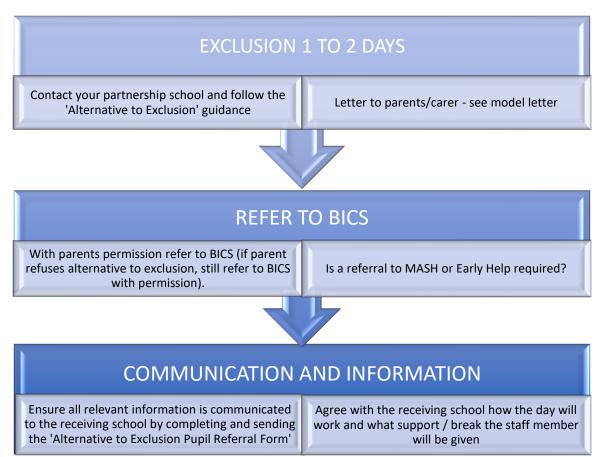
Alternative to Fixed Term Exclusion Primary School Flow chart



Additional Support

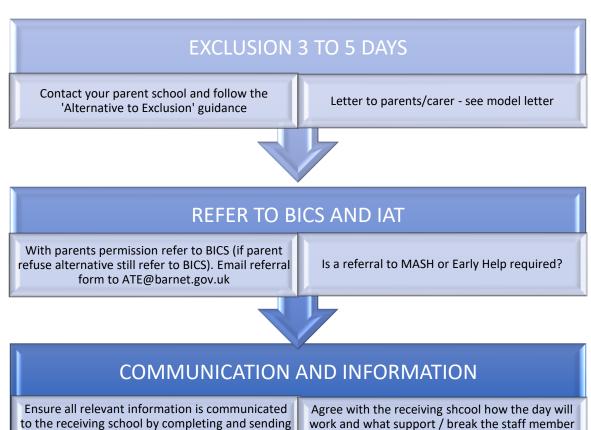
Parent and pupil meet with HT/DHT
Outline of the day, rules and expectations

Appropriate work set
A restoritive approach
MHFA from either school pops in to touch base and be a listening ear

If possible dismissed by the HT/DHT
Staff feedback to the excluding school
Consider how the pupil will return - what support is required?

Please note: Where a child has a risk assessment in place for behaviour that is deemed unsafe either to themselves, others, or both; through this risk assessment the school should identify whether using this strategy is suitable.

Alternative to Fixed Term Exclusion Primary School Flow chart



Additional support

the 'Alternative to Exclusion Pupil Referral Form

Parent and pupil meet with HT/DHT
Outline of the day, rules and expectations

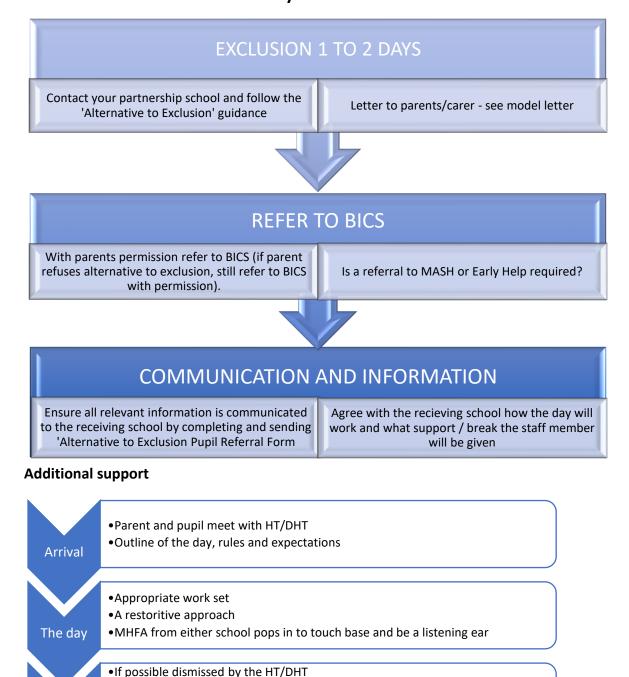
Appropriate work set
A restoritive approach
MHFA from either school pops in to touch base and be a listening ear
At some point a member of IAT will contact you to support with reintegration

If possible dismissed by the HT/DHT
All staff/professionals feedback to the excluding school
Consider how the pupil will return - what support is required? Advice from IAT?
Is an Early Help referral required?

Please note: Where a child has a risk assessment in place for behaviour that is deemed unsafe either to themselves, others, or both; through this risk assessment the school should identify whether using this strategy is suitable.

will be given

Alternative to Fixed Term Exclusion Secondary School Flow Chart



Please note: Where a child has a risk assessment in place for behaviour that is deemed unsafe either to themselves, others, or both; through this risk assessment the school should identify whether using this strategy is suitable for this child.

•Consider how the pupil will return - what support is required? Is an Early Help

•All staff feedback to the excluding school

referral required?

Dismissal

Alternative to Fixed Term Exclusion Secondary School Flow chart

EXCLUSION 3 TO 5 DAYS

Contact your partner school and follow the 'Alternative to Exclusion' guidance

Letter to parents/carer - see model letter

REFER TO BICS AND PRU

With parents permission refer to BICS and PRU.
Email referral form to:
head@pavilion.barnet.sch.uk and
ATE@barnet.gov.uk

Is a referral to MASH or Early Help required?

COMMUNICATION AND INFORMATION

Ensure all relevant information is communicated to the receiving school by completing and sending the 'Alternative to Exclusion Pupil Referral Form'

Agree with the receiving shoool how the day will work and what support / break the staff member will be given

Additional support

Arrival

- Parent and pupil meet with a member of SLT if possible
- Outline of the day, rules and expectations

The day

- Appropriate work set
- •A restoritive approach
- •MHFA from either school pops in to touch base and be a listening ear
- •A PRU mentor will visit the pupil in host school

Dismissa

- •If possible dismissed by SLT
- All staff/professionals feedback to the excluding school
- •Consider how the pupil will return what support is required? Advice from PRU?

Please note: Where a child has a risk assessment in place for behaviour that is deemed unsafe either to themselves, others, or both; through this risk assessment the school should identify whether using this strategy is suitable for this child.

Fixed Term Exclusion for more than 5 days

EXCLUSION 6 DAYS PLUS

For a fixed- term exclusion of more than five school days, the governing board (or Local Authority in relation to a pupil from a PRU) must arrange suitable full-time education for any pupil of complusory school age.



ON 6TH DAY OF EXCLUSION

This provision must begin no later than the sixth school day of the exclusion. Looked After Children must receive full-time education on ther first day of any exclusion



INFORMATION

Where a child receives consecutive fixed-period exclusions, these are regarded as accumulative period of exclusion for the purposes of this duty. This means that if a child has more than five consecutive school days of exclusion, then education must be arranged for the sixth school day of exclusion, regardless of whether this is as a result of one fixed-period or more than one fixed-period exclusion

Please note: Where a child has a risk assessment in place for behaviour that is deemed unsafe either to themselves others, or both; through this risk assessment the school should identify whether using this strategy is suitable for this child.