Gateshead Council

educationGateshead
raising achievement for all

Pupil Placement Panel

Advice, Guidance and Support

August 2018

Contents

Page

Introduction 3

Memorandum of Understanding 4

Pupil Placement Panel 6

- General Principles 6
- Protocol 9
- Managed Moves - Clarification on the use of the 'B' code 11
- Protocol Categories 13
- Terms of Reference for Placement Panel 15
- Placing students 15

In Year Transfer Process 16

Pupil Placement Stages 17

Pupil Placement Process 21

Pupil Placement Panel Support 22

Referral Form 23

Parental Consent Form 27

educationGateshead Behaviour Monitoring Tool 29

Risk Assessment 33

Pupil Placement Panel - Pre-Risk Assessment 34

Pupil Placement Panel - Risk Assessment 35

Case Studies 36

Education Support Service - Information for Parents 40

Fair Access Support Procedure 41

Introduction

Evidence from 'They Never Give Up On You' (2012) suggests that good practice into the prevention of and alternatives to exclusion, the development of the school workforce, the use of alternatives to exclusion and managed moves can be instrumental in preventing exclusions.

The consequences of being permanently excluded from school can be significant for the child or young person who is excluded. Many children and young people who are excluded, especially if the exclusion is made permanent, do not re-engage with formal education before they reach school leaving age. This usually means they leave at a disadvantage compared with their peers and their lack of qualifications can severely limit their future life chances in comparison with the population as a whole.

When their circumstances were examined, 40% of 16-18 year olds who are not in education, employment or training (NEETs) had previously been permanently excluded from school. Over half of young offenders in custody have been excluded from school. Indeed, in a recent report by HM Inspectorate of Prisons on Resettlement Provision for 15-18 year olds in custody, 86% of those interviewed said they had been excluded from school at some point. (Always Someone Else's Problem, Office of the Children's Commissioner Report on Illegal Exclusions, 2013).

Fair Access Protocols have been in effect in Gateshead since October 2007, when all secondary Headteachers, a representative of the PRU and local authority officers signed up to the Fair Access Protocols and Memorandum of Understanding. As part of the Admissions Guidance, these protocols were established to ensure that unplaced children and young people, especially the most vulnerable, were found and offered a place quickly, keeping the amount of time that they were out of school to a minimum. The protocols also ensured that there was a fair and transparent system in which all schools/academies admit their fair share of pupils with challenging behaviour and educational needs on a turn taking basis.

Since the first Panel meeting in February 2008, Gateshead has implemented its Fair Access Protocols through a panel process which runs regularly throughout the academic year. The Panel consists of an independent chair, Headteachers, Pastoral Deputies and relevant local authority officers. At the behest of Headteachers, in June 2010 the Fair Access Panel and the EOTAS Panel merged to become the Pupil Placement Panel. Since that point, the Panel has also been the gatekeeper for admissions to the PRU. Since the first Panel meeting there have been over 870 referrals made to the Panel and approximately 600 pupils placed into a secondary school/academy or PRU.

The following document provides information on Gateshead's Memorandum of Understanding which sets out the relationship between Gateshead's schools, academies and the local authority in working together to support improvements in behaviour (and attendance) in Gateshead.

It also provides information on the revised Pupil Placement Panel Protocols, including information on:

- the Pupil Placement Panel process, including information on the Fair Access Categories
- the protocol for Panel meetings
- the referral form (included a completed form for reference)
- information on risk assessments
- case studies highlighting support provided.

Memorandum of Understanding

Gateshead Partnership

OCTOBER 2007 (updated June 2017)

Scope

1. This Memorandum of Understanding concerns the relationship between Gateshead schools/academies, the Pupil Referral Unit and the local authority in the Gateshead Partnership working collaboratively to support improvement in behaviour and attendance in Gateshead. The Partnership was first established on 1 September 2006. These schools/academies are all co-signatories to this Memorandum.
2. What we have come to understand is the need for a collective responsibility in meeting the needs of the children and young people within Gateshead, a collective ownership on the part of all schools/academies and the local authority around issues resulting in exclusions both fixed term and permanent and the solution to these issues.
3. The Memorandum sets out the aims, roles and responsibilities, which underpin the Partnership.
4. The Partnership wishes to agree joint and collaborative action for shared priorities to improve behaviour and attendance in schools/academies. This action will include the identification and allocation of resources for those shared priorities.
5. The Partnership will work with the local authority (LA) and the Admissions Forum in the development and implementation of fair access protocols. All admissions authorities must participate in the Fair Access Protocols to ensure unplaced children are allocated a school place quickly. The Fair Access Protocols to be put in place will be for hard to place pupils, complex transfers and managed moves between schools/academies, mainly but not exclusively for young people who are displaying difficulties with attendance and/or behaviour. These protocols came into operation from 1 September 2007; they will operate alongside in-year transfers for other students.
6. The Partnership will work closely with the LA in the admission arrangements to the pupil referral units and in the management of the units.
7. The Partnership will examine service delivery and provision options, and promote multi-disciplinary and multi-agency working where appropriate.
8. The Partnership will evaluate whether these partnership arrangements can be used to develop more coherent, holistic and effective delivery of services and strategies.

Aims

The Partnership aims to:

i. ensure that all children and young people in Gateshead are treated as the collective responsibility of all the schools/academies

ii. establish the conditions for sustainable continuous improvement in student behaviour and attendance in Gateshead's schools

iii. develop teaching, learning and assessment processes that will support excellent student achievement as a foundation for improvements in behaviour and attendance

iv. ensure an equitable distribution of relevant resources, expertise, strengths and difficulties as far as is possible with regard to support for behaviour and attendance

v. provide a mutually supportive environment for all students and staff

vi. ensure that staff are able to develop and share good practice and resources across schools/academies

vii. work hard to fulfil parental and governor expectations for young people, schools and academies

viii. provide leadership of the highest quality to support and inspire all students and staff in the Partnership, and

ix. make the best possible organisational arrangements for all forms of support for behaviour and attendance in the schools in the schools/academies, including school and alternative provision, therapeutic and other interventions, and all forms of relevant advice and support.

Outcomes

The Partnership expects that this collaborative initiative will:

- improve opportunities for young people whose behaviour is challenging
- significantly reduce exclusions in schools/academies
- reduce persistent absence
- significantly improve the behaviour and attendance climate in all schools/academies
- build on the success and good practice developed

- ensure that education is delivered from day 6 to excluded students
- significantly improve Ofsted judgements on behaviour

Accountability

The Partnership is accountable to all schools/academies and their Governing Bodies.

Accountability will be achieved through an annual report to all schools/academies.

The Group Director of Care, Wellbeing and learning will be kept informed of Partnership developments.

Support and Provision for Students

The Partnership intends to ensure a better alignment of young people's needs in respect of behaviour with the provision available. To this end it will continue the processes of

- pooling information about available resources
- implementing Fair Access Protocols for relevant groups
- ensuring schools have the main responsibility for student placements and for governance of the Pupil Referral Unit
- considering the opportunities for additional provision for students at risk of disaffection and/or exclusion
- using centrally held resources to support young people's behaviour and attendance

Other relevant documentation

The Partnership views the following documents as of particular relevance and importance in respect of this Memorandum of Understanding:

- The Children & Young People's Plan
- The Fair Access Protocols (2012 Guidance)
- The admissions criteria to the pupil referral unit
- The Common Assessment Framework
- Admissions Criteria (2012 and 2014)
- Behaviour and Attendance Report (2014/15)
- Exclusion Guidance (2012) and draft Exclusions Guidance (2017)
- EHE Strategy (2016-20)
- CME Strategy (2016-20)
- Gateshead Vision 2030
- Between the Cracks-Exploring In-year Transfers in England (2013)
- Creatinga Culture: How school leaders can optimise behaviour (2017)

Support and provision for students

The Partnership intends to ensure a better alignment of young people's needs in respect of behaviour with the provision available. To this end it will continue the processes of:

- pooling information about available resources
- implementing Fair Access Protocols for relevant groups
- ensuring schools/academies have the main responsibility for young people placements and for governance of the Pupil Referral Unit
- consider the opportunities for additional provision for young people at risk of disaffection and/or exclusion
- using centrally held resources to support young people's behaviour and attendance.

Other relevant documentation

The Partnership views the following documents as of particular relevance and importance in respect of this Memorandum of Understanding:

- The Children & Young People's Plan
- The Fair Access Protocols (2012 Guidance)
- The Common Assessment Framework
- Admission Criteria (2012 and 2014)
- Behaviour and Attendance Report (2016)
- Exclusion Guidance (2017)
- EHE Strategy (2016/20)
- CME Strategy (2016/20)
- Gateshead Vision (2030)
- Between the Cracks - Exploring In-Year Transfers in England (2013).

Pupil Placement Panel

General Principles

1. Every local authority must have a Fair Access Protocol, agreed with the majority of its schools, in which all schools (including Academies) must participate since it is binding on all schools .

2. These protocols, together with the accompanying papers, attempt to give substance to the agreement on collaborative action - the Memorandum of Understanding - which the schools/academies in Gateshead are committed to, in order to ensure better educational outcomes for vulnerable children and young people.

3. It is important to emphasise that for the vast majority of young people in schools/academies the protocols will not be necessary or relevant; it is intended to be invoked and used where there are particular difficulties in securing a school place or appropriate provision or where a child or young person is at risk of permanent exclusion.

4. From a school's perspective the purpose of these protocols is to establish a fair and transparent system, which ensures that all the schools/ academies participating in the Gateshead Partnership admit their fair share of students with challenging behaviour and educational needs on a turn-taking basis.

5. From a young person's perspective the purpose of the protocol is to ensure that access to education is secured quickly where there is no school/academy place and access to alternative placement is available where a fresh start is indicated.

6. These protocols will play a key role in helping to deliver the five outcomes of "Every Child Matters". Their particular focus is to address the needs of vulnerable children and young people and those with difficult and challenging behaviours, who seek admission to a mainstream school/academy either following a permanent exclusion or to pre-empt such an exclusion, or who are otherwise not on a school roll.

7. Our approach reflects a shared commitment, as exemplified in the Memorandum of Understanding, to promoting education and social inclusion, and to minimising the use of exclusion (fixed-term and permanent). Schools/academies, the local authority and other services will focus their efforts on early intervention and support for young peope experiencing difficulties, in order to avoid the need for exclusion and/or school transfer.

8. Our approach reflects a commitment by all the schools/academies to work in partnership with each other and the local authority, in the interests of securing the best outcomes for our young people, and to support each other to address the challenges presented by these young people.

9. In the event that the majority of schools/ academies in an area can no longer support the principles and approach of the local Protocol, all the school heads should initiate a review with the local authority. The existing Protocol however remains binding on all schools up until the point at which a new one is adopted.

10. Schools (including Academies) should work together collaboratively, taking into account the needs of the child and those of the school. There is no duty to comply with parental preference when allocating places through the Protocol but it is expected the wishes of the parents are taken into account.

    If a parent is unhappy with the Panel decision regarding the placement of their child in a particular school, they can appeal for a place in their chosen school through the normal independent appeals process.

11. In October 2005 Gateshead's Admissions Forum agreed an outline Protocol with its secondary schools. The document ended with the comment that *"This Protocol will be further developed and extended as experience is gained by all those involved in its operation. It is recognised that some aspects of developing this approach will present difficulties and challenges, but schools, the LA and other partners are committed to working together to overcome these and to meeting the Secretary of State's expectations in terms of collaborative approaches."*

12. This current document should be seen, therefore, as an update of the earlier one, which incorporates

the earlier papers "General Principles", but also develops the ideas within the context of the School Admission Code 2007, 2012 and 2014.

A. The Fair Access Protocols for Hard to Place Pupils

The Fair Access process for Hard to Place Pupils ensures that those pupils without a school place and who may be considered 'vulnerable' are offered a place in a suitable school as quickly as possible. The School Admissions Code 2014 clearly sets out the list of children which local authorities must include in their Fair Access Protocol these include:

- Children from the criminal justice system or PRU who need to be reintegrated back into mainstream school
- 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 back grounds for who a place has not been sought
- Children who are carers#
- Children with special educational needs, disabilities or medical conditions (but without a statement or Education, Health and Care Plan)

Over the past few years Gateshead has added a number of other categories to the list of children to be considered within the Fair Access Protocols, which include:

- Pupils without a school place and with a history of serious attendance problems (below 90%) at the point of referral. By history we mean the last 2 years of attendance. (This applies to pupils who move into Gateshead)
- Pupils who move into Gateshead with complex behaviour issues
- Pupils who move into the borough in the summer term of Y10 and/or in Y 11 (not pupils who move between Gateshead schools)
- Young people who were attending a PRU in another local authority and who move into Gateshead (PRU to PRU transfer)
- Young people who are looked after

B. Fair Access Protocol for Managed Moves

13. The DfES guidance, "Improving Behaviour and Attendance"1, identifies a number of alternatives to exclusion that may be available to Headteachers in response to breaches of behaviour policy. These include "managed moves" to another school to enable the student to have a fresh start.

Categories of Managed Moves include:

1. Young people who are attending the PRU and seeking reintegration back into mainstream school
2. Young people who are currently identified as a persistent absent pupil (90% attendance with 2 years of historical attendance information to support the persistent absence status)
3. Young people who would otherwise be permanently excluded for a serious but one-off offence (pupils whose behaviour generally conforms to school rules, but who have on this occasions engaged in behaviour* which is unacceptable (summary evidence of permanent exclusion to be included in the documentation sent to panel)
4. Young people who have a history of challenging behaviour*, but for whom a Pastoral Support Plan has been unsuccessful and who are at increasing risk of permanent exclusion, and where the opportunity to move schools might be a successful intervention
5. Young people whose behaviour* is adversely influenced by their peer group to a significant extent and/or whose relationship with fellow pupils/staff has broken down irrevocably and who would benefit from the opportunity for a fresh start provided by a change of school (evidence can be provided that this is an ongoing situation and that a variety of interventions/strategies have been used to prevent these behaviours happening over time and also how a change of school will provide a change in behaviour)
6. Young people in Gateshead with special educational needs, disabilities and medical conditions (but without a statement or ECHP)
7. Young people in Gateshead who are carers
8. Young people in Gateshead who are looked after

14. This protocol has been written to ensure that, where a managed move is considered to be in the best interests of a young person, that young people's education is maintained, their parents' rights are protected and there is clarity between the schools/academies involved over the responsibility for each young person. It is not intended for use in circumstances where parents themselves initiate a transfer from one school/academy to another. In these cases the normal admission procedures should be followed. However, in situations where a young person's behaviour is of significant concern it will usually be more helpful to encourage the parents to agree a managed move so that the appropriate planning and ongoing support can take place.

15. This protocol is underpinned by the Children Act 2004 and its requirements concerning the wellbeing of children and young people, as defined in the '5 outcomes for children' within the Act.

16. Managed Moves will be time limited. After the initial meeting there will be a review meeting at 4 weeks, 12 weeks and a final review at 16 weeks. At the end of this time a decision will be made as to whether to end the Managed Move because the young person hasn't meet the required targets or to take the young person onto the roll of the new school because the targets have been met.

    If the managed move is a success the young person would go onto the roll of the new school/ academy.

    If the managed move is deemed to be a failure then the young person would return to their original school/academy.

    Whenever possible these decisions should be made at a review meeting with both schools and parents present, so clear and consistent messages can be provided as to why the Managed Move was a success/failure.

    If the young person was at risk of a permanent exclusion before the Managed Move, the original school will have to consider if they want to permanently exclude that pupil when they return to their school.

    There may be circumstances that dictate that a Managed Move should last longer than 16 weeks e.g. at Y10 or Y11 pupil who has moved; but these would be the exceptions. This would be discussed and agreed by all parties; including the parents at the review meeting.

    A school may decide in conjunction with another school to undertake a Managed Move outside of the Panel. It would be useful for this information to be passed onto the local authority in order for a record of these moves to be presented at Panel, when discussing the placements of young people in school. However there is no obligation on the part of schools to do this.

    It would also be beneficial for schools undertaking Managed Moves outside of the Panel to consider adopting a similar process to the one undertaken via the Panel e.g. establishing a formal review period and timeframe for the Managed Move as well as clearly defined targets and success criteria.

17. If a pupil undertakes a Managed Move to another school they must be able to go back to their original school if the Manage Move fails. In the case of a potential permanent exclusion, the school should ensure that there is evidence in writing that it has been agreed by all parties that if a Managed Move fails the pupil may be permanently excluded.

D. Fair Access Protocol for Children Missing from Education

18. Children fall out of education for a number of reasons including poor attendance, exclusion, poor transition arrangements and disaffection. Education Welfare Officers actively seek out and identify those missing education with the help and support of stakeholders and agencies within Children's Services. If/when secondary aged children are found the Pupil Placement

    Panel is the means by which they will be supported to reengage with mainstream educational provision under the appropriate FAP category.

E. PRU Criteria

19. Admissions to the Pupil Referral Unit will also take place via the Education Inclusion Panel and in compliance with the PRU's admissions criteria.

F. Fair Access Protocols and Elective Home Education

20. Where a child who is in receipt of home education decides to return to mainstream schools the Pupil Placement Panel is the means by which they will be supported to reengage with mainstream educational provision.

    The Partnership agrees that for young people who have been electively home educated, they will go

back on the roll of the last Gateshead secondary school that they attended. If a parental request is made for a different school, the move will in the first instance be on a Managed Move basis until such time as the receiving school deems the Managed Move a success and they take them onto their school roll.

The Protocol

21. Requests for admissions for hard to place children and young people, managed moves and complex transfers, will not fall evenly across the schools/academies in the borough. Since the implementation of the Fair Access Protocols in February 2008 numbers of children and young people who have fallen within the scope of this protocol have increased steadily year on year. In 2008 there were less than 100 pupils placed, however, since 2011 the Panel has placed over 100 pupils each year and most recently in 2017, 240 pupils will have been placed. The purpose of this protocol is to ensure easier and quicker access to education for individual children and young people, within a fair and equitable context for schools/academies.

    The following paragraphs outline the methods for ensuring a fair distribution of hard to place young people, managed moves and complex transfers.

22. The scope of this protocol is for children and young people who find themselves in one of the categories.

23. In the case of a hard to place pupil or a managed move they will be young people who are vulnerable to educational failure and for whom it is even more important that any move of school/ academy takes place quickly.

24. In the case of a hard to place pupil or a managed move, the Headteacher should approach the parent/carer of the young person for their agreement to implementing the move. Only when the parent/carer has given written consent should an application form be completed and the process commence.

25. Children with Statements of Special Educational Need/Health Education Care Plans are not covered by this protocol as their needs are considered separately and are covered by specific legislation.

    The ratification of a school place for Looked after Children (with identified behaviour issues, attendance issues, emotional, social and mental health difficulties) will come via the Panel, after suitable provision has been agreed by the relevant professionals involved with the young person e.g. the Virtual HT, social worker and foster parents, in the best interests of the young person. Transition support will be provided by REALAC, with the process facilitated by the Education Support Worker

26. Schools/academies will agree to deal with all admission requests promptly and in accordance with their own admissions policy if appropriate and the School Admissions Code 2014. Where a school/academy or LA service believes that a request for admission falls within the scope of this protocol, or where it is perceived that it is necessary to make an admission request on behalf of a young person, that request will be referred via the Education Support Service to the Pupil Placement Panel for consideration (unless a school/academy can offer a place quickly i.e. before the next meeting of the Panel).

27. Where a young person has appealed for a place within a school and subsequently a referral is made to the Pupil Placement Panel for a place at the same school, the school at which the appeal was lodged against and dismissed will be exempt from taking the young person during that academic year.

28. The Pupil Placement Panel will be constituted and operate according to the terms of reference. The role of the Panel will be to determine an appropriate placement/managed move and agree with the Education Support Service the way in which the placement will take place. This will include the issues of support, timing, and consultation with the young people and parents or carers.

29. Schools/academies have the right to request that the Panel take into consideration exceptional circumstances which would mean that the placement in their school of a young person would not be beneficial to either the school or the young person.

    All schools/academies are notified via the Learning Platform when the agenda is set for each Pupil Placement Panel (PPP). On the agenda is set out the requested school/academy in preference order. It is the responsibility of the school/ academy to check the agenda and feedback any exceptional circumstances, in writing to the Panel, about a young person being placed in their school/academy.

Exceptional circumstances may include; the young person's involvement in a violent incident (recorded by the police) with another member of the school population, domestic violence issues or sexual assault.

Exceptional circumstances do not include; year group or make up of year group, number of young people already placed, behaviour of young person, general relationships with other young people etc.

30. Under the new Admissions Code (2012) there is no duty for local authorities or admission authorities to comply with parental preference when allocating places through the Fair Access Protocol. Although, it would remain 'best practice' to work with parents and parental choice.

    If a parent is unhappy with the Panel decision regarding the placement of their child in a particular school, they can appeal for a place in their chosen school through the normal independent appeals process.

31. Groupings of schools/academies

    The Partnership will organise itself into the following groupings of schools/academies for the purposes of student placement:

    Group A - Kingsmeadow, Whickham, Thorp Academy, St Thomas More

    Group B - Cardinal Hume, Heworth Grange, Joseph Swan, Lord Lawson, Thomas Hepburn

32. Placing young people

    The Panel will endeavour to ensure a fair and consistent placement of young people across all schools and across all year groups. When making a decision regarding the placement of pupils in a school the Panel will give consideration to a number of factors including the following:

    - The percentage of pupils taken during the academic year (in relation to their pupil numbers)
    - The number of pupils placed in a specific year group in a school by the panel
    - The make-up/challenges of a specific year group in a school, which would not be conducive to a successful move to that school
    - The geographical location of schools

    The Partnership agree that a young person should be admitted to their new school within 2 ½ weeks of the Panel decision being made.

    The Partnership agrees that the new school will hold the initial meeting with parents without the original school being present. The original school will however attend subsequent review meetings.

    The placement of individual pupils will be logged on a per pupil/per school percentage basis and reflected in the pupil placement allocation spreadsheet that is shared at each meeting.

33. Key Stage 3

    There will be no moves in Y9 between Gateshead schools after December; although pupils who move into the LA in Y9 who meet PPP criteria will still be brought to the PPP for consideration of a school/educational placement.

    No parental requests (complex transfers) at KS3 will be brought to the panel. If schools have spaces and have concerns about admitting a pupil (and the pupil meet the PPP criteria) they may choose to negotiate a Managed Move with a neighbouring school outside the PPP.

34. Key Stage 4

    There will be no moves between Gateshead schools at KS 4; although pupils who move into the LA at KS 4 who meet PPP criteria will still be brought to the PPP for consideration of a school/educational placement.

    No parental requests (complex transfers) atKS4 will be brought to the panel. If schools have spaces and have concerns about admitting a pupil (and the pupil meet PPP criteria) they may choose to negotiate a Managed Move with a neighbouring school outside the PPP.

    For Y11 pupils who move into the borough after October ½ term and before January PLASC Headteachers agree that the Pupil Placement Panel will place the young people in a school and that they will be placed on the 'off roll' register until the January PLASC.
    The DfE confirms that a 'young person's exam results will be reported to the school they were on roll at the time of the January census. If they were not on roll at any school during this time, then they will not be captured on the school data'. At the Panel following the January PLASC the pupils will be brought back to the Panel and officially placed on the roll of the school and taken off the 'off roll' register.

The 'off roll' register is monitored via the Pupil Placement Panel on a ½ termly basis.

35. All schools and academies in Gateshead will be treated equitably regarding funding following permanently excluded pupils, managed moves and hard to place pupils. This means that on a pro-rata basis according to the academic year;

    - Per pupil funding will be deducted from the school or academy's funding, as per regulations
    - Pupil premium (FSM element) will be deducted from the school or academy's funding, as per regulations
    - If the school or academy admits a permanently excluded pupil, a hard to place pupil or a managed move become a success and goes on roll of the school/ academy, funding will be paid to them as per regulations.

36. Each school/academy will also pay an agreed amount, which will be held centrally and used to 'top up' the cost of alternative provision, as and when needed.

37. Attendance

    When a young person is moved to another school/academy under a 'managed move' the schools will use the folowing to monitor attendance:

Registration Code B

Brief Description	Educated off site (NOTE Dual registration)
Statistical Meaning	Approved Educational Activity
Legal Meaning	Attending approved educational activity
Physical Meaning	Out of whole session
DfE Definition	Where a registered pupil on roll is currently being educated off-site at a supervised activity approved by the school
Relevant Regulation	6 (4)

Managed Moves - Clarification on the use of the 'B' code

Currently the agreement is that if a pupil is a 'managed move' to another school, the 'B' code would be used e.g. educated off site (page 9, article 27 of the Fair Access Protocols).

The definition of 'B' code is 'where a registered pupil on roll is currently being educated off-site at a supervised activity approved by the school'.

The 'B' code is being used because we are agreeing that in the case of a 'managed move' that goes through the Pupil Placement Panel the pupil is a 'guest' of the second school (School B) until such time as the 'managed move' is agreed. At that point the status of the pupil on the Admissions Register would change from a 'G' a 'guest' to a 'C' a current single registration. If the 'managed move' fails and the pupil returns to their main school (School A) then School B would remove them from their Admissions Register altogether.

The Guidance on applying the Education Pupil Registration Regulations stipulates that schools must record the details of every pupil in the admissions register. This includes pupils who are attending the school on a temporary basis e.g. travellers' children, children who are accessing facilities not available at their normal school and 'guest' pupils' (page 6, article 24).

School A will record in their attendance register the pupil using the 'B' code after their attendance at School B has been confirmed.

School B will record in their attendance register the pupil present or absent (authorised/unauthorised) for the period of time that they are attending School B.

School B will feed this information back to School A on a weekly basis.

School B are responsible for safeguarding the needs of the pupil; undertaking First Day Response and making sure that if the pupil is not in school the reasons for this are known and that there are no safeguarding concerns which are not being addressed.

School A and School B need to work closely together to monitor the attendance and address the needs of the pupil; especially as School A will have a greater understanding of the history and issues surrounding the pupil.

In issues of poor or non-attendance it is the EWO or the attendance officer of School A (maintained school or academy) that is responsible for working with the pupil and their family to improve their attendance at School B. This would include a referral to the Legal Intervention Team where appropriate.

School A will continue to include the pupil in their overall attendance figures.

In the collection of attendance data the use of the 'B' code would mean that the attendance of the pupil would be included in School A's attendance figures. If the 'managed move' is successful and the pupil goes onto the roll of School B, at such time they will count in the school B's attendance figures.

The use of the 'B' code can only apply if:

- The 'managed move' is through the Pupil Placement Panel (for purposes of transparency and monitoring) or
- The Pupil Placement Panel has been informed of the 'managed move' although managed moves via schools would not count towards the PPP pupil allocation
- The Pupil Placement Panel will report on this information on a regular basis
- The pupil is not dual registered-at which point the 'D' code must be used.

38. The Belonging Regulations relate to a young person who is looked after by a local authority:
    - for whom an education statement is in place or
    - is registered at a special school or
    - who is a patient in hospital, and
    - receives education either in a special school established in a hospital or education referred to in section 298(1) of the Education Act 1993 otherwise than at school, or
    - who is a further education student. In such cases the authority whom the pupil belongs to is the local authority area which looks after him/her.

In such circumstances where a young person looked after by another authority is living in Gateshead and accessing education in Gateshead the home authority is financially responsible for the young person's education and fees are accordingly recouped.

Monitoring and Quality Assurance

Data on permanently excluded pupils and those on the 'off roll' register will be put onto the Learning Platform for each Panel.

Pupils on the 'off roll' register will be monitored on a half term basis via the Pupil Placement Panel. Financial information will be provided on the Learning Platform for each Panel on the funding used for alternative provision.

Following each Panel notes will be sent to all schools/academies outlining the decisions made by the Panel and highlighting any learning outcomes from the Panel.

An annual report will be provided to panel members outlining the work of the Panel for the previous year.

The following is the list of Protocol Categories

Hard to Place Pupils (HtPP)

HtPP 1
Pupils who have been out of education for longer than one school term e.g. pupils who are home educated, parents have removed from school., pupils who choose not to attend who are not currently on a school roll *(this does not apply to persistent absentees or to pupils who have been taken off a school roll due to non-attendance)*

HtPP 2
Pupils with unsupportive backgrounds, where a place has not been sought

HtPP 3
Pupils without a school place and with a history of serious attendance problems (below 90%) at the point of referral. By history we mean the last 2 years of attendance. (This applies to pupils who move into Gateshead)

HtPP 4
Pupils who move into Gateshead with complex behaviour issues

HtPP 5
Pupils who move into the borough in the summer term of Y10 and/or in Y 11 (not pupils who move between Gateshead schools)

HtPP 6
Young people of Gypsies, Roma, Travellers, refugees and asylum seekers, children who are homeless (who have difficulty in securing a school place under the normal admissions round)

HtPP 7
Young people who move into the borough with special educational needs, disabilities and medical conditions (but without a statement or ECHP)

HtPP 8
Young people who are carers

HtPP 9
Young people who were attending a PRU in another local authority and who move into Gateshead (PRU to PRU transfer)

HtPP 10
Young people who are looked after

HtPP 11
Young people from the criminal justice system who need to be reintegrated into mainstream education

HtPP 12
Retrospective referral

Managed Moves (MM)

MM 1
Young people who are attending the PRU and seeking reintegration back into mainstream school

MM 2
Young people who are currently identified as a persistent absent pupil (90% attendance with 2 years of historical attendance information to support the persistent absence status)

MM 3
Young people who would otherwise be permanently excluded for a serious but one-off offence (pupils whose behaviour generally conforms to school rules, but who have on this occasions engaged in behaviour* which is unacceptable (summary evidence of permanent exclusion to be included in the documentation sent to panel)

MM 4
Young people who have a history of challenging behaviour*, but for whom a Pastoral Support Plan has been unsuccessful and who are at increasing risk of permanent exclusion, and where the opportunity to move schools might be a successful intervention

MM 5
Young people whose behaviour* is adversely influenced by their peer group to a significant extent and/or whose relationship with fellow pupils /staff has broken down irrevocably and who would benefit from the opportunity for a fresh start provided by a change of school (evidence can be provided that this is an ongoing situation and that a variety of interventions/strategies have been used to prevent these behaviours happening over time and also how a change of school will provide a change in behaviour)

MM 6
Young people in Gateshead with special educational needs, disabilities and medical conditions (but without a statement or ECHP)

MM 7
Young people in Gateshead who are carers

MM 8
Young people in Gateshead who are looked after

*Behaviour information

This information is required by the panel for every year that the young person is in school e.g. for a Y10 pupil the panel would expect to see the following information for Y7, Y8, Y9 and Y10 (to the time for the referral)

- Attendance certificates (current)
- Historical attendance information from previous 2 years or for the length of time in the school/academy
- Fixed term exclusions (number, reason and length) for every year in the school/academy
- Internal fixed term exclusions (number, reason and length) for every year in the school/academy
- Higher level detentions (reasons for detentions) for every year in the school/academy
- Punctuality issues for every year in the school/academy
- PSP, IBP etc

A behaviour log printout is not sufficient evidence of the above information.

Prior to referrals going to Pupil Placement Panel the following questions should be asked of the information submitted.

Is it clear:

- what impact a move to another school would have on the young person's behaviour/attendance?
- what strategies schools applied to address behaviour/attendance issues? What is the impact of these strategies?
- how the young person plans to contribute to improving their behaviours/attendance in the new school
- that parents are supportive of the move?
- that parents are willing to engage in support via a CAF/TAF?
- that we have current information on exam boards?

Schools might also want to consider using the Behavior Monitoring Tool found on page 27.

Terms of Reference for Placement Panel

1. All Partnership schools/academies will participate in the Pupil Placement Panel, and contribute at least two headteachers to be available on a rotating basis throughout the academic year.

2. The panel will be chaired by an independent chair.

2. Membership of the panel will consist of representation of each of the secondary schools/ academies at a senior management level e.g. DHT; who will have the authority to make decisions about receiving young people on behalf of their school/ academy.

3. Panel meetings will be scheduled on a regular cycle. The Education Support Service will assist in and facilitate such meetings.

4. A Panel shall be quorate of five school representatives (excluding the Chair) who must all take part in any decision.

5. Referrals from each school/academy will be presented by the school representative at each panel.

6. Schools/academies are responsible for ensuring that the information required for each referral is comprehensive and provides the required information. They will ensure that the information is with the local authority a week before each panel; to allow time for it to be placed on the Learning Platform.

7. Referrals from the PRU for pupils being reintegrated back into mainstream school will be presented by the Headteacher of the PRU.

8. The PRU will ensure that the information required for each referral is comprehensive and provides the required information. They will ensure that the information is with the local authority a week before each panel; to allow time for it to be placed on the Learning Platform.

9. Referrals from young people moving into the local authority, those returning to mainstream education from being home educated and looked after children will be presented by the local authority.

10. The LA shall ensure that members of the Education Support Service are available at the meeting to offer additional information and to carry forward the Panel's decisions.

11. When considering placement at the Pupil Referral Unit the Panel will ensure that the PRU's admissions criteria are met.

12. Groupings of schools/academies

    Where appropriate, the Partnership will organise itself into the following groupings of schools/ academies for the purposes of young people placements:

    Group A
    Kingsmeadow, Whickham, St Thomas More, Thorp Academy

    Group B
    Cardinal Hume, Heworth Grange, Joseph Swan, Lord Lawson, Thomas Hepburn

Placing students

The Panel will endeavour to ensure a fair and consistent placement of young people across all schools and across all year groups. When making a decision regarding the placement of pupils in a school the Panel will give consideration to a number of factors including the following:

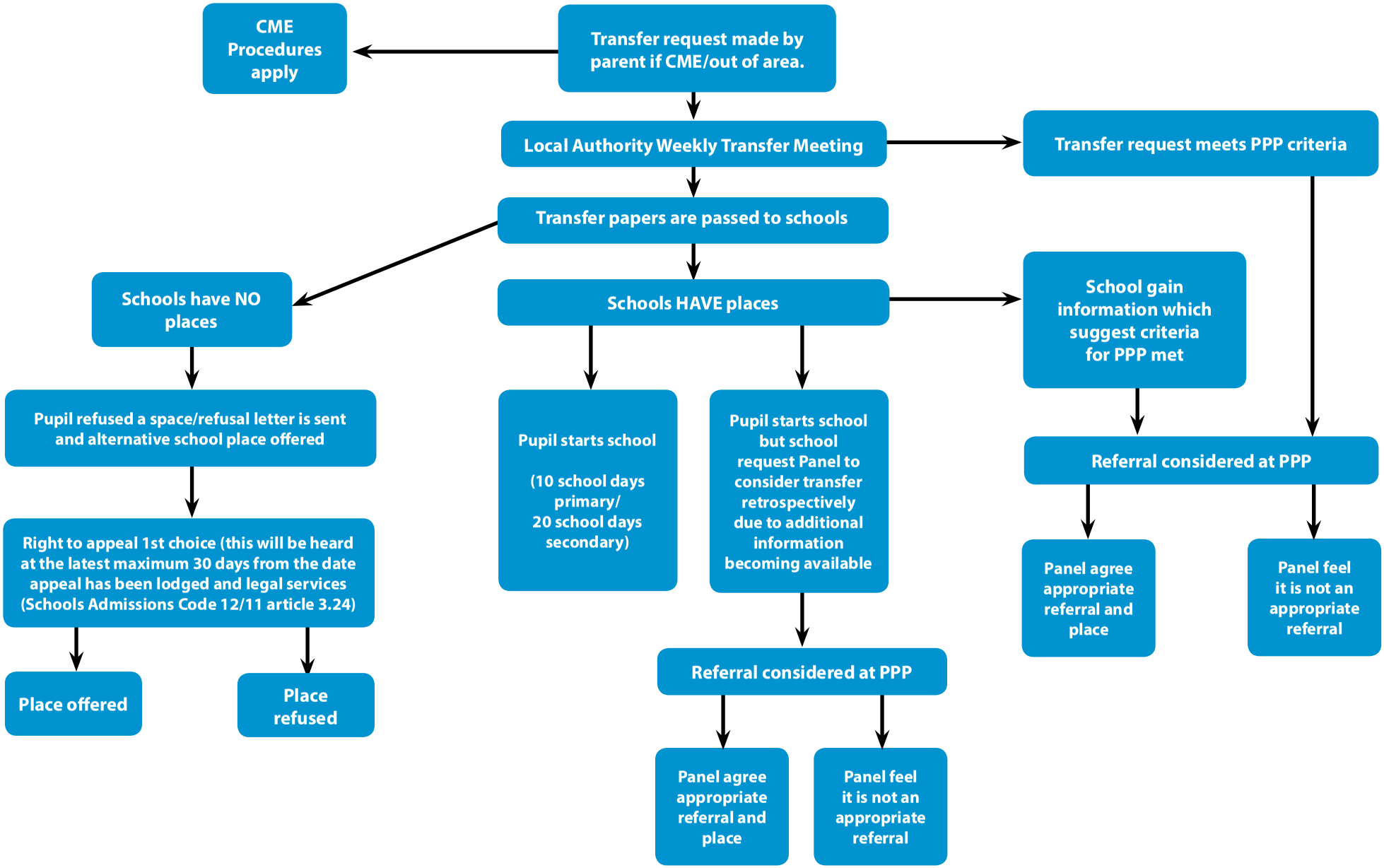
- The percentage of pupils taken during the academic year (in relation to their pupil numbers)
- The number of pupils placed in a specific year group in a school by the panel
- The make-up/challenges of a specific year group in a school, which would not be conducive to a successful move to that school
- The geographical location of schools

The Partnership agree that a young person should be admitted to their new school within 2 ½ weeks of the Panel decision being made.

The Partnership agrees that the new school will hold the initial meeting with parents without the original school being present. The original school will however attend subsequent review meetings.

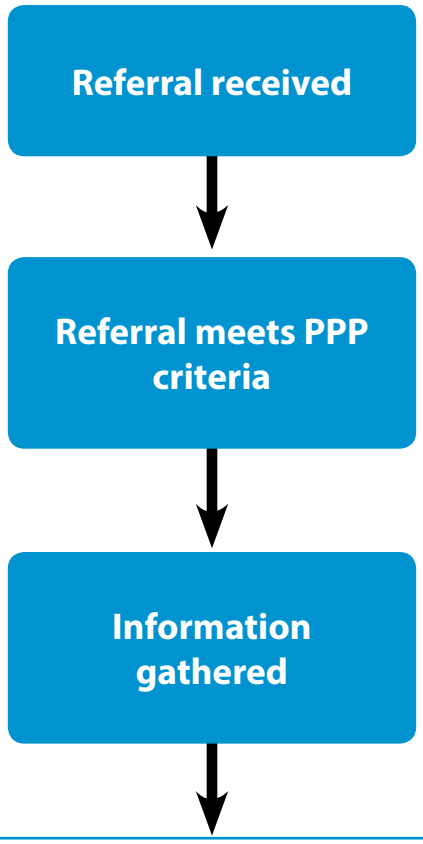
The placement of individual pupils will be logged on a per pupil/per school percentage basis and reflected in the pupil placement allocation spreadsheet that is shared at each meeting.

In Year Transfer Process



Pupil Placement

Stage 1: Information Collection

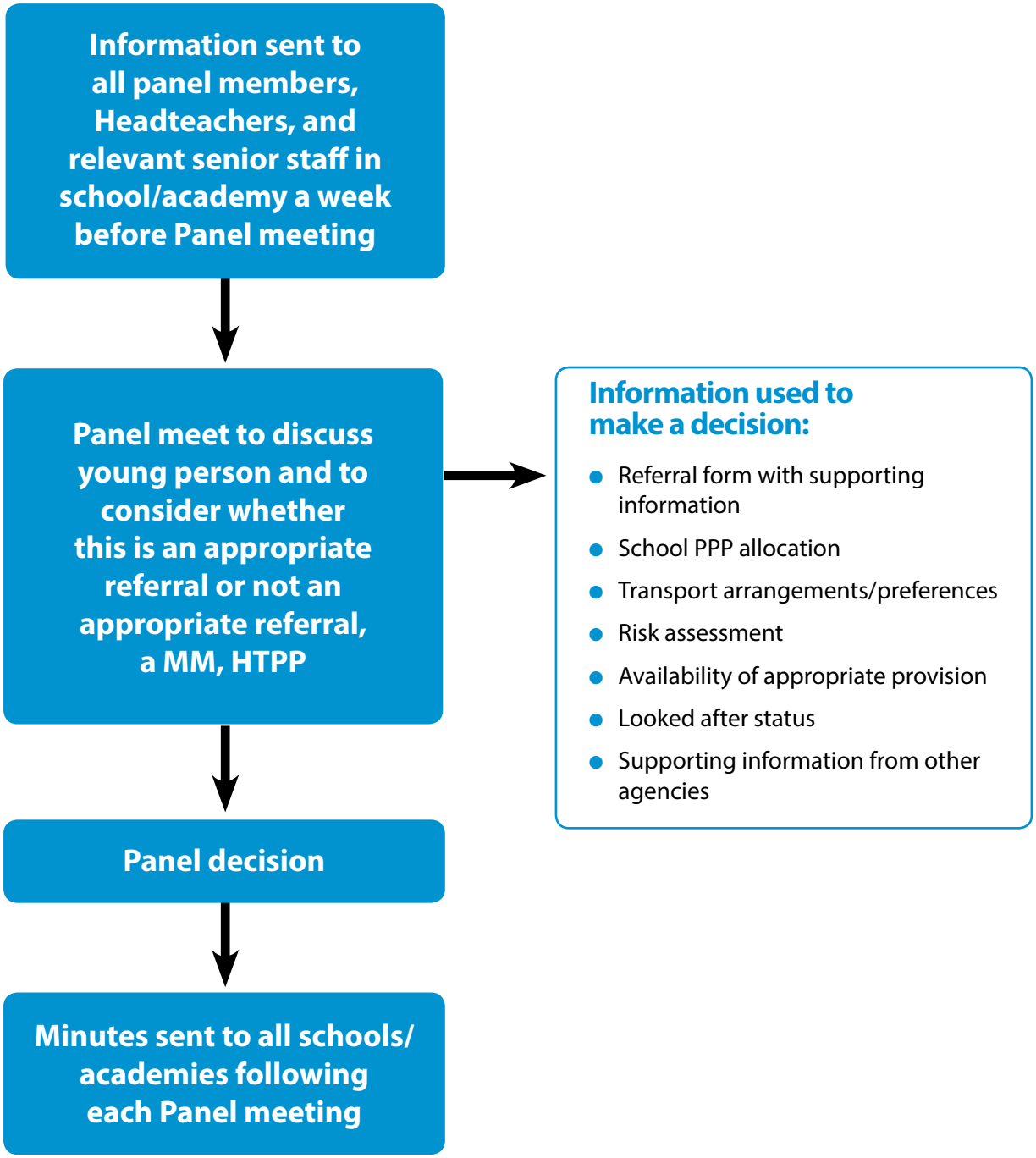


What information:

- Attendance
- Behaviour
- Exclusions (FT/Perm)
- Attainment (GCSE, SATs)
- Previous schools/movement including PRU info
- Info on additional support
- External agency involvement
- EPS
- Key worker
- SEN
- LAC
- Schools intervention and support programmes
- Pupils strengths/areas for development
- YOT
- Child Protection
- CAF
- FIT

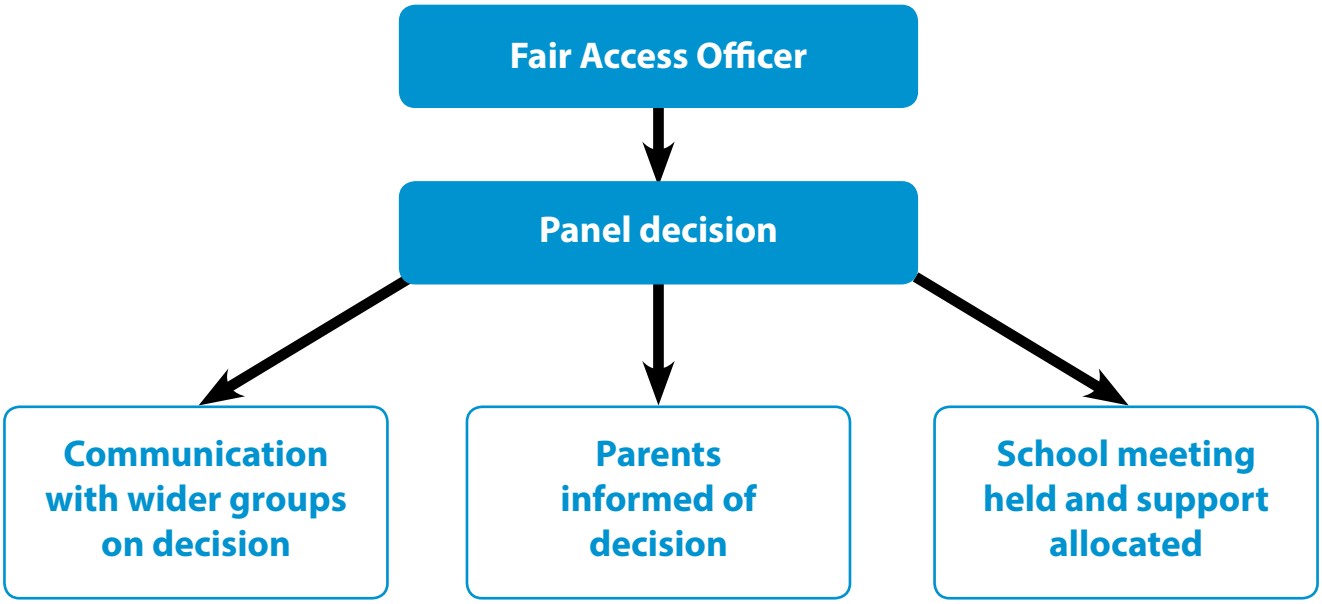
Pupil Placement

Stage 2: Information Sharing



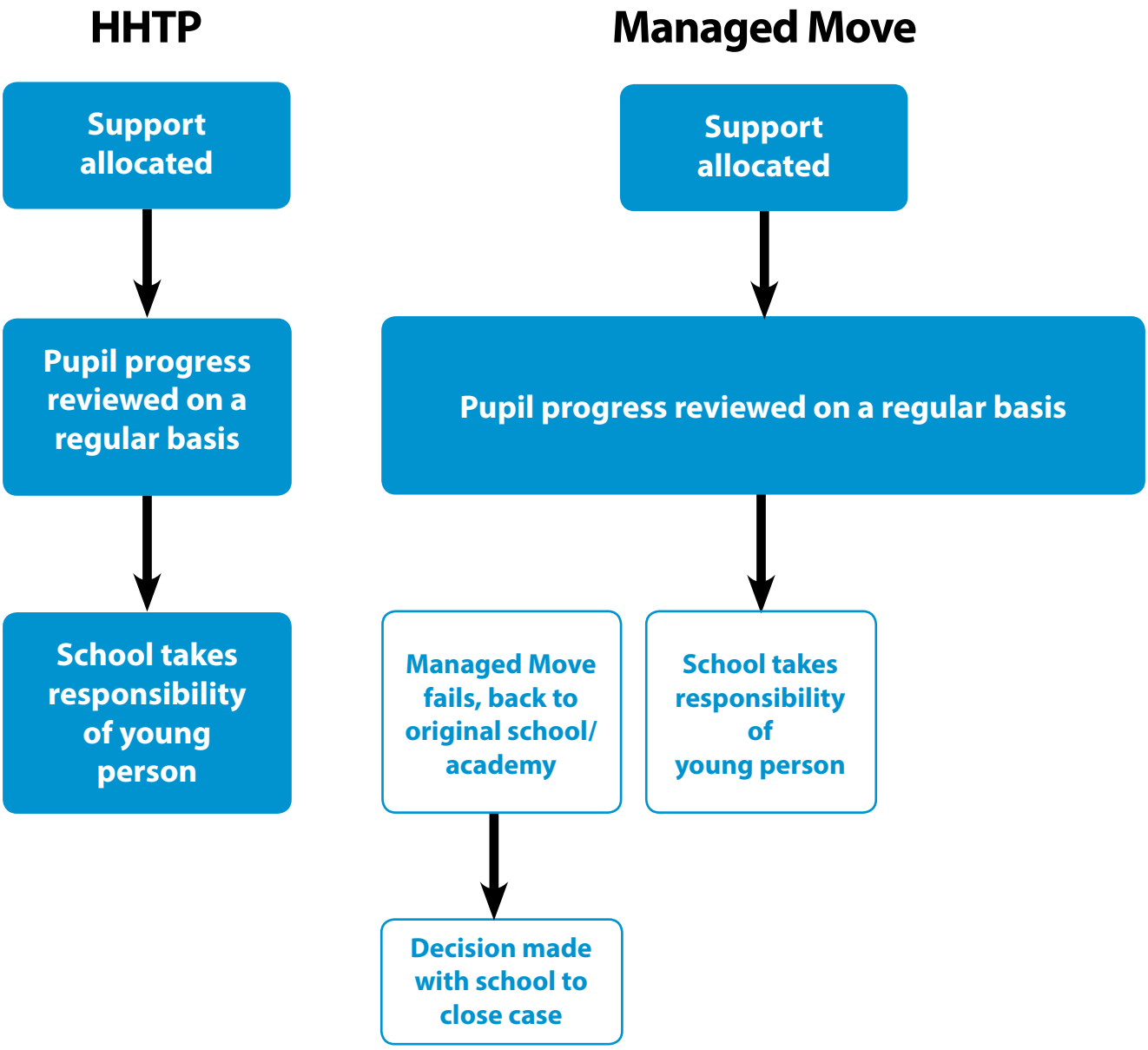
Pupil Placement

Stage 3: Decision



Pupil Placement

Stage 4: Decision Implementation



Pupil Placement Process

Individual referrals to Panel

1. Information sent out to all panel members and agenda sent out to all Headteachers

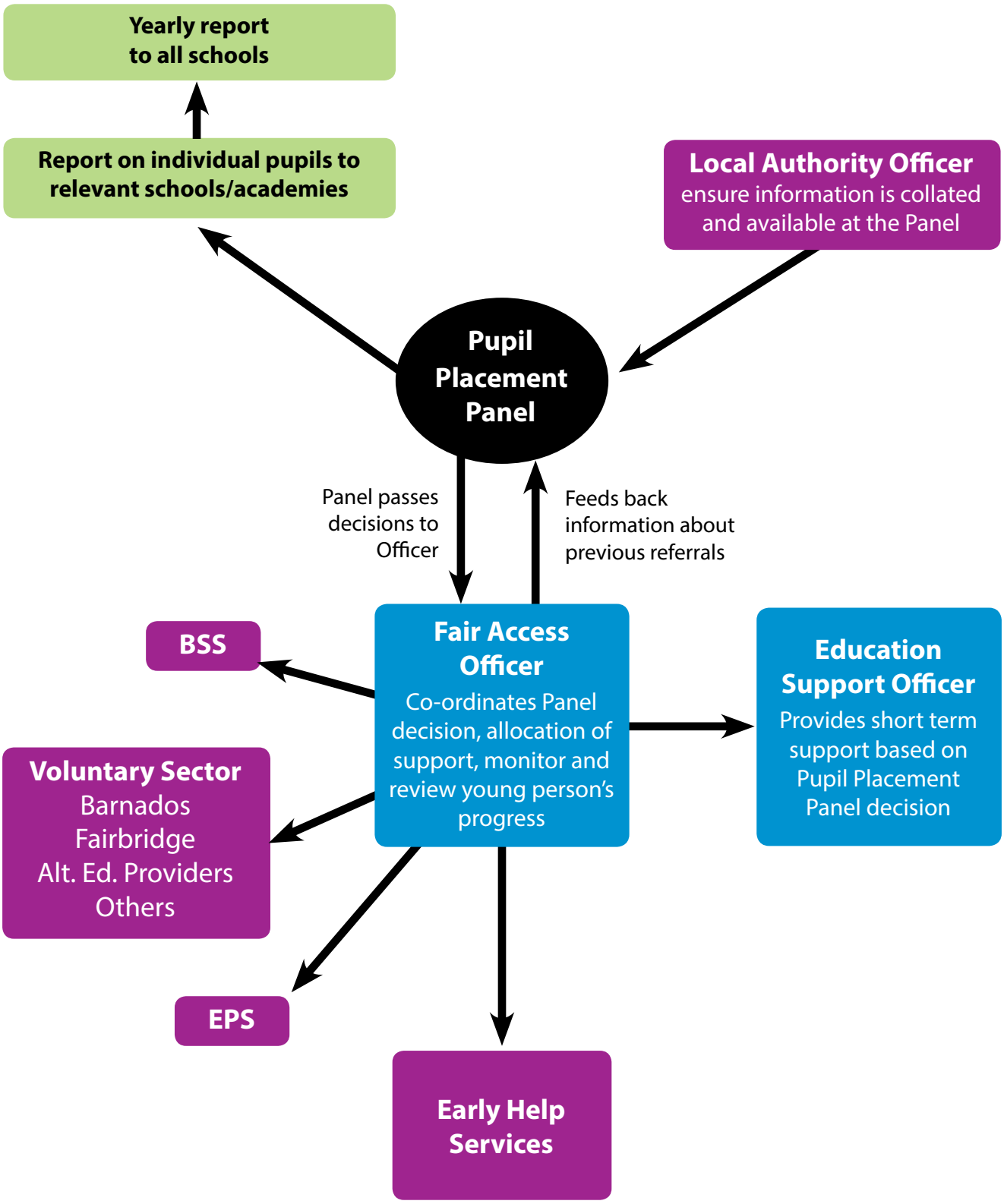
2. Standard Agenda

- **Apologies and introductions**
- **Overview of referrals**
- **Updates**
- **Individual referrals:**
  Any appropriate additional information from other agencies
  Appropriate referral/Troubled Families child?

Yes	No
Questions about the information so far?	What feedback?
Placement. When and how?	Who?
Support and possible risk assessment	
Actions and who is responsible	
Learning outcomes	

- **Information on Permanently Excluded (BSS)**
- **Learning outcomes from session**
- **AOB**
- **Date of next meeting**

Pupil Placement Panel Support



Referral Form

Guidance for completing the Referral Forms for the Pupil Placement Panel

- **Details of Young Person and Parents/Carers**. Please include all relevant information.
- **Details of referral**. A summary of the young person's difficulties with key incidents is useful.
- **Document**. Please indicate which documents are attached. A summary of key behaviour incidents is more useful, rather than a full record.
- **Additional Support/Strategies provided in school**. Brief descriptions would be helpful.
- **External Agency Involvement and Key Worker**. Please include a reason for this outside agencies involvement (if known).
- **Family and environmental factors, strengths and needs**
- **Young Person's Views**. Self explanatory

Referral to: **Pupil Placement Panel**

Please send referrals to PPP@gateshead.gov.uk

School Request		Parental Request	
MM	☐	MM	☐
HtPP	☐	HtPP	☐

Details of Young Person

Name	**Date of Birth**
UPN	**Year Group**
Gender Male ☐ Female ☐	**Ethnicity** White/British

Current school

School Address:	**Telephone No.**
	Mobile No.
Post Code	

Details of Parent/Carers with Parental Responsibility

Name	**Name**
Address	**Address**
	Postcode
Contact telephone no	**Contact telephone no**
Relationship to Young Person Mother	**Relationship to Young Person**

Parent/Carer permission given?	Yes ☐	No ☐
LAC status	Yes ☐	No ☐
Statement of Special Educational Needs	Yes ☐	No ☐
Child Protection Plan	Yes ☐	No ☐

Documentation

Please attach copies of the following:		
Behaviour plan(PSP, IBP) ☐	**Attainment record and recent school report** ☐	**Attendance record** ☐
Exclusion record ☐	**IEP** ☐	**CAF/TAF** ☐

School View of Referral

What has led this young person being referred	How would the change of educational provision benefit the young person?

Any Additional Support/Strategies provided in school with outcomes

(LSU Support, TA, LM, Support Workers)

Strategy implemented within school and Outcome
Alternative Provision – Has the young person participated in any alternative provision?
SEN Support - Does the young person receive any additional support due to SEN?
Do the family meet the Family Gateshead criteria?

External Agency Involvement & Key Worker

(Including YOT,LIT, FIT, EPS, EWBT CAMHS etc)

Agency	Key Worker

Year 10/11 only

Option and exam boards

Option	Exam board

Family and Environmental Factors

Family history, functioning and well being, wider-family, housing, employment and financial considerations, social and community elements and resources, including education.

Strengths	Needs

Young Person's Views of the Referral

Person Making Referral

Name **Address** **Post Code**	**Designation** **Organisation** Tel no.
Email Address	

Signed		**Date**	

A signed copy of the Parental Consent Form must accompany this application form or the referral will not be considered at the Pupil Placement Panel.

Parental Consent Form

The secondary Pupil Placement Panel is convened by Gateshead Council to consider the following:

- Young people who are vulnerable and without a school place
- Young people without a school place who have a complex school history
- Young people who have been permanently excluded or who are at risk of a permanent exclusion
- Young people who have a school place but the school feel that the young person would benefit from a placement in another mainstream school.

The Panel consists of representation from all secondary schools/academies in Gateshead and the Local Authority The Panel meets on a regular basis approximately every 3 weeks during term time.

The Panel considers cases referred by schools/academies and the local authority and can offer a young person a place at a mainstream school.

Your view of your child's issues in their current school and how a move of schools might resolve them. (This information will be shared at the panel along with the school's view of the issues)

If you accept the offer of a school place from the panel, arrangements will be made for your child to be admitted to their new school or other education provision.

In the case of a Managed Move your child will be a guest on the roll of the new school until such time as the Managed Move is a success, in which case they will go on the roll of the new school.

If the Managed Move fails then your child will return to their original school. If they were at risk of a permanent exclusion, their original school may choose to permanently exclude them.

If your son/daughter is at risk of a permanent exclusion and you decide not to accept the panels offer, your child's Headteacher may decide to permanently exclude your child.

As a parent you can express a view to which school you would like your child to attend but by engaging with the fair access process the panel reserves the right to decide on the most appropriate school for your child, which might not be one of your choosing.

School preferences are _____ / _____ / _____

You are however not obliged to accept the Panel's offer.

You still have the right to an independent school appeal for a place in your chosen school, should you so which to.

Your consent is required for your son/daughter to be referred to the panel. Your consent is also required for information to be shared with other agencies.

I understand the information provided on this form.

Continued on next page

I give my consent for my child's information to be shared other people/services (please tick all agencies that we have permission to share information with):

- ☐ children with disabilities team
- ☐ Higher Incidents Needs Team (HINT)
- ☐ Lower Incidents Needs Team (LINT)
- ☐ early help
- ☐ educational psychology
- ☐ early years assessment and intervention team (EYAIT)
- ☐ looked after children's team (REALAC)
- ☐ ethnic minority and traveller achievement service (EMTAS)
- ☐ social care
- ☐ legal department
- ☐ other local authorities if you move house (education, social care)
- ☐ your child's school/academy staff
- ☐ schools/academies
- ☐ for post 16 transition-staff at your child's further education college, sixth form college and university
- ☐ Child and Mental Health Services (CAMHS)/Child and Young Peoples Services (CPYS)the First-tier Tribunal (SEN and disability)
- ☐ other third-party organizations, as allowed by law
- ☐ other partner agencies that provide services on our behalf
- ☐ agencies with whom we have a duty to co-operate, such as police

If you do not agree to this information being shared, please state who it cannot be shared with.

I/we have read and understood the above and agree that my child's school can refer my son/daughter for discussion at the Pupil Placement Panel. I am also happy for information to be shared with other agencies as indicated above.

Signed _____

Name (print) _____ Date _____

If as a parent you wish at any time to revoke your consent for information to be shared please contact Rachel Conway rachelconway@gateshead.gov.uk and let us know that you would like to withdraw consent.

educationGateshead Behaviour Monitoring Tool

Name of young person: _____ **School:** _____ **Year Group:** _____

Desired/Positive Behaviour	Level One	Level Two	Level Three
Behaviours which help children move along toward the goal of becoming well-adjusted, fully functioning adults; typical of a particular stage of development.	"anything that **FREQUENTLY** undermines the flow of your lesson without actually blowing it out the water"	"anything that **FREQUENTLY** disrupts the flow of the lesson or school day to where regular intervention is needed and the lesson or activity cannot continue"	"anything that constitutes an act of aggression or intimidation and/or poses a serious risk of harm to themselves or to others."
Typically positive behaviours: • Can express own needs and feelings calmly and appropriately • Listens with interest when the teacher explains something to the class • Listens and does what is required when the teacher addresses a simple positive request specifically to him/her • Listens and does what is required when the teacher addresses the class • Puts up hand to ask or answer a question • Takes appropriate care of something s/he has made or work s/he has done • Takes care of own possessions • Respects other people's property • Begins to clear up or bring to a close an enjoyable work or play activity when the teacher, with adequate warning, makes a general request • Maintains attention and focus on a task for a reasonable amount of time without being easily distracted • Completes work tasks in the time given	**Typically challenging Behaviours:** • Talking and chatting • Disturbing other children • Calling out • Fidgeting or fiddling with equipment • Taps, flicks or hits objects repeatedly. • Not having the correct equipment • Purposely making noises to gain attention • Changes in attention are triggered by small changes around the child. Easily distracted • Slow to complete learning • Swinging on chairs • Getting out of seat • Struggling to sit still • Excessive, insufficient or selective sensitivity to sounds	**Typically challenging Behaviours:** • Absconding from the classroom • Swearing within conversation or swearing at another student • Occasionally involved in physical fights or verbal altercations with other students • Intentional spitting at others • Frequently reacts angrily when forbidden something or when activities are interrupted. • Determined that everything shall remain unchanged. • Hiding under furniture • Destroying or defacing their own work • Work refusals • Not respecting other people's property • Answering back or questioning instructions • Takes no notice of what is said to them • Inability to accommodate others –turn taking, sharing, allow others to make decisions	**Typically challenging Behaviours:** • Frequent absconding from the school premises • Frequent verbal abuse of an adult (e.g. taunting, badgering, intimidation) • Frequent verbal abuse of another student or students (e.g. taunting, badgering, intimidation) • Frequently involved in physical fights or verbal altercations with other students • Swearing at an adult • Prejudice – frequent comments or intimidation based on race, ethnicity, religion, sex, sexual orientation, social grouping. • Bullying Behaviour – REPEATED actions intended to hurt someone either physically or emotionally in any form (physical assault, teasing, making threats, name calling, cyberbullying - bullying via mobile phone or online (for example email • Frequently destroying other people's work

Desired/Positive Behaviour Continued	Level One Continued	Level Two Continued	Level Three Continued
• Motivated to take part in learning and complete learning tasks to a satisfactory standard without direct and continuing support or pressure • Makes and accepts normal physical contact with others (e.g. holding hands in a game) • Makes appropriate use of the materials provided without the need for continuing direct support • Comes into class quietly and on time • Maintains acceptable behaviour and functions adequately when the routine of the day is disturbed and is secure enough to accept change • Makes an appropriate verbal request to another child who is in his/her way or has something s/he needs • Complies with specific verbal prohibitions on his/her personal use of classroom equipment, usually without sulking • Abides by the rules of a group game in the playground or school hall • Accommodates to other children when they show friendly and constructive interest in joining his/her play or game • Moves around the school safely and with due care • Is aware of other's personal space • Shows genuine interest in another child's activity or news	• Inordinate or inappropriate demands for time or attention • Coming into class late and/or noisily • Running in school • Boisterous or rough play without intent to cause harm • Lack of awareness of people's personal space • Tendency to bang or push into others without intent to harm • Constantly on the move **Other Behaviours which may be of concern:** • Keeps in his/her own world. • Indifferent to others • Passivity or lack of interest. • Difficulty in registering emotions. • Frequent wetting or soiling • Delayed response. • Seems not to hear others. • Cuts off communication.	• Frequently reacts very negatively (e.g. displays anger towards others, cries, shouts, storms off, refuses to participate, blames others etc.) to losing a game or competition. • Climbs everywhere, touches everything, constantly changing activities. • Very withdrawn and hard to reach or engage • Using mobile devices • Throwing or moving furniture or objects in frustration, without an intent to harm others • Struggles with change **Other Behaviours which may be of concern:** • Keeps to the edge of a group or isolates him/herself from the group • Pays no attention to others. • Nail biting, sweating, retention of breath. • Sudden fits or crying or whimpering. • Trembling. • Unprovoked fits of temper and laughter. • Abrupt behaviour changes (suddenly begins to cry, laugh, giggle with no apparent reason). • Handles stools/urine. Puts them in mouth. Smears stools/urine.	• Physical violence against another pupil with intent to cause harm • Physical violence against an adult with intent to cause harm • Throwing furniture or objects with intent to harm others • Frequently climbing on furniture or on buildings • Repeated non-compliance displayed as defiance and complete refusals of adult direction, resulting in major disruption to classroom activities and/or which may constitute a danger to themselves or others **Other Behaviours which may be of concern:** • Sexualised behaviour • Carrying a weapon • Use of drugs or alcohol in school • Suspected or possible eating disorders • Self-harm (hits head, bites, scratches or cuts themselves, or using some object, self-inflicted burns, falling to the ground heavily). • Risk taking behaviours outside of school within the community (e.g. Lack of parental/carer control, staying out very late, Parent/carers not knowing where the young person is, going missing, school refusal)

Desired/Positive Behaviour Continued	Level One Continued	Level Two Continued	Level Three Continued
• Engages in conversation with another child • Works or plays alongside a child who is independently occupied, without interfering or disturbing • Shows awareness of happenings in the natural world, is interested and curious • Is adequately competent and self-reliant in managing his/her basic personal needs i.e. clothes, toilet; food • Constructively adapts ideas and suggestions from other children • Accepts disappointments • Makes constructive and reciprocal friendships which provide companionship • Shows genuine concern and thoughtfulness for other people; is sympathetic and offers help • Engages in conversation with another child • Works or plays alongside a child who is independently occupied, without interfering or disturbing • Shows awareness of happenings in the natural world, is interested and curious • Is adequately competent and self-reliant in managing his/her basic personal needs i.e. clothes, toilet; food • Constructively adapts ideas and suggestions from other children			

Desired/Positive Behaviour Continued	**Level One** Continued	**Level Two** Continued	**Level Three** Continued
• Accepts disappointments • Makes constructive and reciprocal friendships which provide companionship • Shows genuine concern and thoughtfulness for other people; is sympathetic and offers help • Tells the truth about a situation and takes responsibility for their own behaviour • Can apologise to others • Accepts consequences when they are fair and reasonable • Sits reasonably still without talking or causing a disturbance when the teacher requests attention • Gives way to another child's legitimate need for classroom equipment by sharing it with him/her, or taking turns • Can manage competitive situations and accept when they don't win • Has a reasonably high regard for themselves; shows pride and can readily identify positive about themselves • Can accept praise • Can give compliments and identify positives in others • Develops positive and trusting relationships with adults			
Contextual Factors: Are there any known contextual factors (changes or situations at home or school) which may be contributing to deterioration or change in the young people's behaviour at this time?			

Risk Assessment

Pupil Placement

Risk Assessment Guidance

As with all risk assessments the key task is to identify the nature and severity of any actual or potential hazards along with assessing the likelihood that they will occur. However in the case of young people with behavioural difficulties the task is further complicated by a number of interactive and contextual factors, which will need to be taken into account. Along with considering a range of information the Panel will use the Risk Assessment Proforma to determine any level of risk, which the young person presents and also decide upon the sort of strategies and support required to meet the needs of the situation.

Once this overall level of need has been agreed the Panel will decide whether it:

1) Can be dealt with using the usual arrangements available within a mainstream setting

2 Requires additional short-term resources/support. (N.B. any longer term implications would need to be addressed through existing school and Local Authority Procedures)

3) Is so great that it is not safe and/or reasonable for the pupil to be admitted into a mainstream setting. Alternative arrangements would be proposed with clarification of what would need to change for the pupil to be reconsidered for a mainstream placement. (N.B. the longer term implications of such a decision would need to be considered)

Pupil Placement Panel - Pre-Risk Assessment

Name of young person: | **Year group:**

Current/previous schools:

Identification of risk	**Evidence**
Description of foreseeable risk	
Is the risk potential or actual *(e.g young person may have threatened to do something)*	
Who is affected by the risk *(e.g the young person, other young people, staff etc)*	
Assessment of risk	**Evidence**
In which situations does the risk usually occur and which does it not occur	
How likely is it that the risk will arise	
If the risk occurs who is likely to be injured/hurt	
What kind of injuries or harm are likely to occur	
How serious are the potential outcomes	

Risk reductions interventions tried	**Description**	**Outcome**
Proactive interventions to prevent risk		
Early/Immediate interventions to manage risk		
Reactive interventions to respond to adverse outcomes		

Completed by: | **Designation:**

Date:

Pupil Placement - Risk Assessment

Name: | Date of birth:

Current school:

Proposed Placement:

Rate-severity/consequences	Rate - Likelihood
Extremely harmful = death, major injury, major damage or loss of property or equipment Harmful = over 3 day injury, damage to property or equipment Slightly harmful = minor injury, minor damage to property or equipment	Highly likely = extremely or highly likely to occur Likely = frequent, often or likely to occur Unlikely = slight chance of occurring

Risk A Rating Chart			
	Extremely harmful	**Harmful**	**Slightly harmful**
Highly likely	Unacceptable	High	Medium
Likely	High	Medium	Low
Unlikely	Medium	Low	Trivial

Potential risk -

Potential risk -

Case Studies

MM4 Case - who have a history of challenging behaviour but for whom a Pastoral Support Plan has been unsuccessful and who are at increasing risk of permanent exclusion pupils who have repeatedly challenged school rules *(this behaviour is documented) and the school is able to evidence over a period of time, the types of interventions tried including a PSP, CAF and the involvement of outside agencies.*

What are the strengths of the pupil?

- Primary carer is very caring and supportive, although in poor health.
- Talented football player.
- Can be engaged in activities that interest them especially practical/sporting activities.
- Has worked positively with supporting agencies including Amber, Fairbridge, and a Gateshead based Alternative Education provider.

What are the difficulties?

- A history of verbally abusive, aggressive and threatening behaviours towards school staff, including assaults on staff both in primary and secondary school.
- Has been involved with criminal damage which resulted in a Final Warning.
- Non-compliant with school rules and disengagement from the curriculum in secondary school.
- Poor literacy skills, especially reading ability.
- Attendance can be poor.
- Low level criminal activity in home area and association with much older peer group.
- Cared for by a member of the wider family after many years of being a witness to severe domestic violence.
- Victim of maternal neglect.
- Known to use drugs and alcohol and has caused criminal damage in the home.
- Deterioration in behaviour following the death of a close family member.
- Worried about the health of their primary care giver.

What strategies have been put into place?

Previous to the FAP referral

- Was a permanent exclusion from primary school after assaulting a member of staff and was placed in the PRU for the remainder of year 6.
- Reintegrated into mainstream secondary school.
- Support given at the secondary school included Success Maker, 1:1 support, literacy support, peer group reading, LSU support and Learning Mentor.
- Education Psychology support. Anger management suggested.
- Support from social services.
- Involved in the Amber project.

After FAP referral

- Accepted as an appropriate referral by the Panel.
- Supported 1:1 in Children's Centre.
- Referred to Futures Plus but would not engage.
- Part time placement at the PRU with further support from Amber (including the completion of on-set assessment) and FAST.
- 3 exclusions in a short period of time while at the PRU. Police and YOT involvement.
- TAF meetings arranged and attended by the different agencies working with the young person.
- Early Intervention funding provided a mentor.
- Refusal to attend PRU. Funding from Personalisation Fund for placement on a Fairbridge course. Very successful and positive engagement.
- Moved onto community based Alternative Education project. Settled well, attendance and behaviour improved both in project and at home.

What impact have these had?

- This young person was a hard to reach pupil whose behaviour deteriorated when close family member died.
- Behaviour, attitude and attendance have improved since attending the community based project. This young person has formed relationships with both the adults and young people at the project and encouraged others to participate in the project.

MM3 Case - who would otherwise be permanently excluded for a serious but one-off offence

What are the strengths of the pupil?

- Close relationship with carer and siblings.
- Will happily engage with typical family/friendship activities when they are on offer.
- Can identify when there has been a deterioration in their behaviour and will seek out the adults involved to try and repair any damage to their relationship.
- Carer is open with outside agencies that support the family and usually works well with them.
- Carer understands and accepts the consequences of the pupil's behaviour and is supportive of the strategies used by school to support the pupil.
- Carer understands the importance of education and is willing to support whatever education setting is deemed appropriate for the pupil.

What are the difficulties?

- Closed young person who is difficult to engage with.
- Has little confidence, is vulnerable and has low self-esteem.
- History of poor behaviour in primary school which continued into secondary school.
- Poor punctuality and attendance since moving into secondary school.
- Has trouble maintaining appropriate friendships – is often drawn towards older peers who lead this young person into situations that they cannot deal with.
- Known to drink alcohol and has been involved in a number of thefts.
- Is a young carer.
- Carer has mental health issues that sometimes impact upon the children.
- Primary carer's relationship recently broke down following historic abuse.
- Large amount of debt surrounding the home and family.
- Limited support for the family from their wider family and friends.

What strategies have been put into place?

Previous to the FAP referral

- Taught in smaller groups where the teacher was able to provide more support.
- Withdrawn from some lessons for additional literacy support.
- Placed on report to head of house and then assistant head report.
- Placed in internal isolation within the school.
- Implementation of cognitive behaviour techniques by school.
- Meetings of the pupil's teaching staff were arranged to determine the best in school support package that they could offer to help the pupil remain at the school.
- Home visits by assistant head to update carer of deteriorating situation at school.
- Involved with a number of external agencies including the Amber Project, Young Carers and the Legal Intervention Team.
- CAF completed by Amber Project worker and a subsequent TAF arranged.
- ONSET Closure assessment completed by the Amber Project worker.

After FAP referral

- Accepted as an appropriate referral by the Panel.
- Home visit by FAST to outline the Panel decision and support that will be available to the young person and their family.
- FAST visited the young person for 1:1 sessions prior to them beginning their new school.
- FIP supported the young person and their carer to purchase school uniform.
- FAST arranged for a bus pass for the young person for travel to and from school.
- Meeting held at the receiving school with the young person, carer, FAST, FIP, LIT and representatives of the new school.
- Achievable targets surrounding behaviour and attendance were set in agreement between the pupil, FAST and the receiving school.
- FAST support agreed and clearly identified at the initial school meeting.

What impact have these had?

- Attendance and punctuality have improved since moving schools.
- There have been no incidents of poor behaviour since moving to the new school.
- This young person has developed appropriate relationships with their peers and school staff which have helped them to settle well into their new school.
- The pupil is looking towards their long term education and has identified possible options for their future education.

HtPP3 Case - without a school place and with a history of serious attendance problems

What are the strengths of the pupil?

- The young person would like to complete their GCSEs and work with young children.
- The young person is very patient and enjoys spending time with younger extended family members.
- The young person wants to attend school.
- The young person has a loving relationship with their primary carer.

What are the difficulties?

- Low self esteem and poor body image.
- Difficulty in trying to express themselves.
- Difficulty in making friends.
- A tendency to be moody and stubborn.
- A tendency to worry about things.
- Recently moved back into the area.
- Struggles with reading and writing.
- Issues of being 'bullied' in previous school.
- Witness to domestic violence.

What strategies have been put into place?

Previous to the FAP referral (another LA)

- Additional support in school to address possible learning difficulties.
- A referral to CAMHS.

After FAP referral

- Accepted as an appropriate referral by the Panel.
- Home visit by FAST to outline the Panel decision and support that will be available to the young person and their family.
- FAST support for integration into the receiving school including support around getting to and from school.
- FAST support for the young person to develop independent travel skills and confidence when using public transport.
- Receiving school arranged for the young person to be able to access the school's inclusion centre at breaks and lunchtimes if needed.
- Peer support group established within the new school.
- Referral made to the school learning mentor to address issues of poor self-esteem and confidence building following the initial school meeting.
- Weekly meetings between the young person and a member of FAST.
- The receiving school completed a CAF with the young person and their carer.
- Following the CAF, a TAF meeting was arranged and a member of the school staff was identified as the lead practitioner.
  - Personalisation fund accessed for new school uniform.
  - Introduction to Connexions advisor.
  - A place was sought in Young Carers group.
  - Support was made available for the carer relating to transport costs to and from school (bus pass).
  - Referral made to Amber for additional support for the young person.
  - School to monitor attendance and causes for non-attendance and address any related issues as they arise.

What impact have these had?

- This young person's attendance has steadily improved.
- This young person has developed friendship groups within their new school.
- This young person's self esteem has improved and they are becoming more confident.

MM1 Case - attending PRU and seeking re-integration to mainstream education

What are the strengths of the pupil?

- Good attendance (both in mainstream and the PRU).
- Both the pupil and their parents want them to be educated in a mainstream setting again following permanent exclusion from their previous mainstream school (which led to their placement at the PRU).
- Works well with others and independently.
- Engages with adults well including the police and YOT who became involved following possession of a knife in school.

What are the difficulties?

- Has been educated within the PRU for a full year, working in small classes only.
- Needs direction towards peer/friendship groups that have good behaviour.
- Has caring responsibilities for a sibling.

What strategies have been put into place?

Previous to the FAP referral (another LA)

- Permanently excluded from a mainstream secondary school following an incident where they brought a knife into school.
- Achievable targets set for the pupil while at the PRU which they continued to meet throughout their time there.

After FAP referral

- Accepted as an appropriate referral by the Panel.
- A risk assessment surrounding possession of offensive weapons was carried out and it was felt that the risk was minimal and re-integration back into mainstream was appropriate.
- Planned re-integration meeting into mainstream education held with pupil, carers, FAST, a representative from both the referring and receiving schools and a Sungate Parenting representative.
- Achievable targets surrounding behaviour and attendance set in agreement between the pupil, FAST and the receiving school.
- FAST support agreed and clearly identified at the re-integration meeting.
- Following integration meeting, the pupil completes a series of short visits prior to beginning there full time.

What impact have these had?

- Since beginning at their new school, the pupil has settled well into their new teaching group.
- The pupil has expressed a desire to remain at their new school long term and is already considering continuing with education at post-16 level.

Education Support Service

Information for parents and carers

Why have you been given this leaflet?

Gateshead schools have a shared commitment to promote education and social inclusion. One way of doing this is through the Pupil Placement Panel.

Your child has been referred to the Pupil Placement Panel. This might have been for one of many reasons. These include:

- Being out of education for a considerable period of time
- Moving into Gateshead in Y10 and Y11
- A history of challenging behaviour including fixed term exclusions
- A history of poor attendance (below 90%)
- Events which indicate that a fresh start would be better for your child
- At risk of exclusion
- Permanent exclusion
- …and others

Your child's school should discuss the referral with you.

If you would like to speak to a member of the Education Support Service before you give consent to the referral being made; you can contact the number below and a member of the team will be glad to discuss your options with you.

Who is on the Pupil Placement Panel?

The Panel is made up of Local Authority officers from the Education Support Service, Education Psychology Service, Behaviour Support Services, Headteachers and Deputy Headteachers and other services.

What happens in the Fair Access process?

Once the school has spoken with you and you have agreed in writing to the referral being made to the Pupil Placement Panel the Referral Form explaining all the circumstances is sent by the school to the Panel. As part of this process you will be given an opportunity to contribute your views.

The Panel discusses the case and decides the best place for your child.

Sometimes the Panel decides the referral isn't best helped by the Panel - in that case school will discuss options open to you.

This decision depends on many things including location, the reasons leading up to the transfer and the placement of other children.

What happens next?

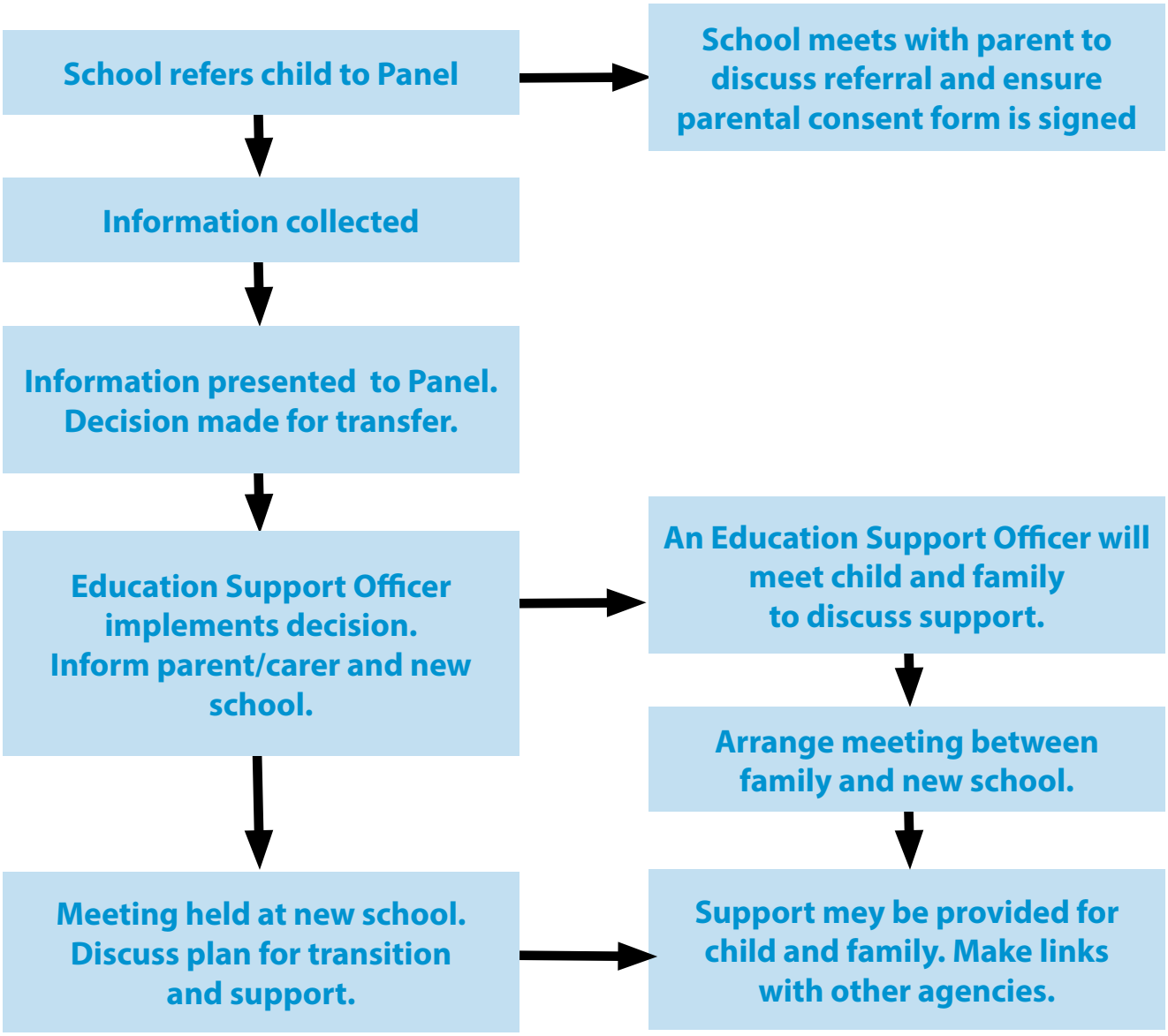
Once the decision is made by the Panel, you will be contacted by the Education Support Service with the outcome.

Members of this team will work with you, your child, the new school and other agencies, to help your child get settled in to the new school.

A smooth and speedy transition will help your child's education.

For further information Telephone 0191 433 8758

Fair Access Support Procedure



Your Education Support Officer is: _____

Telephone number: _____

Information recording and sharing

The Education Support Service will record and store information relating to your child. This will be used to help provide the best possible service for your child and will only be shared with relevant agencies. You can have access to this information if required.

Gateshead Council

educationGateshead
raising achievement for all

Produced by Gateshead Council educationGateshead
1312-JH-Aug2018