



Preventative Measures to School Exclusion

Our vision as a Local Authority is to work collaboratively to promote a good start in life and improved life chances for every child and young person.

The Exclusion As A Last Resort - A Positive Behaviour Management Approach provides a directory of approaches and interventions, which we encourage and support our schools to consider. Our specific strategy is to work towards the position where the needs of all young people are addressed, and where schools no longer feel the need to permanently exclude given the continuum of provision and support available to enable them to meet pupil needs.

Support for Schools

Thrive: Thrive offers a trauma-informed, whole school or setting approach to improving the mental health and wellbeing of children and young people.

[Support for mental health and wellbeing in schools | The Thrive Approach](#)

Educational Psychology Team: educationalpsyc@halton.gov.uk

Multi Agency Professionals (MAP Meeting): Where a school has serious concerns about a pupil's behaviour, it should consider whether a multi-agency assessment such as an early help assessment or statutory assessment that goes beyond the pupil's educational needs is required (see guidance Working together to safeguard children).

Team Around the School: The Halton Team Around the School (TAS) approach provides a strong foundation which supports children, young people and their families by refocusing resources on prevention rather than crisis intervention within schools. TAS comprises a local network consisting of schools, family support agencies and educational services that meet on a regular basis to have a shared conversation about children and young people that they may be worried about and that early help and other interventions may stop concerns escalating.

Although predominantly formed to prevent school exclusions and suspensions, the TAS initiative also attempts to tackle persistent issues that are experienced by

children and young people within both primary and secondary schools. Challenges faced by young people within our local authority schools and discussed at TAS meetings include:

- *Emotional Based School None Attendance
- *Anti-social behaviour within the community
- *Low or falling school attendance
- *Mental health challenges

The TAS model works with both primary and secondary schools. Each week (on a rolling programme of three cycles per year) a school brings three cases to the fore. Historically this has usually taken the format of those children and young people who are faced with exclusion, however recently the TAS framework has been adapted to encourage schools' focus on EBSNA too.

The TAS team is made up of a number of multi-agency professionals who work collaboratively with the school in order to provide support, advice and signposting regarding each case discussed within the meeting.

TAS attendees are represented by members of the following team:

- The child young person's school (often principal, SENCO, pastoral lead, behaviour co-ordinator)
- Educational psychology service
- Early Help / locality team
- Social worker (if allocated)
- NHS services (if relevant)
- Police Liaison Officer (if relevant)
- Youth Justice (if relevant)
- Mental Health in Schools Team
- School Improvement Officer
- Educational Welfare Officer
- Virtual School

As a result, individuals from a range of agencies pool their collective knowledge and skills to provide support to the school and family focussing on solutions that to be proactive and lessen the potential for the individual requiring further complex and acute support in the future.

The TAS framework follows the solution based model psychology model where the school has 10 minutes to present the nature of their concerns for a child.

The next phase is a 10 minute clarification period where professionals around the table can ask the school representatives questions to gain further information.

Then follows a 2 minute affirmation phase with professionals reporting to school staff what they valued about the outlining of the case.

A 10 minute reflection stage then occurs with professionals around the table offering advice, support, guidance and signposting to help form a 'solution'.

Finally the closing phase lasts 4 minutes and allows the school to state what they found useful and what aspects of the advice they will be utilising moving forward.

This model is then repeated for another two cases at each meeting.

The Halton Team Around the School has so far supported with concerns on:

- Family routines, child development, attendance, sleep
- Health concerns
- Speech and language
- Concerns regarding school suspension / exclusion
- Emotional health and wellbeing
- Managing behaviour and setting boundaries
- Drug or alcohol misuse
- Parenting
- Attendance issues

Behaviour in schools - Preventative Measures to School Exclusion

[Behaviour in schools: advice for headteachers and school staff](#)

[Suspension and permanent exclusion guidance \(education.gov.uk\)](#)

Paragraphs 31 and 32 of the exclusion and suspension guidance 2022 sets out that, in addition to the strategies set out in initial intervention, page 29 of the Behaviour in Schools guidance, headteachers should also consider the following: a) an off-site direction (temporary measure that maintained schools and academies for similar purposes can use) or b) managed moves (permanent measure) as preventative measures to exclusion.

Any use of AP should be based on an understanding of the support a child or young person needs in order to improve their behaviour, as well as any SEND or health needs. Off-site direction may only be used as a way to improve future behaviour and not as a sanction or punishment for past misconduct. Off-site direction should only be used where in-school interventions and/or outreach have been unsuccessful or are deemed inappropriate and should only be used to arrange a temporary stay in AP.

Direction Off-Site to Another Educational Provision

Off-site direction is when a **governing board** of a maintained school requires a pupil to attend another education setting to improve their behaviour as set out in [Section 29A Education Act 2002](#) and further defined in the [Education \(Educational](#)

[Provision for Improving Behaviour\) Regulations 2010](#) & The Education (Educational Provision for Improving Behaviour) (Amendment) Regulations 2012. It is often used when a pupil is at risk of permanent exclusion and parental consent is not required, however, it makes sense for it to be a collaborative process so far as is reasonably practicable.

Whilst the legislation does not apply to academies, they can arrange off-site provision for such purposes under their general powers. Where interventions or targeted support have not been successful in improving a pupil's behaviour, off-site direction should be used to arrange time-limited placements at an AP or another mainstream school. During the off-site direction to another school, pupils must be dual registered. Code B should be used for any off-site educational activity, if the provision is an approved educational activity that does not involve the pupil being registered at any other school.

The following individuals must have regard to the [Alternative Provision: Statutory guidance for local authorities, headteachers and governing bodies](#)

- a local authority arranging suitable education under section 19 of the Education Act 1996;
- the governing body of a maintained school making or reviewing an off-site direction under section 29A; and
- the governing body or academy trust of a maintained school, academy school or AP academy arranging suitable education for a suspended pupil under section 100 of the Education and Inspections Act 2006.

[Direction off-site for the improvement of behaviour guidance to schools](#)

Managed moves

A managed move is used to initiate a process which leads to the transfer of a pupil to another mainstream school permanently. Managed moves should only occur when it is in the pupil's best interests and should be voluntary and agreed with all parties involved, including the parents and the admission authority of the new school. If a temporary dual registered move needs to occur to improve a pupil's behaviour, then off-site direction should be used.

Managed moves should be offered as part of a planned intervention. The original school should be able to evidence that appropriate initial intervention has been carried out, including, where relevant, multi-agency support, or any statutory assessments were done or explored prior to a managed move.

The managed move should be preceded by information sharing between the original school and the new school, including data on prior and current attainment, academic potential, a risk assessment and advice on effective risk management strategies. It is also important for the new school to ensure that the pupil is provided with an effective integration strategy.

Schools should not use a 'trial period' or 'trial admission' for managed moves, as a managed move is a permanent move to another school.

If the pupil has an EHC plan, schools should contact the local authority prior to the move and if the local authority, both schools and you are in agreement that there should be a managed move, the local authority will need to follow the process for changing an EHC plan.

Reintegration

Schools should have a strategy for reintegrating pupils following removal from the classroom, time spent in a pupil support unit, in another setting under off-site direction or following suspension. This may involve reintegration meetings between the school, pupils, parents and, if relevant, other agencies. Schools should consider what support is needed to help the pupil return to mainstream education and meet the expected standards of behaviour.