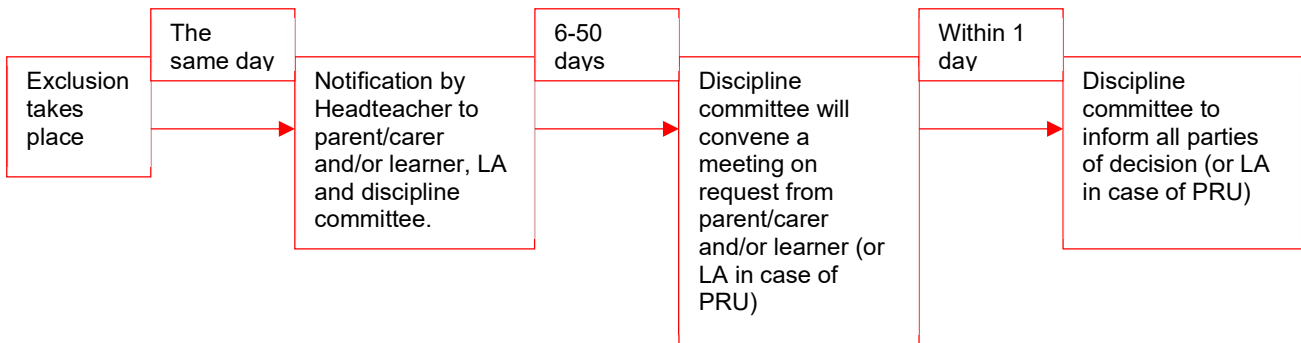
### Fixed-term Exclusions

The term 'days' refers to school days throughout.

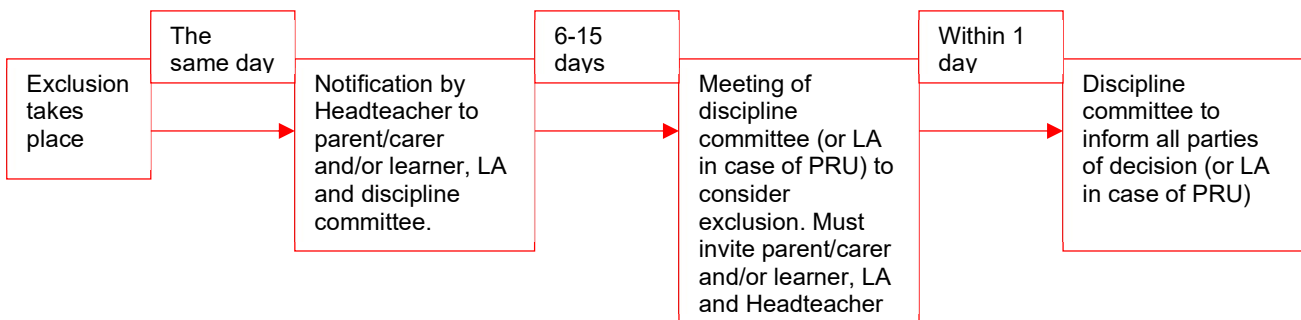
#### 5 days or fewer in a school term



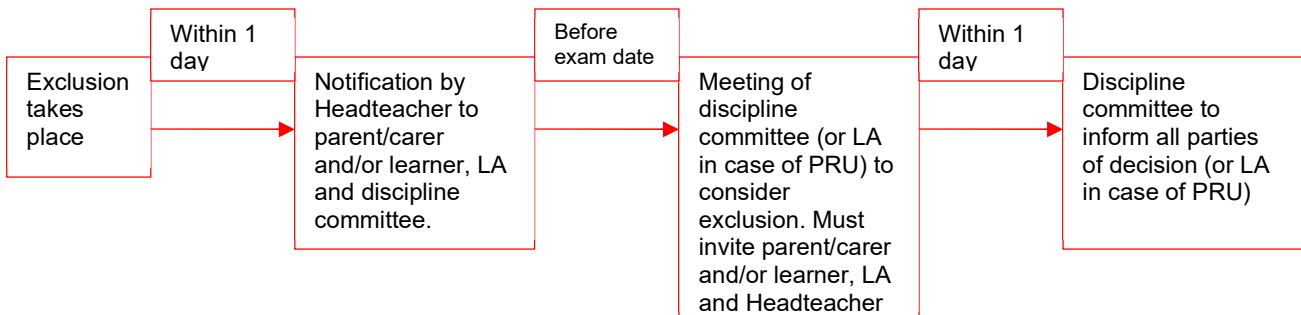
#### 6-15 days or more than 20 lunchtimes in a school term and/or where a public exam or national test will be missed



#### More than 15 days in a school term and following any exclusion in the same term after 15 days has been reached



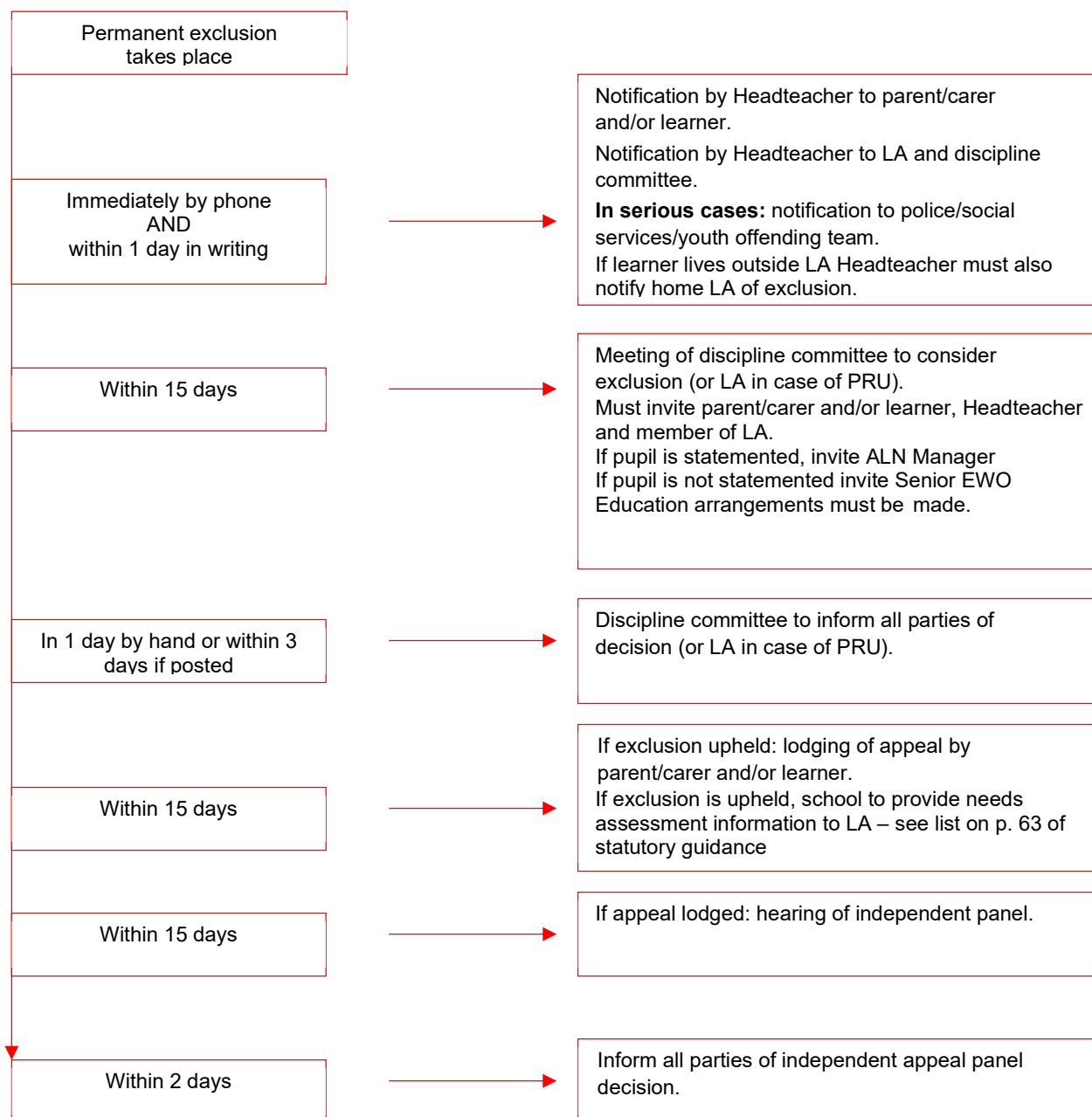
#### Where a public examination will be missed



## Appendix C

### Permanent Exclusions

The term 'days' refers to school days throughout.



## Appendix D

### Model Letters

#### Model letter 1: Fixed-term exclusion of less than six days

From Headteacher (or teacher in charge of a PRU) notifying parent/carer and/or learner of a fixed term exclusion of less than six days, and where a public examination is not missed.

Dear **[parent/carer/learner's name]**

I am writing to inform you of my decision to exclude **[learner's name/you]** for a fixed term of **[period of exclusion]**. This means that **[learner's name/you]** will not be allowed in school for the period of the exclusion which began on **[date]**.

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

The school will continue to set work for **[learner's name/you]** during the period of his/her/your exclusion **[insert details of arrangements that are in place for this]**. Please ensure that any work set by the school is completed and returned to us for marking.

**[For learners over compulsory school age insert the following]**. As you have been excluded from the school you should arrange for someone to return the work to us on your behalf.

**[School/other setting]**

You **[and learner's name where learner is aged less than 11]** have the right to make representations to the school governors' pupil discipline committee. If you wish to make representations please contact **[name of contact]** on/at **[contact details: address, phone number, e-mail]**, as soon as possible. While the discipline committee has no power to direct reinstatement they must consider any representations you make and may place a copy of their findings on your child's/your school record.

**[Special School]**

You **[and learner's name where learner is aged less than 11]** have the right to make representations to **Blaenau Gwent LA**.

These representations will be considered by **[contacting the Service Manager - Inclusion]**. If you wish to make representations please contact **[name of contact]** on/at **[contact details: address, phone number, e-mail]** as soon as possible.

You also have the right to see a copy of **[learner's name/your]** school record. Due to confidentiality restrictions, you will need to notify me in writing if you wish to be

supplied with a copy of **[learner's name/your]** school record. I will be happy to supply you with a copy if you request it. There may be a charge for photocopying.

A parent/carer also has the right to make a claim of disability discrimination to the Special Educational Needs Tribunal for Wales (SENTW) if she or he thinks that the exclusion is because of a disability their child has. The address to which claims should be sent is Unit 32, Ddole Road Enterprise Park, Llandrindod Wells, Powys LD1 6DF.

**[Primary school only]**

You **[and learner's name]** are requested to attend a reintegration interview with me **[alternatively, specify the name of another staff member]** at **[place]** on **[date]** at **[time]**. If that is not convenient, please contact the school before **[date within the next 10 days]** to arrange a suitable alternative date and time. The purpose of the reintegration interview is to discuss how best **your child's/your** return to school can be managed. You should be aware that **your/your parent's/your carer's** failure to attend a reintegration interview will be a factor taken into account by a court when deciding, on any future application, whether to impose a parenting order on **you/your parent/your carer**.

You may want to contact **[name]** at **Blaenau Gwent** LA on/at **[contact details: address, phone number, e-mail]**, who can provide advice.

**[Learner's name/your]** exclusion expires on **[date]** and we expect **[learner's name/you]** to be back in school on **[date]** at **[time]**.

Yours sincerely

**[name]**

Headteacher/teacher

## Model letter 2: Fixed-term exclusion of 6–15 days

From Headteacher (or teacher in charge of a PRU) notifying parent/carer and/or learner of a fixed-term exclusion of six to 15 days, or where cumulative exclusions in the same term fall within this range, or where a public examination is missed.

Dear **[parent/carer/learner's name]**

I am writing to inform you of my decision to exclude **[learner's name/you]** for a fixed term of **[period of exclusion]**. This means that **[learner's name/you]** will not be allowed in school for the period of the exclusion which began on **[date]**.

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

The school will continue to set work for **[learner's name/you]** during the period of his/her/your exclusion **[insert details of arrangements that are in place for this]**. Please ensure that any work set by the school is completed and returned to us for marking.

**[For learners over compulsory school age insert the following]**

As you have been excluded from the school you should arrange for someone to return the work to us on your behalf.

**[School/setting]**

You have the right to request a meeting of the school governors' pupil discipline committee at which you **[and learner's name where learner is aged less than 11]** may make representations and the decision to exclude can be reviewed. As the length of the exclusion is more than five school days (or equivalent) the committee must meet if you request it to do so. The latest date the committee can meet is **[date – no later than 50 school days from the date the committee is notified]**. If you wish to make representations to the committee and wish to be accompanied by a friend or representative please contact **[name of contact]** on/at **[contact details: address, phone number, e-mail]**, as soon as possible.

**[Special School]**

You **[and learner's name where learner is aged less than 11]** have the right to make representations to **Blaenau Gwent Local Authority**. These representations will be considered by **the Lead Officer for Inclusion**. If you wish to make representations please contact **[name of contact]** on/at **[contact details: address, phone number, e-mail]** as soon as possible.

**[Note: this wording is not suitable where the learner would lose the opportunity to take a public examination.]**

You also have the right to see a copy of **[learner's name/your]** school record. Due to confidentiality restrictions, you will need to notify me in writing if you wish to be



supplied with a copy of **[learner's name/your]** school record. I will be happy to supply you with a copy if you request it. There may be a charge for photocopying.

A parent/carer also has the right to make a claim of disability discrimination to the Special Educational Needs Tribunal for Wales (SENTW) if she or he thinks that the exclusion is because of a disability their child has. The address to which claims should be sent is Unit 32, Ddole Road Enterprise Park, Llandrindod Wells, Powys LD1 6DF.

**[Applies to children of compulsory school age only]**

You **[and learner's name]** are requested to attend a reintegration interview with me **[alternatively, specify the name of another staff member]** at **[place]** on **[date]** at **[time]**. If that is not convenient, please contact the school before **[date within the next ten days]** to arrange a suitable alternative date and time. The purpose of the reintegration interview is to discuss how best **your child's/your** return to school can be managed. You should be aware that **your/your parent's/your carer's** failure to attend a reintegration interview will be a factor taken into account by a court when deciding, on any future application, whether to impose a parenting order on **you/your parent/your carer**.

You may want to contact **[name]** at **Blaenau Gwent** LA on/at **[contact details: address, phone number, e-mail]**, who can provide advice.

**[Learner's name/your]** exclusion expires on **[date]** and we expect **[learner's name/you]** to be back in school on **[date]** at **[time]**.

Yours sincerely

**[name]**

Headteacher/teacher

### Model letter 3: Fixed-term exclusion of 16 or more days

From Headteacher (or teacher in charge of a PRU) notifying parent/carer and/or learner of a fixed-term exclusion of 16 days or more, or where cumulative exclusions in the same term are 16 days or more.

Dear **[parent/carer/learner's name]**

I am writing to inform you of my decision to exclude **[learner's name/you]** for a fixed term of **[period of exclusion]**. This means that **[learner's name/you]** will not be allowed in school for the period of the exclusion which began **[date]**.

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

Alternative education other than setting work will be provided for **[learner's name/you]** if the exclusion has not been overturned within 15 days. A **Blaenau Gwent** LA representative will contact you to discuss this.

#### **[School/Setting]**

As the length of the exclusion is more than 15 school days (or equivalent) the school governors' pupil discipline committee must automatically meet to consider the exclusion. At the review meeting you may make representations to the committee if you wish to do so. The latest date the committee can meet is **[date – no later than 15 school days from the date the discipline committee is notified]**. If you wish to make representations to the committee and wish to be accompanied by a friend or representative please contact **[name of contact]** on/at **[contact details: address, phone number, e-mail]**, as soon as possible. You will, whether you choose to make representations or not, be notified by the Clerk to the committee of the time, date and location of the meeting.

#### **[Special School]**

As the length of the exclusion is more than 15 days **Blaenau Gwent LA** must consider the exclusion. **[Set out the arrangements which the LA has made to review fixed-term exclusions.]** A review meeting will be held and at the review meeting you may make representations if you wish. The latest date for a review meeting is **[date – no later than 15 school days from the date the LA is notified]**. If you wish to make representations and wish to be accompanied by a representative please contact **[name of contact]** on/at **[contact details: address, phone number, e-mail]**.

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

A parent/carer also has the right to make a claim of disability discrimination to the Special Educational Needs Tribunal for Wales (SENTW) if she or he thinks that the exclusion is

because of a disability their child has. The address to which claims should be sent is Unit 32, Ddole Road Enterprise Park, Llandrindod Wells, Powys, LD1 6DF.

**[Applies to children of compulsory school age only]**

You **[and learner's name]** are requested to attend a reintegration interview with me **[alternatively, specify the name of another staff member]** at **[place]** on **[date]** at **[time]**. If that is not convenient, please contact the school before **[date within the next 10 days]** to arrange a suitable alternative date and time. The purpose of the reintegration interview is to discuss how best **your child's/your** return to school can be managed. You should be aware that **your/your parent's/your carer's** failure to attend a reintegration interview will be a factor taken into account by a court when deciding, on any future application, whether to impose a parenting order on **you/your parent/your carer**.

You may want to contact **[name]** at **Blaenau Gwent** LA on/at **[contact details: address, phone number, e-mail]**, who can provide advice.

**[Learner's name/your]** exclusion expires on **[date]** and we expect **[Learner's name/you]** to be back in school on **[date]** at **[time]**.

Yours sincerely

**[name]**

Headteacher/teacher

## Model letter 4: Permanent exclusion

From Headteacher (or teacher in charge of a PRU) notifying parent/carer and/or learner of a permanent exclusion.

Dear **[parent's/carer's/learner's name]**

I regret to inform you of my decision to exclude **[learner's name/you]** permanently from **[date]**. This means that **[learner's name/you]** will not be allowed back to this **[school/pupil referral unit]** unless reinstated by the **[school governors' discipline committee/LA pupil referral unit management committee]** or by an appeal panel.

I realise that this exclusion may well be upsetting for you and your family, but the decision to exclude **[learner's name/you]** has not been taken lightly. **[Learner's name/you]** has been excluded permanently because **[reason for exclusion – also include any other relevant history here]**.

Alternative education other than setting work will be provided for **[learner's name/you]** if the exclusion has not been overturned within 15 days. A LA representative will contact you to discuss this.

### **[School/Setting]**

As this is a permanent exclusion the school governors' pupil discipline committee will meet to consider the exclusion. At the review meeting you **[and learner's name where learner is aged less than 11]** may make representations to the committee if you wish to do so. The discipline committee has the power to reinstate **[learner's name/you]** immediately or from a specified date, or alternatively, has the power to uphold the exclusion in which case you may appeal to an independent appeals panel. The latest date the committee can meet is **[date – no later than 15 school days from the date the committee is notified]**. If you wish to make representations to the committee and wish to be accompanied by a friend or representative please contact **[name of contact]** on/at **[contact details: address, phone number, e-mail]**, as soon as possible. You will, whether you choose to make representations or not, be notified by the Clerk to the committee of the time, date and location of the meeting.

### **[Special School]**

You have the right to appeal to an independent appeal panel against this decision. If you wish to appeal please notify **[name of Clerk to appeal panel]** of your wish to appeal including your grounds of appeal in writing to **[address]** by no later than **[specify the latest date – the fifteenth school day after the second working day after the letter is posted if sent by first class post, or, if delivered by hand, the fifteenth school day after delivery]**. If you have not lodged an appeal by this date your right to appeal will lapse.

A parent/carer also has the right to make a claim of disability discrimination to the Special Educational Needs Tribunal for Wales (SENTW) if she or he thinks that the exclusion is because of a disability their child has. The address to which claims should be sent is Unit 32, Ddole Road Enterprise Park, Llandrindod Wells, Powys LD1 6DF.

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

You may want to contact **[name]** at **Blaenau Gwent LA** on/at **[contact details: address, phone number, e-mail]**, who can provide advice on what options are available to you.

Yours sincerely

**[name]**

Headteacher/teacher

## Model letter 5: Permanent exclusion – discipline committee’s decision

From the Clerk of the discipline committee notifying the parent/carer of a permanently excluded learner of the discipline committee’s decision.

Dear **[parent’s/carer’s/learner’s name]**

The meeting of the school governors’ pupil discipline committee at the **[school]** on **[date]** considered the decision by **[Headteacher]** to permanently exclude you/your son/daughter **[name of learner]**. The committee, after carefully considering the representations made and all the available evidence, have decided:

### Either

to overturn the exclusion and direct that **[you/name of learner]** are/is reinstated in the school by **[date]**. We therefore expect **[you/name of learner]** to be back in school on **[date]** at **[time]**.

If you wish to discuss **[learner’s name/your]** return to school before reinstatement, please contact **[name of Headteacher]** to arrange a convenient time and date.

A copy of this letter will be added to **[learner’s name/your]** school record for future reference.

### Or

to uphold **[your/name of learner’s]** exclusion.

The reasons for the committee’s decision are as follows: **[give the reasons in as much detail as possible, explaining how the committee arrived at its decision]**.

You have the right to appeal against this decision. If you wish to appeal, please notify **[name of the Clerk to the appeal panel]** of your wish to appeal. You must set out the reasons for your appeal in writing and if appropriate, you may also include any disability discrimination claim you may wish to make and send them to **[address]** by no later than **[specify the latest date – the seventeenth school day after the date of this letter]**. If you have not lodged an appeal by **[repeat latest date]**, your right to appeal will lapse.

Your appeal would be heard by an independent appeal panel.

A **[three-member/five-member]** panel will comprise **[one/two]** serving education practitioner[s] (possibly **[a]** Headteacher[s]) **[one/two]** serving or recently serving experienced governor[s]; and one lay member who will be the chair. The appeal panel will rehear all the facts of the case – if you have fresh evidence to present to the panel you may do so. The panel must meet no later than the fifteenth school day after the date on which your appeal is lodged. In exceptional circumstances panels may adjourn a hearing until a later date.

I would like to remind you of the following sources of advice and assistance: **[repeat]**

**details from the original exclusion letter, i.e. a named LA officer and the Advisory Centre for Education and any other local source of advice or assistance if known].**

The arrangements currently being made for **[learner's name/your]** education will continue for the time being. However, new arrangements to provide full-time education for **[Learner's name/your]** are being made and **[name of LA officer]** will liaise with you shortly about these new arrangements. If you have any questions about this please contact **[name]**.

Yours sincerely

**[name]**

Clerk to the discipline committee

## Model letter 6: Independent appeal panel decision

From the Clerk to the independent appeal panel notifying the parent/carer and/or learner of the outcome of their appeal.

Dear **[parent's/carer's/learner's name]**

Following the hearing of your appeal by the independent appeal panel constituted by **Blaenau Gwent** Local Authority on **[date]** at **[location]** against the decision of the governing body of **[name of school]/the discipline committee for [name of PRU]** not to reinstate **[learner's name/you]**, I am writing to advise you of the panel's decision.

After careful consideration of your representations (both oral and written) and those of **[school/PRU]** and **Blaenau Gwent** Local Authority **[and of others if applicable, e.g. any victim]** and in the light of the available evidence, the panel has decided:

### Either

(i) to uphold the exclusion

or

(ii) to direct **[learner's name/your]** reinstatement in **[name of school/PRU]** with effect from **[date and time]**. **[Learner's name/you]** should report to **[name of school staff member]** at that time

or

(iii) that it is not practical to direct **[learner's name/your]** reinstatement **[here give reasons, e.g. because this is an exceptional case where reinstatement would not be in the learner's best interests or those of the whole school/PRU community]** although otherwise reinstatement would have been appropriate. Your **[child's]** school record will show that the permanent exclusion was overturned on appeal even though reinstatement was not directed.

**[Give reasons in as much detail as possible for the panel's decision: the decision may be challenged by judicial review; or be the subject of a complaint of maladministration by the appeal panel to the Public Services Ombudsman for Wales.]**

The panel's decision is binding on you, the governing body of **[name of school]/** and **[name of LA]**.

### For decisions (i) and (iii) above:

The alternative arrangements put in place for **[learner's name/your]** full-time education will continue for the time being; but **[LA officer's name]** will be in touch with you to discuss future provision.



A copy of this letter will be added to **[learner's name/your]** school record for future reference.

Yours sincerely

**[name]**

Clerk to the independent appeal panel

# MANAGED MOVE POLICY

**August 2022**



Cyngor Bwrdeisdref Sirol

**Blaenau Gwent**

County Borough Council

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## **Managed Move Policy**

This policy sets out the arrangements for Blaenau Gwent schools regarding managed moves and is based on the Welsh Government circular, '096/2011 (March 2011) Effective Managed Moves – a fresh start at school for children and young people'.

This policy should be read in conjunction with the School Admissions Code – July 2013 and Blaenau Gwent's Admission Guidance 2021.

### **What is a Managed Move?**

A managed move is a carefully planned transfer of a pupil from one school into another in a way which is acceptable to all parties including the pupil.

Managed moves are an important tool in providing pupils with the opportunity of a fresh start in a new school. They can also reduce the need for permanent exclusions and minimise the negative outcomes associated with them.

At the core of any managed move must be the best interest of the child in line with the United Nations Convention on the Rights of the Child (UNCRC) and the seven core aims in the Welsh Government document 'Children & Young People: Rights to Action'.

The National Assembly for Wales Circular 203/2016 – Inclusion & Pupil Support referred to the use of managed moves as one of the early intervention strategies that can be considered to help pupils in the management of their behaviour and attendance at School.

### **Who would benefit from a Managed Move?**

A managed move could be an appropriate strategy for the following pupils:

- Pupils for whom there is a genuine belief that a fresh start would be beneficial. However, it is essential to establish the core reasons for the problems being experienced and/or behaviours displayed by the pupil prior to consideration of a managed move.
- Pupils who find that attendance at their current school is negatively affecting their emotional well-being.
- Pupils with emotional and behavioural difficulties who have received a variety of supportive strategies in their school with limited success.
- Pupils who are risk of permanent exclusion but who might succeed in a new placement.
- Pupils reinstated into a school by an independent appeal panel following a permanent exclusion but where reintegration proves to be impractical.

## **Managed Moves - Points to consider:**

- A managed move happens *with* the pupil and family not *to* them. The aim is to motivate the pupil in a new direction rather than apportion blame. Even if choices are limited, voluntary decisions are much more likely to be effective.
- Parental consent should be obtained prior to consideration of a managed move.
- It is essential that great care is taken to ensure that the pupil is informed, understands, and, as much as possible, has the opportunity to influence decisions affecting their life.
- There has to be consideration as to whether the benefits of the move outweigh any disadvantages of the inevitable disruption to the pupil of adapting to a new environment, new arrangements and making new friends. This is particularly important for those pupils with additional learning needs.
- To enhance the likelihood of success, a managed move should be considered as a possible support mechanism before reaching crisis point and as such should be offered as one of the many support strategies and interventions available for the pupil.
- The objective of a managed move is to provide a new school placement that will be successful, to do so with a minimum of disruption to the pupil's education or the education of others, and to re-engage the pupil with a 'fresh start'.
- Schools need to be able to demonstrate that they have explored and utilised all strategies/support mechanisms available to them and be able to evidence that these have met with limited or no success.
- A non-exhaustive list of support strategies and interventions to be considered, depending on specific circumstances, before, in conjunction with, and following a managed move can be found in Appendix 1.
- When a pupil has a Statement of Special Educational Needs or a Local Authority Individual Development Plan the school will need to hold a PCP review with recommendations from the review being forwarded to the Additional Learning Needs Panel.
- If a pupil, parents/carers, Head Teacher/Phase Director and other relevant professionals genuinely believe that a change of school would be beneficial for the pupil, then it is important that following the managed move the pupil is provided with the type of support that will facilitate his/her inclusion in a new peer group (e.g. mentoring and buddy scheme) and this should be evidenced in a Pastoral Support Plan.
- When a pupil has moved schools as part of a managed move then a bus pass will be provided to secondary school age pupils to support the pupil to attend their new school. For primary aged pupils' parents will need to be responsible for transport.

## **Managed Moves – Unacceptable Practices**

Managed moves should not be used merely as an alternative to permanent exclusion as this denies the parents and young person their right of appeal. At no point should a managed move be presented to the parents as their *only* alternative.

Voluntary/illegal exclusions, i.e. advising/encouraging parents to remove their child from the school roll and 'find another school' under the threat of permanent exclusion, are not acceptable. Schools should also avoid advising parents to remove their child from roll to be educated at home or elsewhere.

## **Managed Move Process**

It is key that pupil, parents/carers, representatives from the original school and receiving school, and relevant LA officers are involved in a managed move. When a pupil is looked after, this must also include the social worker.

### **Step 1 Discussion between school and family**

Parents/carers will already be aware of the difficulties the pupil is experiencing within the school and the pupil should already have a Pastoral Support Plan (PSP) in place. The Headteacher/Phase Director, as part of a review of on-going intervention or PSP, should discuss with the parents/carers and the pupil the possibility of exploring a managed move as a further strategy to help the pupil.

Parents/carers should complete the 'Parental consent for consideration of managed move' (Appendix 2). It should be noted that by signing this consent, parents/carers are still able later to decline a managed move.

The parents/carers and the pupil should be provided with further information about managed moves and the Blaenau Gwent managed move process (Appendix 3).

Where the parents/carers or the pupil do not feel that a managed move is an option that they wish to explore, then the Headteacher/Phase Director, the parents/carers and the pupil together will need to look for other possible solutions that meet the needs of the pupil and build on his/her strengths.

In the case of children looked after (CLA), the CLA Education Co-ordinator should be invited to the meeting, with the social worker, to explore the possibility of a managed move. It is important to realise that a change in school placement can result in a change in a foster placement. The disruption in a child's life can be considerable. Therefore, moving a looked after child should only take place following detailed discussion.

## **Step 2 Discussion between school and LA Admissions**

Following consideration that the pupil might benefit from a fresh start in a new school, and the agreement of parents/carers, the Headteacher will contact the LA Admissions Team and discuss the availability of spaces at the schools identified by the parent/carers.

## **Step 3 Vulnerable Learners Panel**

The Vulnerable Learners Panel functions to ensure that all requests for managed moves are considered appropriately and transparently. The Panel will be attended by Secondary Headteachers/Phase Directors or a member of the School's Leadership Team plus an LA Officer to Chair and provide guidance, monitoring and coordination. The Panel will be held fortnightly with dates circulated in the summer term for the following academic year but will only sit if there is a case/s to consider.

Senior Leaders from each school must be empowered to make decisions regarding admissions without the need to refer to the Headteacher/Phase Director.

The LA Officer will be responsible for distributing paperwork (Appendix 4 – Consideration for Managed Move) prior to the Panel and providing minutes of the meeting.

## **Step 4 Managed Move Panel**

Following consideration by the Vulnerable Learners Panel and prior to the Managed Move meeting it will be the responsibility of the original school to provide any further information the receiving school may require.

The Headteacher/Phase Director from the original school will coordinate a meeting with the Head Teacher/Phase Director of the receiving school, parents/carers and pupil, to discuss details of the managed move. Appendix 5 (Invitation to managed move meeting – letter to parents/carers) can be used for this purpose.

In the case of a child looked after, the social worker's involvement is essential, and they should also be invited to this meeting.

Practicalities of the move should be discussed in detail, including realistic expectations of the receiving school and an integration strategy for the pupil.

The integration strategy should include the updating of the PSP by the receiving school, in consultation with the pupil.

The pupil should be made aware of what will happen if the managed move fails and be clear that he/she has control of the success or failure of his/her own managed move. The pupil needs to accept responsibility for his/her own behaviour and be prepared and willing to change the circumstances which brought about the managed move in the first instance.

The receiving school will need to analyse the strategies tried in the original school and include and expand on the successful elements of these strategies.

Other details regarding transport, timetable, school uniforms, equipment required etc should be discussed at this meeting.

All managed moves are subject to a six-week trial period. A start date and final review date should be given to the pupil and it needs to be acknowledged that if the managed move is not successful, the pupil will return to their original school.

Legislation in The Children and Young Person Act 2008 requires every school to have a designated member of staff for CLA (i.e. a lead person). For a child looked after, during the period of transition between schools, the lead person should be in close communication to enable a smooth transfer of placement. This will provide the opportunity for consistent support for the looked after child.

At the end of the meeting, the Managed Move Agreement Form (MM1 - Appendix 6) should be signed and a copy provided for all appropriate parties. For a child looked after a managed move should be recorded on their PEP and therefore noted in the Care Plan.

Minutes of the meeting should be placed on the pupil's school record and a copy given to the parents/carers.

## **Step 5            Managed Move Meeting**

The initial stage of the managed move will be on a trial basis, whereby the pupil remains on the roll of the original school and their progress is monitored closely.

It is essential that the transferring pupil should be supported by the receiving school during the managed move. As a minimum, the pupil should have access to a named member of the teaching staff with whom the pupil can share anxieties and concerns, e.g. a learning mentor/behaviour mentor and peer support to facilitate the integration into a new peer group (e.g. buddy or mentoring scheme).

In addition, the PSP could consider some of the following elements of support:

- Access to the VPCo or specialist VP teacher for baseline testing and needs assessment in order to access specialist VP teaching support.
- Access to a time-out base.
- In-school support procedures such as report cards.
- A mentor from the voluntary or community sector.
- Access to after-school clubs and activities.



## **Step 6      Implementing the managed move**

The trial period of the managed move should last six weeks with progress being monitored through recorded discussions between the pupil and the PSP coordinator and/or learning mentor.

The original school should be kept informed of the pupil's progress during the managed move process and informed on a weekly basis regarding attendance.

A formal review meeting held with the same people involved in the initial managed move meeting should be conducted at the end of the trial period to assess the effectiveness of the transfer.

Three potential outcomes may stem from discussions at the formal review meeting:

- a. The managed move is considered successful. In this case the permanent transfer is agreed. Processes are outlined in Section 6.1 below.
- b. It may be agreed that the managed move should be extended (to no more than 12 weeks in total from the date the pupil started attending), in which case a second review meeting should be planned and a new date agreed;
- c. The managed move is not considered successful in which case the pupil will return to the original school.

### **6.1      Successful Managed Move: making the move permanent**

All appropriate parties complete the Managed Move Outcome Form (MM2 – Appendix 7). Copies should be signed by all present in the meeting and distributed to appropriate parties.

The pupil's school record is transferred to the receiving school in compliance with the Education (Pupil Information) (Wales) Regulations 2011.

Following the signed agreement by all appropriate parties, the pupil will be removed from the roll of the original school and be placed on the roll of the receiving school.

### **6.2      Exceptional circumstances**

If, during the trial period and in exceptional circumstances (e.g. following a serious incident), the receiving school wants to end the managed move before the pupil is registered at that school, the Head Teacher/Phase Director of the receiving school will initiate a meeting of all those involved in the original managed move meeting.

## Support Strategies and Interventions

A non-exhaustive list of support strategies and interventions that should be considered, depending on specific circumstances, before, in conjunction with, and following a managed move are listed below.

- Educational Psychologist advice
- Youth Service support
- School based counselling
- Education Welfare Service advice, support, guidance and if appropriate input
- Pastoral support plan
- Peer mentor and/or small group support
- Change of class
- Change of subject teacher (if identified as an issue for the pupil)
- Learning mentor
- Parents/carers meeting with Head Teacher/Phase Director and LA representative
- Involvement of relevant/appropriate support agencies, e.g. health sector, social services, outreach teams, Careers Wales
- Alternative timetable/curriculum
- Work-based training

## Support Strategies and Interventions

### Parental Consent Form

Consent to Share Information at Vulnerable Learners Panel.

The information collected in the Managed Move form helps us to understand what support your child may need. No information from this form will be shared without your permission unless there is a legal requirement to do so. (In which case, you will be notified that the information has been shared without your permission, unless doing this will place you, your child or a member of your family at risk.)

I understand the information that is recorded on this form will be stored and used for the purposes of providing the support requested.

I understand that I may withdraw my permission at any time in the future, in which case you should contact the person who completed this form.

<b>Pupil's Name</b>		<b>Date of Birth</b>	
<b>Parent Name</b>			
<b>Address</b>			
<b>Contact Number</b>			

I **agree** to a managed move being discussed for my child and confirm that I have received a copy of the 'Managed Moves – Information for parents/carers'.

My initial preferences for a new school are:

1. \_\_\_\_\_
2. \_\_\_\_\_

Parent / Guardian Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## **Managed moves – information for parents/carers**

### **What are managed moves?**

A managed move offers a pupil the opportunity to move to a new school and have a fresh start in a carefully planned and managed way.

### **When should I consider a managed move for my child?**

You may consider the possibility of a managed move if your child:

- finds that attendance at the current school is having a negative impact on his/her welfare.
- has emotional and behavioural difficulties that have not improved because of the supportive strategies put in place by the current school; or
- is at risk of permanent exclusion but might succeed in a new environment;

### **What do I need to do?**

The Head Teacher/Phase Director or representative of the school will have met with you to discuss your child and as part of the discussion will have explained the managed move process to you and discussed this as an option to consider.

You will have been asked to complete a form stating you are willing for a managed move to be considered for your child. With this agreement, your child will then be discussed at the next Managed Move Panel.

Should a managed move be agreed, you and your child will be invited by the Head Teacher/Phase Director or representative of the current school to attend a meeting to discuss the next step. The Head Teacher/Phase Director or representative of the identified new school will also attend the meeting.

If you feel that you would like to bring someone with you to the meeting to represent your views, you could do so. Details of Blaenau Gwent's independent Parent Partnership Service are below.

### **Before the meeting**

It is important to find out what your child's views are so these can be clearly shared at the meeting if your child does not feel able to do so.

### **What happens at the meeting?**

Discussions will focus on the needs of your child and the best way to support him/her to make the most of the fresh start.

A start date in the new school and a formal review date to discuss progress will also be agreed.

**Parent Partnership Service**

Is provided by SNAP Cymru. They can be contacted on 0808 801 0608 or complete the enquiry form on the SNAP Cymru web page.



## Vulnerable Learner Panel Submission Form

Please complete this form electronically and send to:  
**Lisa.adams@blaenau-gwent.gov.uk**

<b>This form is being used to:</b> <i>(Tick one box only)</i>	
CLA Requests	
Request – Home Tuition or placement in Ty Afon (complete appendix 2 only)	
Hard to Place	
Request – Managed Move	
LA - EOTAS	

<b>Reason for Application</b>
Outline the reason for the referral to Panel

<b>Expected Outcome</b>
Explain what you are hoping the submission will achieve. Please ensure the outcome is specific, measurable, achievable, realistic and timely

**Please complete this section for ALL Children.**

<b>School Information</b>			
School Name			
Admission Date			
School Address			
Name of referrer		Position	
Tel No.		Email:	
Previous school			

## 1. Child Details

Full Legal Name					
Preferred Name					
Date of Birth		Year Group		Age	
Gender		FSM		Ethnicity	
Religion		First Language		Traveller	
Immigration Status:		CLA	Yes/No		
Is the child a Child in Need?			Is the child on the Child Protection Register		
<b>CLA Only:</b>					
What Section is the Child Under		Placement Details	Foster Home Children's Home Placed with Extended Family SGO With parent(s) but CLA Other (state)		

Child's Home Details	
Main Home Address include Postcode:	Who does the child live with at this address:
Other home address (if applicable):	Who does the child live with at this address:

Details of Parent/Carers		
Please provide details of all parent/carers		
	1 <sup>st</sup>	2 <sup>nd</sup>
Name		
Relationship to child		

Does this person have PR/shared PR?		
Address		
Home Phone		
Mobile Phone		
Email address		
First Language		

Parent/Corporate Parent Consent given by	
Relationship to Child	
Date:	

## **2. Category of Need(s)**

Primary VP Need	<input type="text"/>	Additional Needs	<input type="text"/>
Any Formal Diagnosis	<input type="text"/>	Date Received	<input type="text"/>

## **3. Child Data**

**Attendance:**  
percentage for  
last three terms

Current Term

Last Term

Term Before Last

Additional  
Attendance  
Information

**Exclusions:**  
No. of days  
No. of incidents

Current Term

Last Term

Term Before Last

**Reduced  
Timetable:**

Yes / No  
(delete as  
appropriate)

If **YES**  
How many  
hours per  
day / week

Per Day

Per Week

<input type="text"/>	<input type="text"/>
----------------------	----------------------



**Please provide a summary of exclusions the child has received including the reason** (an exclusion report providing further details should be included as supporting documentation).

--

**Who attended the Meeting where the Reduced Timetable was agreed?**

<p>Please attach a copy of the AGREEMENT and the education being provided to the child whilst on the reduced timetable.</p>
---

**Risk Assessment**

<p>Is the child a potential risk to self, adults, peers, property or other risk?</p> <p>If yes, please provide a copy of the most recent risk assessment.</p>
---

**4. Educational Attainments (Please complete as appropriate.)**

P Levels

Date Measured	Language Skills	Mathematical Skills	Personal; Social; Well-being

Foundation Phase Outcomes (Outcomes 1-6)

Date Outcomes Measured	Language Skills	Mathematical Skills	Personal; Social; Well-being; Cultural Diversity

Standardised Measures of progress

Date of Assessment	Name of Test	Result (Standard Score)	Age Equivalent if available

**Non-standardised Measures of progress relating to primary need**

Date	Measure	Outcome

**Only complete the following table if the request is for HOME TUITION. MANAGED MOVE OR TY AFON.**

Foundation Assessment Grade/Level	Grade/Level
Language and Learning	
Mathematics and Numeracy	
The Arts	
The World Around Us	
Personal Development and Mutual Understanding	
Physical Education	
Religious Education	

**Pupils in Key Stage 2**

KS1 Test / Assessment – P Levels	Grade
Mathematics	
Reading	
Writing	
Science	

**Pupils in Key Stage 3 and 4**

Current Subjects	Qualification	Exam Board	Predicted Grade


**5. School Support**

**Class Description**

Child /Teacher Ratio       Number of children with a Statement or LA IDP       Number of Children with a school based IDP

**CURRENT SUPPORT IN PLACE**

	<b>In-class support</b>	<b>Withdrawal support</b>	<b>Unstructured time support</b>
How much support and when?			
What is it used for?			

## **6. Child Profile**

In this section the VP Panel will expect to see details of strategies/interventions carried out, recommended by EPS or other services in addition school-based interventions, and the outcomes of those interventions using the following headings where applicable.

### **Medical, Physical & Sensory**

### **Cognition & Learning**

### **Speech, Language and Communication**

### **Personal Skills**

### **Social, Emotional & Behavioural**

### **Brief Synopsis of Behaviours**

**Provide an overall summary of the behaviours displayed:** *(please include details of the types of negative behaviours displayed, when and how often such behaviours are happening, triggers for inappropriate behaviour).*

**Please indicate the behaviours the child is currently displaying in relation to level of frequency. Behaviours and the frequency (i.e. 1 = Rarely, 2 = Occasionally, 3 = Frequently and 4 = Very Often)**

Behaviour	Freq. 1, 2, 3, 4	Behaviour	Freq 1, 2, 3, 4	Behaviour	Freq 1, 2, 3, 4
Disruption		Absconding / Absenting		Discriminatory behaviour	
Vandalism		Substance / alcohol misuse		Inappropriate Sexual behaviour	
Bullying		Threats & invective		Medically related behaviour	
Fighting		Impulsive dangerous behaviour		Withdrawal	
Violence & physical Aggression		Verbal abuse		Self-harm	
Inappropriate attitude to staff		Inappropriate attitude to peers		Racist abuse	
Defiance				<b>Other</b> (please specify below)	

**Other** (please include any other additional behaviours displayed)

**SEMH Strategies Implemented by School:**

*(provide an overview of the strategies used to promote positive behaviours and the impact of such strategies – This can be taken from a child's SEN/Behaviour/Pastoral support plan and must include how external advice has been used to support the child's needs).*

Strategy	Range	Impact (detail both positive and negative impacts)

**Please provide details of any alternative provision that the child may have engaged in (including all registered providers and managed moves).**

--

### Family and Environmental Factors

*i.e. Family history, well-being, wider-family network, housing, employment and financial considerations, social and community involvement,*

### FAMILIES FIRST / SOCIAL CARE

Has school referred the family/pupil to Families First/Social Care? Yes  No

Please provide a synopsis of the support currently being offered and by whom.

### External Agency Involvement

**Please identify all agencies involved, including key worker contact details.**

Agency	Currently Involved	Name	Email/Phone number
EWO Service			
EPS			
Inclusive Practice Service: (Please indicate which area – Spld, ASD, Behaviour)			
Social Care (Please indicate which service area)			
Health - Specialist			
CAMHS (Please indicate which service area)			
Health Visitor/School Nurse			
SenCom Service (Please indicate which service area)			
ISCAN (Please indicate which referral/service area)			
Substance Misuse Services			

**9. Views expressed by child:**

--

**Schools must share the completed form with parents/carers before the parent/carer signs the Consent to Share section and before the panel submission is sent to the LA. Parent/carers must receive a full copy of the submission.**

## **Parent / Carer's Consent**

### **What is the Vulnerable Learners Panel?**

The Vulnerable pupils panel considers referrals from schools and Local Authority representatives to consider alternative provisions, bespoke packages and other areas to meet children's areas of vulnerability. The panel consists of representatives from the Local Authority and schools and meets fortnightly during term time (TBC).

### **Your view**

Your view of your child's current issues, the impact this is having on his/her learning, and your views are important. Please share your views in the box below.

### **Your consent**

Your consent is required for your child to be referred to the panel and please note your views will be shared with the Panel along with the application form submitted by the school. To ensure you fully understand and consent to the application being considered by the Panel please sign and date the consent statement below.

If you have any queries regarding this application, please do not hesitate to contact the Referrer of the application.



### Parent / Carer's Views

**Parental views on application to panel/potential placement** (*please explain what you are hoping the panel application will achieve*):

### Parent / Carer's Consent

I understand the information provided on this application form

I give consent for my child to be referred to the Vulnerable pupils panel

I give my consent for my child's information to be shared with other people/services as indicated (✓) below:

	✓
Allocated alternative provider	
Families First	
Children Looked After co-ordinator	
Ethnic minority and traveller service	
Social Care	
Your child's mainstream school	
Child and Mental Health Services (CAMHS)	
Children with disabilities Team	
Outreach Behaviour Support Service	
Other third party as required by law	
Other partner agencies that may support your child	

If you do not agree to information being shared, please state who it cannot be shared with by indicating (✗) above.

I/We have read and understood the above and agreed that my child's school can refer my son/daughter for discussion at the Vulnerable Learners Panel. I am also happy for information to be shared with agencies as indicated above.

Signed: \_\_\_\_\_

Name (print): \_\_\_\_\_

Date: \_\_\_\_\_

If at any-time that you wish to revoke your consent for information to be shared, please contact the Education Welfare Service Team, on **01495 355340**.

## **11. Signatories:**

**School's lead for vulnerable pupils Name**

**Signature**

**Date**

**Head Teacher's Name**

**Signature**

**Date**

**Please find a checklist below to assist you in providing the appropriate evidence to the VP Panel.**

<b>Submitted</b>	<b>Checked</b>
VP Panel Submission Form	
Only one request box ticked	
Clear pupil views	
Clear parental views and signature	
Copy of the completed form has been shared with parent/carers	
Most recent Education Psychology report	
Most recent Outreach Advisory Service report	
Recent outside agency report/s	
School Based IDP	
Pastoral Support Plan	
Positive Handling Plan / Risk Assessment/Behaviour logs	
Copy of Reduced Timetable	

**Please return form to:**

[VPPanel@blaenau-gwent.gov.uk](mailto:VPPanel@blaenau-gwent.gov.uk)

**Parental invitation to managed move meeting  
letter to parents/carers**

Dear

**Re: (Name of Pupil)**

Following our previous discussions, I am writing to invite you to attend a meeting on [date, time and location] to further explore whether a managed move may be beneficial for [name of pupil] in the long-term.

The meeting will be attended by the Headteacher/Phase Director or a representative of [name of receiving school] and by colleagues from [name of other agencies attending if necessary].

If you wish, you may choose to bring a representative with you.

Yours sincerely

Signed by Headteacher/Phase Director of original school

## Managed move agreement form (MM1)

This agreement follows on from the meeting held at [name of school] on [date] involving the following:

- Head Teacher/Phase Director of the original school [name].
- Head Teacher/Phase Director of the receiving school [name].
- Pupil [name].
- Parents/Carers [name].
- Social worker (in the case of a looked after child) [name].
- Other agencies [names].

It was agreed by all parties that a managed move would be the most suitable way forward for [name of child].

<b>Name of Pupil</b>			
<b>Date of Birth</b>			
<b>Year Group</b>			
<b>Male/Female</b>			
<b>Home Address</b>			
<b>Original School</b>			
<b>Receiving School</b>			
<b>Parent's/Carer's Contact No</b>			
<b>Period of Transfer</b>	From:		To: <input type="text"/>
<b>Final Review meeting date</b>			
<b>Reason(s) for managed move</b>			
<b>Terms and Conditions of managed move</b>			

**Signed:**

**Pupil:**

Signed: \_\_\_\_\_ Date: \_\_/\_\_/\_\_\_\_

**Parent/Carer:**

Signed: \_\_\_\_\_ Date: \_\_/\_\_/\_\_\_\_

**Headteacher/Phase Director original school:**

Signed: \_\_\_\_\_ Date: \_\_/\_\_/\_\_\_\_

**Headteacher/Phase Director receiving school:**

Signed: \_\_\_\_\_ Date: \_\_/\_\_/\_\_\_\_

**[other agency]:**

Signed: \_\_\_\_\_ Date: \_\_/\_\_/\_\_\_\_

Copies to: Parent/Carer / Original school / Receiving school.

The receiving school will keep a daily record of the pupil's attendance during the transfer period and sends details of weekly attendance to the original school. These records must be maintained by the original school for legal purposes.

**Managed move outcome form (MM2)**



<b>Name of Pupil</b>			
<b>Date of Birth</b>			
<b>Year Group</b>			
<b>Male/Female</b>			
<b>Home Address</b>			
<b>Parents/Carers Contact No.</b>			
<b>Original School</b>			
<b>Receiving School</b>			
<b>Was the move successful?</b>	YES		NO
<b>Period of transfer</b>	From:		To: <input type="text"/>
<b>End date if unsuccessful</b>			
<b>Please state reasons why managed move was / was not successful?</b>			

**Signed:**

**Pupil:**

Signed: \_\_\_\_\_ Date: \_\_/\_\_/\_\_

**Parent/Carer:**

Signed: \_\_\_\_\_ Date: \_\_/\_\_/\_\_

**Headteacher/Phase Director original school:**

Signed: \_\_\_\_\_ Date: \_\_/\_\_/\_\_

**Headteacher/Phase Director receiving school:**

Signed: \_\_\_\_\_ Date: \_\_/\_\_/\_\_

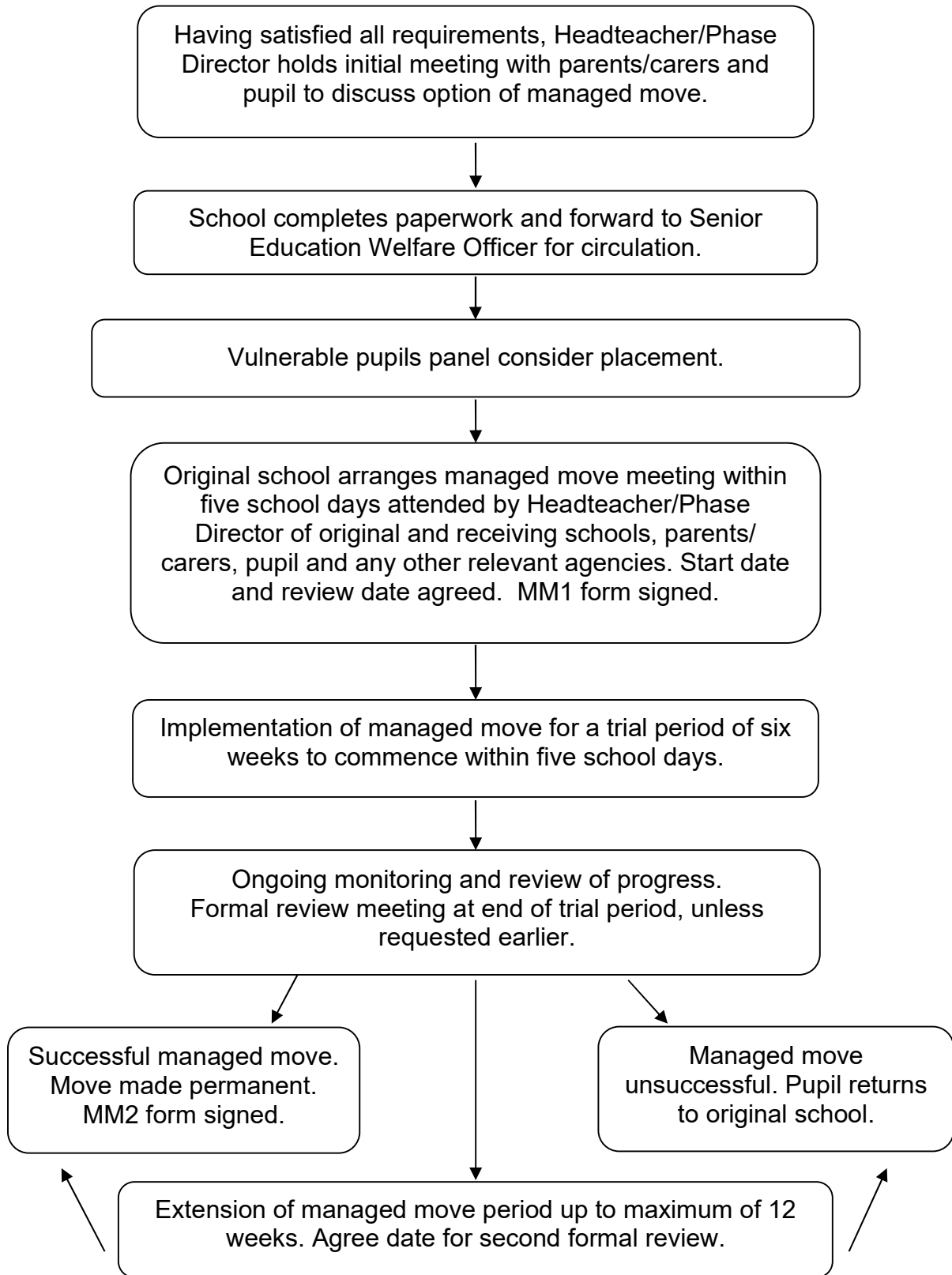
**[other agency]:**

Signed: \_\_\_\_\_ Date: \_\_/\_\_/\_\_

Signed..... Date.....  
Pupil

Copies to: Parents / carers / Original school / receiving school / LAO.

### Process Flowchart





# Pastoral Support Plan (PSP) Guidance

**August 2022**



Cyngor Bwrdeisdref Sirol

**Blaenau Gwent**

County Borough Council

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## Initial Summary Sheet

***The Reason for a Pastoral Support Plan is:***

*To improve academic attainment, attendance and/or prevent alternative provision / permanent exclusion.*

*To support the pupil to manage his/her behaviour/attendance/academic performance.*

*To identify precise and realistic behavioural/academic/attendance outcomes for him/her to work towards.*

**Basic Details**

Name  Date of Birth

Dates of Fixed Term Exclusions  Attendance

Primary need / diagnosis for PSP  Year Group

Brief description of current support in school and at home

***Background information:***

School:

Address:  Home/Mobile Phone nos.

Nationality:  Ethnicity:

Preferred Language:  Gender:

FSM: Yes / No  Other (e.g. MAT, EAL):

Any medical information:

**Additional Needs**

SEN Register?	YES/NO	Code of Practice Stage (SA/SA+/ST):	
Initial Statement/ID P date:		Last Statement/IDP Review date:	
Support:			
Educational Psychologist		Date of last Consultation	

**Educational Attainments** (Complete as appropriate.)  
Foundation Phase Outcomes (Outcomes 1-6)

Date Outcomes Measured	Language Skills	Mathematical Skills	Personal; Social; Well-being; Cultural Diversity

**National Curriculum Levels (KS2 - 4)**

Teacher Assessment	Current National Curriculum Level			Cognitive Ability Tests (CATs) Standardised Scores (SS)			
	KS2	KS3	KS4		NC Y4	NC Y7	NC Y9
English				Verbal			
Mathematics				Non-verbal			
Science				Quantitative			
Welsh				Mean S.S.			

**Standardised Measures of progress**

Date of Assessment	Name of Test	Result (Standard Score)	Age Equivalent if available

### KS4 Predicted Grades and Courses

Course	Subject	Predicted Grade

### Safeguarding Information

Looked after by the LA:

Social Worker Name:

Social Worker Contact details:

Child Protection Register:

Child In Need:

Risk Assessment:   
(If yes the RA must be completed and attached to this form)

### Involvement of Other Agencies

Educational Psychology Service		Inclusion Officer	
Education Welfare Service		Social Services	
CAMHS		Learning Coach	
Police		School Nurse	
Restorative Justice		Young Carers	
Families First		BAROD (substance abuse)	
Domestic Abuse		Youth Offending Service	
School Counsellor		REACH	
GP		CLA	

<b>ATTENDANCE CONCERNS?</b>			
Truancy		YES/NO	
Attendance for last three terms	%	E.W.O. Involvement?	
Current term	%	E.W.O. Name:	
Last term	%	Action by E.W.O / School	
Term before last	%		

**Exclusions**

<b>Internal</b>	<b>Date initiated</b>	<b>Length in lessons/days</b>	<b>Reason</b>	<b>Parents/Carers informed</b>

<b>External</b>	<b>Date initiated</b>	<b>Length in days</b>	<b>Reason</b>	<b>Return Date</b>

<b>Governor Discipline Committee</b>	<b>Date</b>	<b>Parents/Carers attended</b>	<b>Outcome</b>

### Initial Meeting

<b>Name of Pupil:</b>		Date of Birth:	
Class/Form:		Year Group:	
Date of Meeting;			
<b>Attending</b>			
<b>Agency</b>	<b>Name</b>	<b>Agency</b>	<b>Name</b>
CAMHS		Careers	
Educational Psychologist		Education Welfare Officer	
Inclusion Officer		Social Services	
School Nurse		Police	
Young Carers		Other	
Learning Coach		Families First	
Domestic Abuse		BAROD	
Youth Offending Service		REACH	
GP		CLA Officer	
<b>Main points arising from the discussion</b>			
<b>Key Triggers Identified</b>			
<b>Effective Support Already in Place</b>			
<b>Target 1</b>	<b>Strategies to support target 1</b>		

<b>Target 2</b>	<b>Strategies to support target 2</b>	
<b>Target 3</b>	<b>Strategies to support target 3</b>	
<b>Additional actions to be taken</b>		
<b>Action</b>	<b>When</b>	<b>By whom</b>
<b>Future meeting dates:</b>		
Weekly (school and parents/carers)		
Interim (all professionals)		
Final (all professionals)		
<b>Agreed by:</b>	<b>Signature:</b>	
Pupil		
Parents/carers		
School		
Other agencies		



### Interim Review Meeting

<b>Name of Pupil:</b>		Date of Birth:	
Class/Form:		Year Group:	
Date of Meeting:			
<b>Attending</b>			
<b>Agency</b>	<b>Name</b>	<b>Agency</b>	<b>Name</b>
CAMHS		Careers	
Educational Psychologist		Education Welfare Officer	
Inclusion Officer		Social Services	
School Nurse		Police	
Young Carers		Other	
Learning Coach		Families First	
Domestic Abuse		BAROD	
Youth Offending Service		REACH	
GP		CLA Officer	
<b>Apologies</b>			
<b>Summary of progress</b>			
<b>Target 1</b>	<b>Progress made</b>		
<b>Strategies</b>	<b>Review</b>		

<b>Target 2</b>	<b>Progress made</b>	
<b>Strategies</b>	<b>Review</b>	
<b>Target 3</b>	<b>Progress made</b>	
<b>Strategies</b>	<b>Review</b>	
<b>Additional Strategies</b>		
<b>Additional actions to be taken</b>		
<b>Action</b>	<b>When</b>	<b>By whom</b>
<b>Future meeting dates</b>		
Weekly (school and parents/carers)		
Final (all professionals)		
<b>Agreed by</b>	<b>Signature</b>	
Pupil		

Parents/carers	
School	

**Final Review Meeting**

<b>Name of Pupil:</b>		Date of Birth:	
Class/Form:		Year Group:	
Date of Meeting;			
<b>Attending</b>			
<b>Agency</b>	<b>Name</b>	<b>Agency</b>	<b>Name</b>
CAMHS		Careers	
Educational Psychologist		Education Welfare Officer	
Inclusion Officer		Social Services	
School Nurse		Police	
Young Carers		Other	
Learning Coach		Families First	
Domestic Abuse		BAROD	
Youth Offending Service		REACH	
GP		CLA Officer	
<b>Apologies</b>			
<b>Summary of progress</b>			
<b>Target 1</b>	<b>Progress made</b>		
<b>Strategies</b>	<b>Review</b>		

<b>Target 2</b>	<b>Progress made</b>	
<b>Strategies</b>	<b>Review</b>	
<b>Target 3</b>	<b>Progress made</b>	
<b>Strategies</b>	<b>Review</b>	
<b>Evaluation of progress</b>		
<b>Next steps to be taken</b>		
<b>Additional actions to be taken</b>		
<b>Action</b>	<b>When</b>	<b>By whom</b>
<b>Agreed by</b>	<b>Signature</b>	
Pupil		

Parents/carers	
School	

## Guidance

### **What is a Pastoral Support Plan (PSP)?**

The aim of a Pastoral Support Plan (PSP) is to promote social inclusion and help to reduce the need for permanent exclusion. This guidance aims to provide both a school management process and procedural framework within a PSP in any Blaenau Gwent school.

The PSP procedure and process is designed to support those pupils for whom the normal school-based strategies have not been effective. A PSP is a structured intervention for pupils at risk of permanent exclusion. The aim of the PSP is to involve the pupil, parent and family in the shared challenge of improving behaviour and social skills and ensuring social and educational inclusion.

The PSP should not be used to replace the normal Special Educational Needs assessment process; pupils should still be taken through the appropriate stages of the SEN Code of Practice.

A PSP is essentially a school based and owned process. Schools and parents/carers will for the most part, be providing the additional support, interventions, adaptations and communication that are agreed.

Given the intensive nature of a PSP, schools need to target those pupils whose behaviours mean that they are at risk of permanent exclusion. A number of factors may be considered including the number of fixed term exclusions (three exclusions or more than ten days in one term should certainly be a trigger), integration from a managed move or starting at a school following a permanent exclusion. There is an expectation that pupils who receive three or more fixed term exclusions that amount to more than ten days' exclusion will be placed on a PSP.

It is for individual school leadership and management to decide upon the number of PSP's that it can manage at any one time but given the fact that each one will require additional intensive support over and above that, that could be agreed as part of a normal Individual Education Plan (IEP) it is likely that only small numbers can be managed.

There would have to be a good reason for a pupil not to be on a PSP at the point of permanent exclusion. It would be expected that a PSP would have been in place within the last two terms. The PSP process is useful in co-ordinating support and reviews of alternative packages. The decision to propose a PSP should be done in conjunction with the school's behaviour policy.

### **Who should be invited to a PSP meeting?**

An Inclusion Officer should be invited to attend the first meeting. This allows them to hear a potted history of issues and support to date. If by the time the interim and final reviews are held, things have not progressed then the Inclusion Officer should be invited to these meetings. The Inclusion Officer keeps records

of all the information sent. This can be particularly helpful and important if he/she is supporting schools, for example in cases where parents/carers feel that a school is not doing enough to support a child or young person.

### **What should already be put in place?**

Before initiating a PSP, the following should have been considered and/or carried out:

- changes to learning environment
- adaptations to unstructured times
- deployment of additional adults (1:1 or group work)
- review differentiation of curriculum
- adaptations for learning style
- ensure behaviour policy consistently applied
- review behaviour management strategies
- baseline behaviour assessment
- discuss difficulties with pupil
- discuss difficulties with parents/carers
- consult colleagues in department, key stage, pastoral team and/or ALNCO regarding special educational needs
- additional staff training
- IEPs with smart targets and regular reviews
- referral to and liaison with EPS and any other Outside Agencies
- withdrawal from lessons
- flexible curriculum and/or individualised timetable
- use of IT
- risk assessment
- allocation of a key worker
- managed move
- internal exclusion
- restorative approaches work
- CAF

If it is decided that a PSP is the best way forward, the school staff member identified as being responsible for co-ordinating monitoring and reviewing a PSP needs to initiate a meeting.

### **What does an effective PSP look like?**

#### **Before the meeting**

The nominated person at the school for organising PSP's should arrange a PSP and invite the parents/carers (a model letter is available – Appendix 4) and appropriate outside agencies, as well as ensuring that key staff that are involved with the child are included. It would be advisable to check an Inclusion Officer is available before booking the date.

At this stage, the co-ordinator needs to ensure that the parents/carers and pupil understand the nature of the process before the initial meeting. Close liaison with the ALNCO is paramount.



Schools should also remember that good practice indicates that PSP's are most effective when there are on-going weekly meetings between the school and the parents/carers to discuss progress against the agreed targets.

Schools should ensure a suitable room is available.

The Staff Questionnaire (Appendix 2) should be completed to elicit staff views about the pupil and highlight the main areas of concern.

The Parent Questionnaire (Appendix 3) should be sent to parents/carers to give them the opportunity to describe the qualities in their child and express their own concerns.

A member of staff who has a good rapport with the pupil should elicit how the pupil feels about the current situation. The pupil should be encouraged to express views freely and honestly and they should be recorded uncritically. (Appendix 5 can be used for Primary pupils and Appendix 6 for Secondary pupils.) The purpose of a PSP should be explained to the pupil and the agenda of the initial meeting shared before the meeting.

### **The Initial Meeting**

The following information needs to be available at the meeting:

- The Initial Summary Sheet
- An up-to-date Behaviour Log
- Completed Staff questionnaire(s) (Appendix 2)
- Completed Parent Questionnaire (Appendix 3)

This may be presented as a written summary of significant information.

Parents/carers and school staff will need to consider whether the pupil should be present for the whole meeting or whether it may be appropriate for him/her to contribute towards the end.

The chairperson will need to clarify the purpose and aims of the meeting, encourage brief introductions and run through the agenda (Appendix 7). A note taker should be agreed.

Everyone should have the opportunity to have their say and offer some contribution to the solution to the issues.

At the conclusion everyone will need to be clear about what is to be done, by whom and by when. A consistent approach both in and out of school is necessary to affect a positive outcome.

Targets agreed at the meeting will need to be distributed to all appropriate staff the next school day.

A record of the meeting (not minutes) will need to be sent to everyone who attended and others who are involved.

A date for the next meeting will need to be set which includes key professionals.

PSPs run for approximately 16 weeks or a similar length of time at the discretion of the meeting

### **Ongoing Support**

At the initial meeting monitoring arrangements will have been made explicit. These would usually be weekly or fortnightly with a key member of staff (although in exceptional circumstances, daily reporting may be helpful).

The most effective PSP's are where there is ongoing communication between school and home. There should therefore be a commitment from both the school and the home for adults to meet each week to review how things are going. The pupil may be included for all or part of the meeting. This will provide opportunities to share successes and if necessary, amend any arrangements to support the pupil to continue to move forward.

### **The Mid Term Review**

A midterm review meeting between the pupil and all the participants from the initial meeting will be useful to reflect on the progress to date. An outline agenda can be found in Appendix 7.

The focus of the meeting should be on areas of improvement and the pupil should be praised for progress made. The halfway point is the occasion for encouraging further and better efforts. The aim is to assess what is working, maximise it and to shift the emphasis away from what has gone wrong. Adjustments can be made to the routine, content and targets in the programme. Prior to the meeting the pupil's views should have been sought about how they feel they have made progress against the targets and strategies that are in place.

Where targets have been achieved, subsidiary or consequent targets can be introduced. It is important both to keep up momentum and to monitor and evaluate targets.

The idea of the session is to give pupils the opportunity to identify what has gone well, what effect that has had and how to replicate success.

### **The Final Review**

Although it should have been clear at some point in the second half of a PSP whether or not the programme has been successful, reviewing and assessing the intervention is an integral part of the process. Appendix 7 provides an outline for this review meeting.

Focusing on solutions is the key. If the current provision is not meeting the pupil's needs what further measures can be put in place to help a pupil sustain his/her place in mainstream schooling. The experience of the programme should provide excellent information from which to plan for the future.

An assessment by the school of each programme will help develop knowledge for subsequent PSPs. Identifying what went wrong has a place, but of far greater importance is to examine, replicate and develop what went right.

The procedures following a PSP could be as follows:

- School repeat PSP
- Look for a planned request for change of placement

## Appendix 2

**Staff Questionnaire**

Name:		Class:				
<b>National Curriculum Levels</b>						
Speaking and Listening		Reading				
Writing		Maths				
<b>Any additional Comments regarding their learning</b>						
<b>Please rate his/her behaviour this term</b>						
5 – Very good	4	3	2	1 – Very poor		
<b>Please rate the behaviour of the class</b>						
5 – Very good	4	3	2	1 – Very poor		
<b>Please rate the pupil's behaviour in each of these aspects:</b>						
Positive to teacher	5	4	3	2	1	Negative to teacher
On task	5	4	3	2	1	Off task
Self-contained	5	4	3	2	1	Attention seeking
Appropriate behaviour	5	4	3	2	1	Inappropriate behaviour
Positive to peers	5	4	3	2	1	Negative to peers
In their place	5	4	3	2	1	Out of their place
Appropriately equipped	5	4	3	2	1	Inappropriately equipped
Work up to date	5	4	3	2	1	Work behind deadlines
Able to follow instructions	5	4	3	2	1	Ignores instructions
Puts up their hand	5	4	3	2	1	Calls out
Answers appropriately	5	4	3	2	1	Answering back
Homework always done	5	4	3	2	1	No homework done
Calm when others behave inappropriately	5	4	3	2	1	Reacts badly when others behave inappropriately

<b>Things this pupil does well in school</b>	
<b>What strengths / skills does the pupil demonstrate in other areas?</b>	
<b>What specific behaviours shown by this pupil regularly cause concern?</b>	
<b>Any other comments you may wish to make.</b>	
<b>Please return this form to:</b>	
<b>Return date:</b>	

### Parent Questionnaire

Name:	Class:
<b>What do you think are your child's best qualities?</b>	
<b>What sort of things worry you about your child?</b>	
<b>When did you first notice difficulties with your child's behaviour?</b>	
<b>How does your child behave at home?</b>	
<b>What do you think we can do to help your child at school?</b>	
<b>Is there anything else you think we should know about?</b>	
<b>I/We will/will not be able to come to the meeting.</b> Please delete as applicable.	
Signed:	Date:

## Letter to Parents/Carers

Dear \_\_\_\_\_

As you know we are worried that \_\_\_\_\_ may be placing themselves at risk of permanent exclusion from school. We want to do everything we can to avoid this and are asking for your help.

We would like you to come to a meeting to plan a support plan for \_\_\_\_\_ on \_\_\_\_\_ at \_\_\_\_\_.

It will be an opportunity for you to give us your views and will enable us to work together to help \_\_\_\_\_ to be successful in school. We have also invited staff from the school and professionals from other services to attend.

Would you please complete the form and return it to me by \_\_\_\_\_? If you wish to add additional information, please do so overleaf.

Thank you for your help.

### Pupil View – Primary

Name:		Date:		
Class:		Year Group:		
<p><b>Please help us by saying how you feel you are getting on in school. A grown up you trust can help as much as you want but they need to record your ideas and comments in your words.</b></p>				
Activity	Happy	Okay	Sad	Comments
Reading				
Writing				
Maths				
PE				
Computers				
Science				
Art/Craft				
Carpet/Listening time				
Working by yourself				
Working with a group				
Assembly				
Playtime				
Lunchtime				
Homework				
With friends				
With teachers				



**What things do you enjoy doing in school?**

**What things do you find tricky in school?**

**What would make school better for you?**

**What do you enjoy doing when you are not at school?**

### Pupil View – Secondary

Name:		Date:	
Tutor Group:		Year Group:	
<b>How would you describe yourself?</b>			
<b>What things do you like doing at school?</b>			
<b>What things do you find tricky in school?</b>			
<b>What would make school better for you?</b>			
<b>What do you enjoy doing when you are not at school?</b>			

<b>What do you think about your behaviour in?</b>					
	Very Good	Quite Good	OK	Poor	Very Poor
Classrooms	5	4	3	2	1
Corridors	5	4	3	2	1
Assembly	5	4	3	2	1
Toilet	5	4	3	2	1
Breaks	5	4	3	2	1
Outside school	5	4	3	2	1
Canteen	5	4	3	2	1
<b>How do you feel you generally behave?</b>					
5 – Very Good	4	3 - Average	2	1 – Very Poor	
<b>Do you think your behaviour needs to change?</b>					
Yes			No		
<b>How do you feel about changing your behaviour?</b>					
5 – Able to change	4	3 – May be able to change	2	1 – Unable to change	
<b>Would you like some help to change your behaviour?</b>					
Yes			No		
<b>What would that help look like?</b>					

## **PSP Meeting Agenda**

### **Initial PSP Meeting Agenda**

1. Welcome (includes anticipated finish time)
2. Purpose and aims of the meeting
3. Introductions and apologies
4. What the pupil does well (Class teacher, Head of Year/House or form tutor)
5. Analysis of staff questionnaires (SENCO)
6. Summary of behaviour log (Class teacher, Head of Year/House or form tutor)
7. Parent comments
8. Pupil comments (Their view should be given if they are not attending)
9. Contributions from other professionals
10. Summary and target setting
11. Strategies to support targets including rewards.
12. Monitoring and review arrangements
13. Dates of next meetings – weekly session, interim review, final review.
14. Thanks

### **Interim PSP Meeting Agenda**

1. Welcome (includes anticipated finish time)
2. Purpose and aims of the meeting
3. Introductions and apologies
4. What the pupil is doing well (Class teacher, Head of Year/House or form tutor)
5. Summary of behaviour log (Class teacher, Head of Year/House or form tutor)
6. Parent comments
7. Pupil comments (Their view should be given if they are not attending)
8. Contributions from other professionals
9. Summary of progress to date
10. Review of targets and strategies to date, any additional actions
11. Monitoring and review arrangements
12. Thanks

## **Final PSP Meeting Agenda**

1. Welcome (includes anticipated finish time)
2. Purpose and aims of the meeting
3. Introductions and apologies
4. What the pupil is doing well (Class teacher, Head of Year/House or form tutor)
5. Summary of behaviour log (Class teacher, Head of Year/House or form tutor)
6. Parent comments
7. Pupil comments (Their view should be given if they are not attending)
8. Contributions from other professionals
9. Summary of progress
10. Review of targets and strategies
11. Next steps
12. Thanks

# Well-being in Education Strategy AND Good Practice Guide

**August 2022**



Cyngor Bwrdeisdref Sirol

**Blaenau Gwent**

County Borough Council

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## Introduction

Blaenau Gwent's Well-being in Education Strategy sets out the Education Directorate's plan to promote positive learner well-being in our schools. The strategy recognises the interdependencies between schools, families, communities, the Education Directorate and partners and agencies in promoting learner well-being and providing preventative and supportive services when necessary

This strategy is supported by a range of other relevant Blaenau Gwent Council policies and plans, for example:

- The Corporate Improvement Plan
- The Single Integrated Plan
- The Well-being Assessment and Corporate Well-being Objectives
- The Directorate Improvement Plan
- The Learning for Well-being Partnership Plan

## Background

### *The national vision and legislation for well-being*

Promoting children and young people's well-being is central to the vision of the Welsh Government and as a result of this all local authorities and schools in Wales already have a number of duties which collectively promote learner well-being. Every school is required to ensure that their existing policies, initiatives and practice comprehensively cover effective promotion of emotional health, wellbeing and positive behaviour.

The Education Act 2002 expresses aims in the form of general requirements as follows.

'The curriculum for a maintained school or maintained nursery school satisfies the requirements of this section if it is a balanced and broadly based curriculum which —

- (a) promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- (b) prepares pupils at the school for the opportunities, responsibilities and experiences of later life.'

The Welsh Government formally adopted the United Nations Conventions on the Rights of Children in 2004 as a means of promoting the well-being of children and young people, which underpins all of the work it undertakes with, and on behalf of children and young people. As a result of this the Welsh Government identified **Seven Core Aims** which are a translation of the rights enshrined in the UNCRC:





The Welsh Government has further strengthened its commitment to improving the well-being of children and young people through the **Well-being of Future Generations Act** which became law in April 2015 (and operational from April 2016). This Act places new requirements on the Welsh Government and public bodies to work together to develop practice to promote the seven well-being goals that aim to improve social, economic, cultural and environmental well-being. As from April 2016 all local authorities have conducted well-being assessments and formulated subsequent action plans to address the seven well-being goals identified in the act

The seven well-being goals are:

Goal	Description of the goal
<b>A prosperous Wales</b>	An innovative, productive and low carbon society which recognises the limits of the global environment and therefore uses resources efficiently and proportionately (including acting on climate change); and which develops a skilled and well-educated population in an economy which generates wealth and provides employment opportunities, allowing people to take advantage of the wealth generated through securing decent work.
<b>A resilient Wales</b>	A nation which maintains and enhances a biodiverse natural environment with healthy functioning ecosystems that support social, economic and ecological resilience and the capacity to adapt to change (for example climate change).
<b>A healthier Wales</b>	A society in which people's physical and mental well-being is maximised and in which choices and behaviours that benefit future health are understood.
<b>A more equal Wales</b>	A society that enables people to fulfil their potential no matter what their background or circumstances (including their socio economic background and circumstances).
<b>A Wales of cohesive communities</b>	Attractive, viable, safe and well-connected communities.
<b>A Wales of vibrant culture and thriving Welsh language</b>	A society that promotes and protects culture, heritage and the Welsh language, and which encourages people to participate in the arts, and sports and recreation.
<b>A globally responsible Wales</b>	A globally responsible Wales. A nation which, when doing anything to improve the economic, social, environmental and cultural well-being of Wales, takes account of whether doing such a thing may make a positive contribution to global well-being and the capacity to adapt to change (for example climate change).

In 2015 the Welsh Government commissioned Professor Donaldson to conduct a review of the curriculum and assessment arrangements in Wales and as a result of this **Successful Futures**<sup>1</sup> was published which recommended far-reaching and significant changes to the current educational system. Donaldson makes a specific recommendation that the importance of health and well-being be recognised as one of the six key areas of learning in his proposals for a new curriculum because:

*Children and young people need to experience social, emotional and physical well-being to thrive and engage successfully with their*

<sup>1</sup> Successful Futures. Independent review of curriculum and assessment arrangements in Wales. Donaldson 2015

*education. The Health and well-being Area of Learning and Experience will help them to build the knowledge, understanding and skills that will enable them to develop positive and appropriate relationships, deal with the difficult issues and decisions they will face and learn to live independently.*

The Common Inspection Framework devised by Estyn, the Welsh education and training inspectorate, makes explicit reference to the expectation that schools actively promote children and young people's well-being. Estyn arrive at judgements about the quality of outcomes, provision and leadership of well-being in schools using a combination of objective and subjective measures which broadly encompass aspects of social, physical, emotional and intellectual well-being and how well children and young people are prepared for life after school.

### **Evidence-based research on the need to improve practice for well-being in education**

A report commissioned by The Welsh Government and published in 2016 by the Public Policy Institute in Wales (PPIW)<sup>2</sup> proved that despite the existence of a wide range of initiatives and interventions in schools there was limited evidence regarding causal links between these and measurable improvement in aspects of children's and young people's well-being. However, it was found that school-based work in this area could be very effective but to succeed school systems needed to be better connected with each other to translate the research evidence into sustained positive impacts.

Interventions and initiatives were seen as more likely to succeed if they were embedded within wider school systems and teaching and learning across the curriculum. Similar findings in England were published by Weare (2015)<sup>3</sup> concluding that traditionally, whole-school approaches have proved too vague and diluted to be effective. The report advocates that a genuine whole-school approach can only succeed if well-being is seen as everybody's responsibility which would include genuine involvement from pupils, staff, governors, parents/carers, partners and the wider community.

### **The context in Blaenau Gwent**

The corporate well-being goals for Blaenau Gwent, identified through the statutory well-being assessment completed under the Well-being of Future Generations Act are as follows:

1. Create a better and enhanced environment and infrastructure that our communities, businesses and visitors benefit from.
2. Continue to improve learner outcomes and well-being so that all children and young people thrive and realise their full potential

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<sup>2</sup> Promoting emotional health, well-being and resilience in primary schools. Public Policy Institute Wales 2016

<sup>3</sup> What works in promoting social and emotional well-being and responding to mental health problems in schools?. Advice for schools and framework document. K Weare 2015

3. We will be a modern, smart Authority, providing leadership to enable people and communities to thrive
4. Take a preventative and early intervention approach to support the most vulnerable ensuring, where appropriate, they are protected and supported to achieve personal outcomes and well-being
5. Maximise the employability of local people through skills development at a local and regional level
6. Enabling older people to feel valued and empowered to maximise their independence and lead healthy and engaged lives
7. Support citizens to take an active role in their communities to provide empowerment and resilience

### ***Well-being in Education in Blaenau Gwent***

The Vision for Education in Blaenau Gwent is to secure excellent achievement and well-being through a partnership, school-led, self-improving, school to school, system approach.

The Blaenau Gwent aspiration for well-being is that all children and young people are purposefully engaged in education which is appropriate to their needs and age. We want our children and young people to flourish and achieve positive outcomes for themselves, their families and our community. We want our children and our young people to be healthy, confident and capable and ready to learn throughout their lives. We want our children to be enterprising, creative contributors who are ready to play a full part in life and work.

### **Aims and objectives**

The purpose of the strategy is to provide a framework to enable the development of a self-improving, school led system with children and young people's well-being at its core. It identifies how schools and the Education Directorate can work together to:

- support schools to plan and deliver a comprehensive and sustainable programme to promote and meet the identified wellbeing needs from the Foundation Phase to Key Stage Four.
- coordinate the planning of services to ensure that the resources of the education directorate are used in the most effective way to support schools to develop capacity and that the approach taken is informed;
- respond to current legislation
- engage effectively in partnership with others in order to improve wellbeing in education in Blaenau Gwent.

The objective of the strategy is to:

- capture accurately the extent of what is already being done to promote well-being across all aspects of school life;
- analyse the quality of provision that is intended to promote well-being at a universal whole-school level as well as identify what is in place to support vulnerable groups and individuals;
- map the extent that families/carers, communities, partners, outside agencies and the voluntary sector are utilised by schools to promote learner well-being and provide preventative and supportive services;

- evaluate improvements in learner well-being using a range of qualitative and quantitative measures.
- identify needs at a whole authority level as well as at an individual school level so that targeted support can be provided

## **A framework for promoting well-being in education in Blaenau Gwent**

### *Mapping provision*

In order to ensure that the curriculum promotes well-being it would be useful if schools adopted a provision mapping approach. Each area of the curriculum should be mapped using the following three criteria: Universal, targeted and focused.

- **Universal** refers to what children and young people would receive as part of a basic entitlement with an emphasis on promotion of good well-being for all. This would provide an insight into how well the curriculum was co-ordinated to cover all five areas of well-being and how well parents/carers, partners, outside agencies and the voluntary organisations were used to enhance the promotion of learner well-being.
- At a **targeted** level this would be provision for those children and young people that need more than just the universal approach to promotion of well-being for all and would benefit from additional and/or small group input to address early indications of potential difficulties.
- At the **focused** level this would look at provision for those children and young people who are experiencing difficulties and need support which is above what is normally provided at the targeted level and would incorporate advice and guidance from other services.

## **Measuring and evaluating the effectiveness of provision for promoting well-being in education**

### *What should be measured and how should it be measured?*

The following range of information (some of which is already routinely collected by the Education Directorate) would be necessary to create a meaningful multi-dimensional picture of practice across schools in the authority:

A range of objective data which would include:

- Attendance
- Exclusions
- Reported bullying incidents
- Restrictive physical interventions
- End of key stage results
- NEETS
- School categorisation

All secondary schools in Blaenau Gwent have enrolled in the Schools Health Research Network which will provide bi-annual standardised measures of whole-school health and well-being including: Food, fitness and physical

activity; Well-being and emotional health; Substance use and misuse; Sex and relationships.

The following list is not exhaustive and provides examples only:

- A provision map detailing curriculum coverage for the 5 dimensions of well-being
- Counselling Service annual report
- PASS audit results
- Thrive assessments
- Healthy Schools documentation
- Rights respecting schools reports
- ELSA practitioners
- ASD Friendly status/ Autism learning Wales
- SpLD friendly status
- Restorative Practices
- Attachment aware programme

Subjective information should regularly and routinely be collected by schools from learners through a range of pupil voice activities. For example:

- Do pupils feel safe in school?
- Do pupils know how to keep themselves safe?
- Do pupils report an increased sense of well-being in school?
- Do pupils feel respected?
- Engagement in school related out of hours activities
- Do pupils experience enjoyment in their learning?
- Are pupils able to learn in all lessons?
- Do pupils know how to improve their learning?
- Are pupils involved in making decisions about teaching and learning?

Evidence of effective school engagement with parents/carers, community, partners, outside agencies and voluntary organisations to enhance the promotion of learner well-being will need to be provided. It is recommended that schools adopt the Welsh Government's FaCE the challenge together: Family and community engagement toolkit for schools in Wales. The toolkit is designed to provide practical help to schools with an emphasis on helping families to support their child's learning, and in particular families of children who are underperforming, children from deprived backgrounds or those receiving less support for their learning at home.

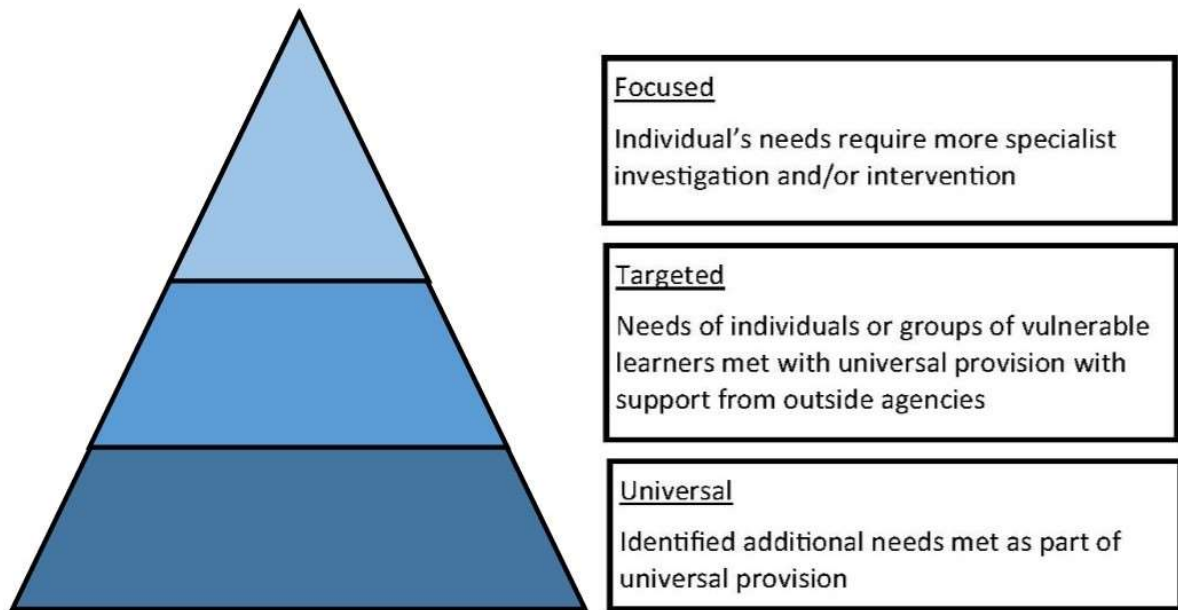
## A framework for well-being in schools

The following five dimensions offer a potential framework to develop a pro-active curriculum in its widest sense to help schools plan to develop practice, activities and experiences which form the entitlement of children and young people to opportunities to enhance all aspects of their well-being.

Dimension	Description
<b>Physical</b>	<p>Having the best possible health and best care when in ill-health, living a healthy lifestyle, being adequately nourished, living in a comfortable warm home, being protected from abuse, having the opportunity to engage regularly in sports, active play/and or leisure activities.</p> <p>Avoiding smoking, alcohol and substance misuse. Healthy sexual behaviours.</p> <p>Understanding of environmental awareness and sustainable development. Appreciation and care of physical environment locally and globally.</p>
<b>Social</b>	<p>Having the opportunity to engage with others in a range of settings, school and college, out of school activities, youth clubs, play settings, cultural or religious groups, the community, engaging in active citizenship.</p> <p>Developing social skills to:</p> <ul style="list-style-type: none"> <li>• empathise and handle relationships with family, friends in school or college and in the community.</li> <li>• interact through listening to others, asking questions, using appropriate body language, appropriate verbal communication and group working.</li> <li>• respect through accepting others, practicing empathy, valuing relationships and respecting the rights of others.</li> <li>• gain satisfaction from helping others, making others feel welcome or good about themselves, volunteering, giving something back to the family, learning setting or community.</li> </ul>
<b>Emotional</b>	<p>Having the opportunity to love and be loved, to feel safe and secure at home, school or college and in the community and to have friends.</p> <p>Developing skills to understand and manage emotions and feelings.</p> <p>Developing effective coping strategies that prevent or help deal with stress, depression, anxiety and isolation.</p> <p>Promoting the development of positive self-esteem and self-worth.</p>

	<p>Having a sense of awe about the world including art and culture of all kinds, spirituality (not necessarily religious)</p> <p>Increasing independence, taking control, understanding and developing self-efficacy, being pro-active in developing goals and aspirations, taking responsibility for actions and managing risks and understanding consequences.</p> <p>Motivation and involvement. Being able to focus and direct attention towards engaging in and completing tasks, seeing a value in and being willing to take part, making a positive contribution to an activity. Showing resilience through able to stick at activities in the face of difficulties.</p>
<b>Intellectual</b>	<p>This is about having the desire to learn new concepts, improve skills and seek challenges in pursuit of lifelong learning. It is concerned with ability to be able to open the mind to new ideas and experiences that can be applied to personal decisions, group and community improvement.</p> <p>Having appropriate learning opportunities from early years onwards, gaining and growing skills, knowledge and understanding.</p> <p>Being able to achieve and fulfil potential irrespective of socio-economic factors or disadvantage.</p> <p>Thriving in school or college through personalised learning.</p> <p>Having the chance and support to achieve and ultimately to make a positive contribution to society and the economy.</p>
<b>Economic</b>	<p>For families to have enough money to meet every day needs and enable children and young people to engage in activities and experiences that help to underpin and promote emotional, physical and social well-being.</p> <p>Managing debt (as research shows a strong correlation between debt and mental health) to avoid anxiety, stress, depression, self-harm and isolation from society.</p> <p>Understanding budgeting including saving and lending for living healthily and securely.</p> <p>Children and young people to develop skills so that they are able to access financial support manage money and develop employability skills in order to break the cycle of poverty.</p>





## A four staged approach to developing well-being in schools

### *Stage 1: Identify what currently happens in school*

Consult widely to work out what you currently do for well-being?

- Who does what at senior and middle leadership?
- What do teachers understand their role to be in promoting well-being?
- What do support staff believe their role to be in promoting well-being?
- What do children and young people say about provision for well-being?
- How do we involve pupil voice in shaping provision?
- How do we involve parents/carers in shaping provision?
- How do we use other stakeholders and the wider school community to promote well-being?
- Is well-being explicit or implicit in school policies?
- What current specific school policies/plans promote well-being? For example: attendance; behaviour; teaching and learning; assessment; anti-bullying; equalities; school council/ pupil participation; ALN; safeguarding (child protection, e-safety, Prevent, whistleblowing); sex and relationships education; substance misuse etc...
- What wider opportunities do we provide eg after school activities to promote well-being?
- What co-curriculum experiences do we provide to promote well-being? Do we ensure experiential pupil-led learning during the day to support the curriculum?
- Do curriculum subjects as well as PSE cover aspects of well-being?
- Is well-being supported through teaching and learning?
- How do we know if we have impacted on the well-being of pupils?
- What mechanisms do we have for early identification?
- What interventions or approaches do we use for individual pupils?
- How well do we link with other agencies to support well-being?

- Are there any issues at a whole-school/ group/ individual level?

*Stage 2: Getting a shared understanding and commitment of what needs to change.*

Involve a wide range of stakeholders including children and young people, parents/carers, teachers and support staff, governors and the wider community to create a shared definition of well-being.

Although there will be similarities across all Blaenau Gwent schools a bespoke approach will need to be undertaken by each school to define its own vision for well-being which should be based on what its pupils, parents/carers, staff, governors and wider community decide.

- Agree on what sort of provision is needed to ensure teaching coverage for the five dimensions of well-being across all subject areas.
- Decide on how and who will co-ordinate well-being provision.
- Identify how external agencies will be involved to enhance curriculum coverage to promote well-being.
- Prioritise professional learning and staff development.
- Identify any new teaching resources that need to be created.
- Decide what school-based targeted support will be provided to those 'at risk'
- Agree what evidence-based interventions will be provided for focused work with individual pupils.
- Decide on how to increase parents/carers participation in enhancing provision.
- Establish the overlap between other policies/plans that support well-being across the school.
- Create a timetable of pupil voice activities scheduled throughout the year involving a number of focus groups responsible for different aspects of well-being that feedback directly to senior leadership and all other pupils.
- Identify which members of staff will have responsibility and accountability for monitoring well-being.
- Share messages with the wider community eg social media, flyers, assemblies, PACT.
- Consider any financial implications.
- Consider the range of stakeholders to be involved in monitoring progress and holding the school to account for improved well-being outcomes for example a well-being committee.

*Stage 3: Making it happen*

Consideration will need to be given to the following:

- Confirm key milestones and named personnel responsible for leading the process
- New support and identification implemented with links made across whole-school practice.
- Links to wider services established with agreements about actions and objectives.

- Staff training delivered on promotion and protection of well-being across the curriculum.
- Staff training delivered on early identification and range of in-school intervention as well as pathways to access outside agency support.
- Procedures for working with external partners agreed and implemented.
- Well-being committee (if using – if not a suitable equivalent) to hold identified personnel to account for implementing roll out of programme.
- Pupil voice activities undertaken on a timetabled basis with feedback to managers and all school pupils.

*Stage 4: Did we make a difference?*

- Pupil attainment is maintained or improved
- Pupils feel safe in school
- Pupils report increased personal and social wellbeing in school
- School staff feel competent and confident in promoting children's wellbeing
- Staff are confident in responding to their pupils' needs.
- Pupil behaviour is improved and there is a reduction in 'risky' behaviour
- Pupil attendance is maintained or improved
- Fewer pupils are excluded from school.
- Preventative mental health measures are in place and there is a reduction of concerns in addressing mental health issues.
- Parents and carers report an increase in engagement with school.
- Identified children and families report productive engagement with the appropriate services

# Example School Policy for the Education of Children Looked After (CLA)

August 2022



Cyngor Bwrdeisdref Sirol

**Blaenau Gwent**

County Borough Council

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## **1 Introduction: Policy Objective**

To promote the educational achievement, inclusion and welfare of Children Looked After (CLA) on the roll of [school name] to reach their potential both academically and personally.

We are committed to promoting improved educational life chances for CLA.

We provide a safe and secure environment where CLA have access to excellent educational provision.

We recognise the vital role our school plays in providing a stable base for CLA in promoting their academic, social and emotional development.

We promote staff training specific to the needs of CLA, so that all adults are sensitive to the barriers to learning that CLA experience and feel able to support discretely and confidentially, as needs arise.

Our school community champions the needs of CLA to ensure they make progress.

## **2 Aims**

Our Aims for CLA:

- to create a whole school ethos in which all staff understand their responsibility in supporting the role of Corporate Parent;
- to ensure CLA are advantaged within school policies and procedures and are prioritised for additional support through school-based interventions, with their needs explicitly considered and provided for.
- to narrow the gap between the attainment of CLA and their peers
- to ensure that school systems facilitate discrete support, as appropriate
- to ensure CLA feel part of the school community and take as active a part as possible in all school activities
- to ensure that all CLA are involved, where practicable, in decisions that affect them

### **3.0 School contact details:**

Name of the Designated Teacher for CLA and contact details:

**Insert details**

Name of the Designated School Governor for CLA:

**Insert Details**

#### **4 Who are Children Looked After (CLA)?**

Under the Children Act 1989, a child is in the care of the local authority if he or she is provided with accommodation for more than 24 hours by the authority. This includes the following:

- children who are accommodated under a voluntary agreement with their parents
- children who are the subjects of a care order or interim care order
- children who are the subjects of emergency orders for their protection
- children who are compulsorily accommodated – this includes children remanded to the local authority or subject to a criminal justice supervision order with a residence requirement

Children looked after may live with foster carers, in a children's home, in a residential school, with relatives or with parents. They may be looked after by our Local Authority or may be in the care of another authority but living in ours.

#### **5 Roles and Responsibilities:**

##### The Headteacher

*The Headteacher will:*

- identify a Designated Teacher for CLA
- ensure that procedures are in place to monitor the admission, progress, attendance and any exclusions of CLA and that appropriate action is taken
- report on the progress, attendance and conduct of CLA
- ensure that staff in school receive relevant training and are aware of their responsibilities under this policy and related guidance.
- Be aware of the Blaenau Gwent CLA Friendly school toolkit and support the completion of the CLA friendly school self-evaluation.

##### The Governing Body

*The Governing Body will*

- identify a nominated governor for CLA
- ensure that all Governors are fully aware of the legal requirements and guidance on the education of CLA
- ensure the school has an overview of the needs and progress of CLA
- ensure that all school policies and procedures support the needs of CLA
- review the effective implementation of this policy, preferably annually and at least every three years
- receive an annual report detailing:
  - *the number of CLA in the school*
  - *a comparison of attainment progress as a discrete group, compared with those of other pupils in school and nationally (when this data becomes available);*
  - *the attendance of pupils as a discrete group, compared to other pupils;*
  - *the level of fixed term/permanent exclusions*
  - *pupil destinations after leaving the school*

### The Designated Teacher for CLA

#### *The Designated Teacher for CLA will:*

- act as an advocate for CLA
- promote a school culture that has high expectations and aspirations of CLA
- maintain an up to date record of all CLA on the school roll
- Engage in learning and development opportunities, including the Local Authority forum for CLA designate staff, and act as an advisor to staff and governors, raising their awareness of the needs of CLA.
- report to the Governing Body at least on an annual basis (preferably each term), on the outcomes for CLA
- prioritise CLA for school-based additional support
- ensure that all CLA have relevant, up to date, high quality Personal Education Plans (PEPs) with SMART targets to promote progress
- ensure that the educational targets within the Personal Education Plan are implemented fully, reviewed regularly and that all relevant school staff are aware of them
- ensure that the Pupil Views section of the Blaenau Gwent Personal Education Plan is completed for each child and is the result of a one to one meeting so that the views of the child are faithfully represented in the PEP;
- *coordinate and evaluate the effective use of the CLA element of the Pupil Deprivation Grant*
- develop and monitor systems for communicating with carers (and birth parents where appropriate) and colleagues in Children's Services
- ensure that each CLA has an identified member of staff that they can talk to
- ensure confidentiality for CLA sharing personal information only on a need to know basis
- be pro-active in supporting transitions and planning when moving within or between key stages, including the smooth induction of a CLA into the school and the swift transfer of information to the next school when a CLA leaves
- seek urgent meetings with relevant parties where the child is experiencing difficulties and/or is in danger of being excluded
- track and support the educational progress of all CLA, and target and coordinate support robustly; intervening quickly if there is evidence of individual underachievement
- Be aware of the Blaenau Gwent CLA Friendly school toolkit and support the completion of the CLA friendly school self-evaluation.

### All staff:

#### *All staff will:*

- have an understanding of the needs of CLA to enable them to support them appropriately
- be familiar with the guidance on CLA
- have high aspirations for the educational and personal achievement of CLA



- respond promptly to requests from the designated teacher to provide accurate information and data to support the completion of PEPs and other documentation needed as part of review meetings
- participate in whole school training on CLA
- make every effort to engage with colleagues from other agencies and facilitate their work, enabling colleagues to successfully perform their roles and positively impact on the education and wider needs of CLA
- play their part in creating an attachment and trauma-informed 'CLA-friendly' culture and ensure that CLA benefit from any additional school-based support available

6.0 Policy review and evaluation:

We consider the CLA policy to be vitally important and as such, we undertake a thorough evaluation and review of both policy and practice (insert timescale here).

The Headteacher, Designated Teacher and Governing Body will ensure that all staff are briefed on the regulations and practice outlined in this policy.

Date:

Review date:

## **Appendix 1**

CLA Friendly Schools – Handbook

[..\CLA Friendly Schools Handbook.docx](#)

CLA Friendly School QA Tool

[..\CLA Friendly School Quality Mark.docx](#)

CLA Friendly School Quality Mark – Criteria & Process

[..\CLA Friendly School Quality Mar1.docx](#)