



Suspensions and Exclusions Policy

October 2025

Review Date October 2026

This policy has due regard to the related statutory legislation including, but not limited to, the following:

- The Education Act 2002
- The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2023
- The Education and Inspections Act 2006
- The Education Act 1996
- The Education (Provision of Full-Time Education for Excluded Pupils) (England) Regulations 2007
- The European Convention on Human Rights (ECHR)
- The Equality Act 2010

This policy also has due regard to statutory and non-statutory guidance, including, but not limited to, the following:

- DfE (2024) Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement.
- DfE (2024) 'Behaviour in schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'

Intent

This policy outlines Westhoughton High School's use of suspension and exclusion. It is underpinned by the shared commitment of all members of the School community to achieve three important aims:

- 1) To ensure the safety and well-being of all members of the school community, and to maintain an appropriate educational environment in which all can learn and succeed.
- 2) To work towards reducing the need to use exclusion as a sanction.
- 3) To use exclusion only as a last resort or when alternative sanctions:
 - Would fail to recognise the severity of the action
 - Would fail to recognise the impact of the action on others
 - Have been used repeatedly and have failed to have impact/modify behaviour
 - Would potentially place the health, safety or wellbeing of other members of the school in jeopardy.

A suspension is defined as the temporary removal of a learner from the school for behaviour management purposes. A learner may be suspended for one or more fixed periods, up to a maximum of 45 school days in a single academic year. A suspension does not have to be for a continuous period.

An exclusion is defined as the permanent removal of a learner from the school in response to a serious breach or persistent breaches of the school's behavior policy, and where allowing the learner to remain in school would seriously harm the education or welfare of the learners or staff in school.

Preventing Exclusion

Westhoughton High School recognises its duty to provide learners with an environment where they feel respected and accepted. It provides a supportive environment to encourage positive behaviours and attitudes with an emphasis on restorative practice from all learners and staff.

We recognise that at times a learner's conduct, manner and behaviour can be indicative of a broader situation which that learner is dealing with. The school seeks to offer early intervention and family support through the process of the Early Help Assessment. Any learner whose ongoing poor behaviour means that they are at risk of permanent exclusion will be offered early help support.

The school will take in to account those learners who may have additional vulnerabilities which impact on their behaviour and therefore potentially put them at higher risk of suspension or exclusion e.g CLA, learners with SEMH or other SEND. The school will work to find creative support solutions for these groups at an early intervention stage and may work with external agencies to find alternatives to permanent exclusion in these cases.

The Decision to Suspend or Exclude

The decision to suspend or exclude a learner will be taken in the following circumstances:

- 1) In response to a serious breach of the school's policies regarding behaviour, bullying and drugs and alcohol.
- 2) If allowing the learner to remain in school would seriously harm the education and welfare of the learner or others in the school.

Suspension and exclusion are extreme sanctions and will only be administered by specified members of the senior leadership team (Headteacher/Deputy Headteacher).

Suspension or exclusion may be used for any of the following:

- Verbal abuse to staff and others
- Physical abuse to staff
- Physical abuse to learners
- Fighting
- Indecent behaviour
- Deliberate damage to property
- Misuse of illegal drugs
- Misuse of other substances
- Smoking (cigarettes or e-cigarettes)
- Serious misuse of mobile phone
- Serious or persistent acts of bullying
- Theft
- Threatened violence against another learner or a member of staff
- Sexual abuse or assault
- Supplying an illegal drug
- Carrying an offensive weapon
- Arson
- Continuing defiance to follow school routines and expectations
- Continuing defiance to staff

This is not an exhaustive list and there may be other situations where the Headteacher makes the judgement that exclusion is an appropriate sanction.

Procedures for suspension or exclusion – see also Appendices 1,2 and 3

Most suspensions are of a fixed term and short duration – between 0.5-5 days. The length of a suspension will be determined by the senior member of staff responsible for issuing the sanction. The severity of the incident will be taken into consideration alongside the previous behaviour record of the learner involved.

If the decision is made to suspend a learner for longer than 5 days then the school will provide support with work to complete at home after day 1 and will make alternative arrangements for educational provision from day 6.

The DfE regulations permit the Headteacher to suspend a learner for one or more fixed periods not exceeding 45 days in any one school year. At the end of 45 days the school cannot put in place any further periods of fixed term suspension but do not have to permanently exclude at that time.

The governing body will meet to discuss any learner who exceeds 15 days of fixed term suspension in any one school term.

The governing body will meet to review suspensions which would lead to a learner being excluded for over 5 days but not over 15 days in a school term where a parent has expressed a wish to make representations. Where the length of suspension does not exceed 5 days in one term a parent can still make representation which the governors must consider however there is no requirement for the governing body to meet the parent or any legal standing to reinstate the learner.

Where a serious incident has occurred every effort will be made to contact parents/carers as soon as possible to inform them and to explain the investigation process for the incident. Following the decision to suspend/exclude contact will be made with parents/carers by telephone/Arbor message/email. If a learner has a social worker they will also be informed without delay. If a learner is CLA the virtual school will also be consulted/informed as appropriate. A letter will be sent out on the day of the decision giving full details of the suspension/exclusion and the date that it ends. Parents have a right to make representations to the Governing Body and the LA as directed in the letter. Learners who are CIN or who are CLA are entitled to have representations from their social work team or virtual school present at any governing body meetings.

A return to school meeting will be held following the expiry of the suspension. This will involve a member of the school's leadership team and/or a member of the learner's pastoral support team as appropriate. At this meeting a decision will be taken as to whether a further period of monitoring or intervention is required. Learners may also be required to undertake restorative work with the behaviour support team to reduce to the risk of further negative incidents.

For any period of suspension/exclusion of longer than 1 day the school will provide guidance on work that can be completed at home. This may involve signposting to online resources and use of learner knowledge organisers for consolidation/revision tasks. Where a learner is close to a period of external examinations the work set will be relevant to support them at this important time of their studies.

A suspension can at times take place in a school on an alternative site or an alternative provision in certain circumstances such as:

- When the suspended child's safety is at risk from them being at home
- When the suspended child is approaching external examinations and so the suspension would impact on their ability to succeed
- When the suspended child has specific SEND which would impact on their ability to access work independently.

Permanent Exclusion

The decision to exclude a learner permanently is a serious one. There are two types of situation in which a permanent exclusion may be considered:

- 1) A final formal step in the process for dealing with disciplinary offences where a wide range of other strategies have already been employed without success. It is an acknowledgement that all available strategies have been exhausted and is used as a last resort.
- 2) Where there are exceptional circumstances and it is not appropriate to implement other strategies. These situations may include:
 - Serious actual or threatened violence against another learner or a member of staff
 - Sexual abuse or assault
 - Supplying or using an illegal drug
 - Carrying an offensive weapon
 - Arson
 - Theft

The school will work with parents and where necessary the police and other external agencies when dealing with incidents identified by the above criteria.

These instances are not exhaustive but indicate the severity of such offences and the fact that such behaviour seriously affects the discipline within the school.

In the event of a permanent exclusion the school will inform the Local Authority on Day 1 and will send the permanent exclusion referral form (Appendix 4) to inclusion@bolton.gov.uk along with other information requested to enable the Local Authority to provide education from Day 6 (Appendix 5).

If the learner being permanently excluded has an EHCP school must call an early Annual Review – the SENDAS manager and Re-engagement Team must be informed.

If the learner being permanently excluded is CLA the designated teacher must inform the Virtual School Head immediately. Permanent exclusion for CLA learners should be avoided wherever possible.

Factors to be consider when taking the decision to suspend/exclude

- The timing of the suspension/exclusion. Suspension/exclusion need not be imposed instantly unless there is an immediate threat to the safety of others or if the learner concerned or the learning environment would be unsettled by allowing the learner to remain on the school site. However, the school will

implement the suspension/exclusion at the closest time possible to the incident occurring.

- The school will ensure that appropriate investigations have been carried out – including wherever possible taking statements from the perpetrator, victim(s) and witnesses to the alleged incident(s).
- The school will consider all evidence available to support the allegations taking into account the Equalities policy.
- The school will fully consider any mitigating factors around the incident or the circumstances of the perpetrator.
- The school will consider the impact on the victim if the reason for the suspension/exclusion has been an assault of any type.

Further details on how these factors will be considered can be found in Appendix 1.

Exercise of Discretion

In reaching a decision the school will always look at each case on its own merits. A tariff system, fixing a standard penalty for a particular action, is both unfair and inappropriate.

In considering whether permanent exclusion is the most appropriate sanction the Headteacher will consider a) the gravity of the incident or series of incidents and whether it constitutes a serious breach of the school's discipline and b) the effect that the learner remaining in school would have on the education and welfare of the other learners and staff.

In the case of a learner being found with an offensive weapon, whether it is their intention to use it or not, the school's default position is to permanently exclude. However, in the most exceptional of cases some leniency may be shown. Discretion in these matters will be shown if there is clear evidence that the learner did not know that the weapon was in their possession or if the learner has additional needs which would prevent an understanding of the seriousness of the act. Where there are reasonable grounds to believe that the learner had intent to use the weapon then the school's policy is to permanently exclude.

In the cases of a learner being found in possession of illegal drugs or alcohol the school's default position is to suspend. If there is strong evidence that the learner intended to supply drugs or alcohol to others, or if the quantity of substance is significant, then the default position is to permanently exclude.

The Headteacher may cancel any suspension or exclusion that has already begun, or one that has not yet begun. However this power will only be used if the suspension has not been reviewed by the governing board.

Governors Disciplinary Panels

In line with its statutory duty, these same two tests of appropriateness will form the basis of the deliberations of the Governors Learner Disciplinary Committee, when it meets to consider the Headteacher's decision to suspend or exclude. The committee will require the Headteacher to explain the reasons for the decision and will look at appropriate evidence, such as the learner's behaviour record, witness statements and the previous strategies used by the school to support the learner prior to suspension or exclusion.

Governor disciplinary panels will be held when:

The decision is to permanently exclude

The suspension is fixed-period and would bring the learner's total number of suspended school days to more than 15 in any given term

The suspension or exclusion would result in the learner missing a public examination

Parents, and representatives from social care/virtual school, are able to make a request for governing board meetings and independent review panels to be held via remote access. Requests will be considered on a case by case basis and meetings will only be held via remote access if the governing board is satisfied that the meeting can be held fairly and transparently. If this cannot be done then options will be explored to facilitate a face to face meeting within appropriate timeframes.

After concluding the disciplinary panel meeting the governors will consider whether the suspension or exclusion of the learner was lawful, proportionate and fair, taking into account the Headteacher's legal duties and any evidence that was presented to the governing body in relation to the decision.

Governors will ensure that there is an accurate written record of the meeting and the outcome and that all relevant parties receive a formal response in writing.

Alternatives to exclusion

Alternative strategies to exclusion are considered in all cases of one off serious incidents or in instances of on-going defiance to school procedures. The school will work closely with the Local Authority and other secondary schools to make use of off-site direction where such a course of action would be of benefit to the learner See Appendix 6. It may also be appropriate to look at dual registration at an alternative provision to prevent permanent exclusion. The threat of a permanent exclusion will never be used as a means to coerce parents to move their child to another school. Extensive behaviour support strategies will be put in place internally for any learner who is at risk of exclusion. This may involve a modified curriculum for a fixed period of time to assist learners in accessing school whilst working with the behaviour support team.

Behaviour Outside School

Learners' behaviour outside school whilst connected to school activities (trips/events/fixtures etc.) or whilst on placement/work experience is governed by the school behaviour policy. Poor behaviour whilst away from the school premises in these circumstances will be treated in the same way as if it had taken place in school.

For behaviour which takes place outside of school but which is not directly governed/organised by school will still be covered by this policy if there is a clear link between that behaviour and maintaining good behaviour and discipline amongst the school community as a whole. If the poor behaviour occurs in the immediate vicinity of school, whilst travelling to/from school or whilst wearing school uniform, then the Headteacher may still take the decision to suspend or exclude.

Monitoring and Evaluation

The Headteacher will ensure that the numbers and details of suspensions and exclusions are presented to the school leadership team and the governing body on a regular basis – but at least annually.

The Governing body are responsible for ensuring that the school works effectively to prevent suspension and exclusion, to keep suspensions to a minimum and in any instances of Permanent exclusion ensure that due process is followed – see Appendix 3

Appendix 1 – Suspension and Exclusion Process at Westhoughton High School

For an isolated serious Incident

Immediate actions

Ensure the situation is safe and calm

Ensure learners have received any first aid and/or emotional support needed

If required - conduct search of learner/property in line with school policy. Confiscate and secure any prohibited items

Contact parents to inform of the incident occurrence and alert of the investigation taking place.

Stage 1

Statement to be written by learner. Statement may be dictated to a member of staff if the learner is unable to write, it should include full details of incident including date, time, exact location and any potential witnesses. Statement should be signed and dated. If the learner has been injured/is not emotionally fit then their statement should be acquired as soon as they are able to. **No final decision should be made on sanctions/actions until the learner has been able to give their full account. If a learner refuses or is unable to give a statement, the circumstances of why this is should be fully documented.**

Risk assessment to be completed - if required the learner should remain supervised until further investigations have taken place/information gathered. It may be appropriate for this supervision to take place in Reflection until a clear outcome has been decided. Any time spent in reflection should be considered as part of the actions/sanctions.

Where possible, statements to be written by any other learners involved/witnesses to the incident. Statements should include as much detail as possible and should be signed and dated by the learner.

Where possible, statements to be written by any staff involved/witnesses to the incident. Statements should include as much detail as possible and should be signed and dated by the staff member.

CCTV footage to be extracted if available.

Learner behaviour log to be reviewed for any contextual information (e.g. repeat incidents, ABC etc.)

Incident to be logged on Arbor

For Persistent/Repeated Behaviour

Stage 1

Statement to be written by learner with reflection on their behaviour and any reasons for their actions. If learner refuses to engage with giving their views/statement this should be recorded. A decision on sanction for persistent behaviour can be made in the absence of a learner statement if there is sufficient additional information from the actions below.

If appropriate Learner should be placed under supervision until evidence/information has been collated. It may be appropriate for this supervision to take place in Reflection until a clear outcome has been decided. Any time spent in reflection should be considered as part of the actions/sanctions.

Depending on the behaviour involved if appropriate* statements to be written by any other learners involved/witnesses to the behaviour. Statements should include as much detail as possible and should be signed and dated by the learner.

If appropriate* statements to be written by any staff involved/witnesses to the behaviour. Statements should include as much detail as possible and should be signed and dated by the staff member.

CCTV footage to be extracted if available.

Learner behaviour log to be reviewed for any contextual information (e.g. repeat incidents, ABC etc.)

* where persistent behaviour involves repeated truancy/abscondment then behaviour logs/attendance data may be used.

If the investigating staff member feels that once the above information has been collated and reviewed that the incident potentially meets the threshold for suspension or exclusion it should be presented to the Headteacher (or Deputy Headteacher if the HT is unavailable). No learner should be sent home from school following a behaviour incident without the approval of the Headteacher/Deputy Headteacher unless they are required to receive urgent medical treatment.

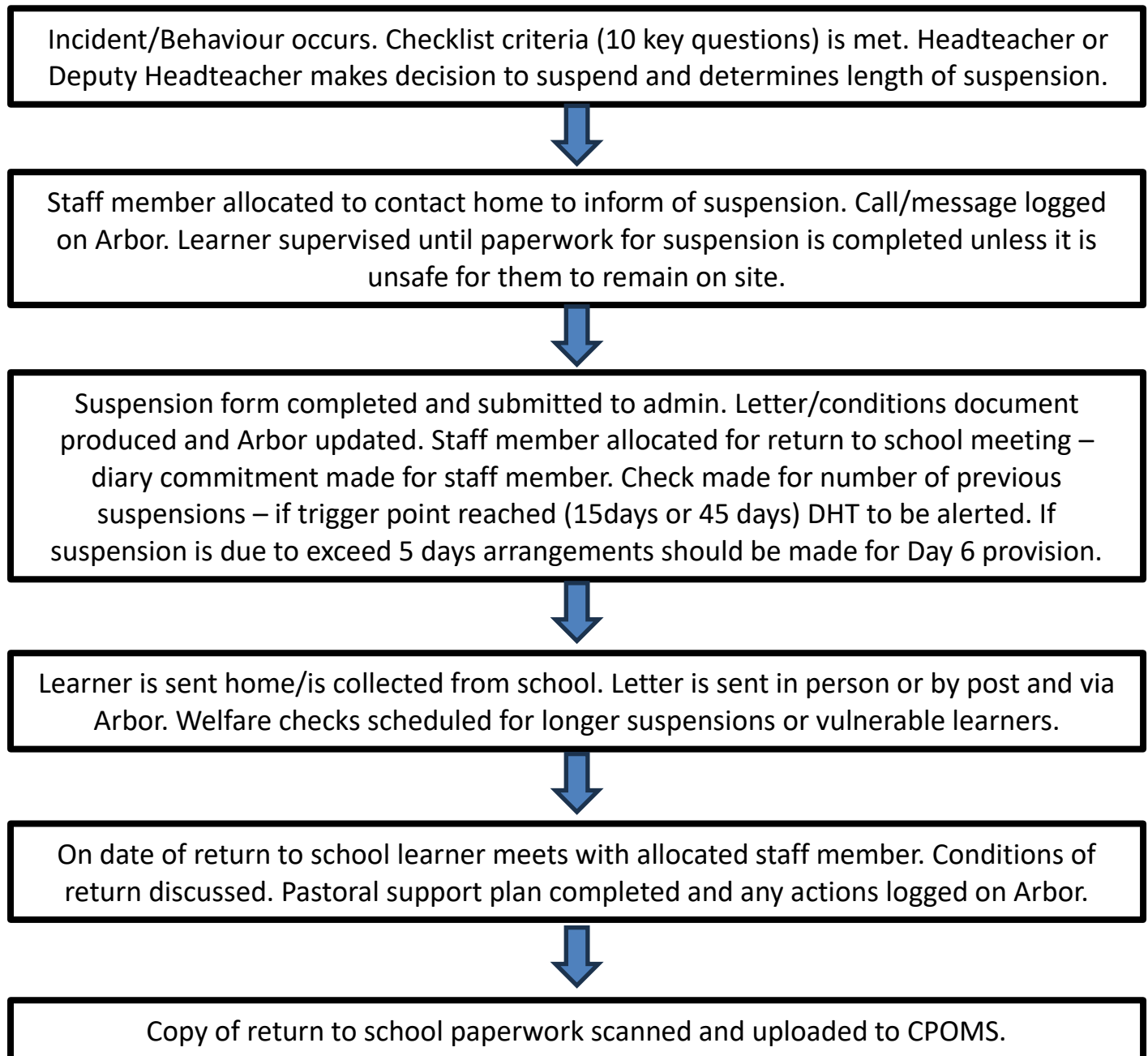
Stage 2 – Considering the decision to exclude

The Headteacher/Deputy Headteacher should ensure that the following '**10 key questions**' have been addressed as far as is reasonably practical prior to making the decision to suspend/exclude a learner:

- 1) Has the learner had a fair opportunity to discuss the incident with a member of staff to explain what happened? If the learner is not co-operative with providing a statement has this been documented with reasons?
- 2) Do we have full and detailed written statements from those involved? Have any ambiguous statements or missing details been clarified? Have the statements been signed and dated?
- 3) Has any available CCTV footage been reviewed by two members of staff and a clear narrative of what it shows recorded?
- 4) Does the incident potentially meet the criteria for a suspension or exclusion (is it a serious breach of school behaviour policy or would allowing the learner to remain in school seriously harm the education and welfare of others)?
- 5) Have the personal circumstances of the learner been considered including previous behaviour record and any mitigating factors? Has the SSL/SPL team from the year group been consulted to ensure all relevant information has been taken into account?
- 6) Has the full impact of the incident been considered including the impact on others (other learners/staff/wider community), safety (physical and emotional) of the learner and others, reputation of the school?
- 7) Have alternative sanctions to suspension/exclusion been considered?
- 8) Is the child working with a social worker (CLA/CP/CIN) or do they have an EHCP? Has a discussion taken place with relevant agencies to discuss support/sanctions?
- 9) Has the school fulfilled its commitments to any support that should have been in place for the learner?
- 10) Have staff acted in accordance with school policy and procedures in the lead up to/response to the incident?

If the decision is taken to suspend the Stage 3 Flow Chart in Appendix 2 should be followed. If the decision is taken to permanently exclude the Bolton Permanent Exclusion Flow Chart in Appendix 3 should be followed.

Appendix 2 – Suspension Flowchart



Permanent Exclusion Flowchart

Prior to the decision to permanently exclude

Please consult with Paula Andrews to discuss possible alternatives to permanent exclusion.

If the exclusion is for a serious one off offence – gather all evidence including witness statements and statement from the P Ex pupil.

LAC Pupils – please contact Paula Andrews and notify the social worker if a LAC pupil is at risk of permanent exclusion.

Day 1

Headteacher's decision to permanently exclude.

Inform local authority of permanent exclusion.

Send the Permanent Exclusion Referral Form to paula.andrews@bolton.gov.uk

Send Permanent Exclusion letter to parents.

Clearly indicate the reason for permanent exclusion.

The pupil must remain on the register until 15 school days have passed.

The pupil will be marked as D once they are dual roll with alternative provider.

School must set and mark work for the first 5 days of the exclusion.

Day 2

Complete and send relevant document to paula.andrews@bolton.gov.uk

- Primary aged pupil: Updated Early Help with details of the permanent exclusion and consent to share with The Forwards Centre
- Secondary aged pupil: Information Passport

**The LA has a statutory duty to provide education from Day 6.
This cannot be done if the relevant information is not received from schools.**

Convene Governors' Disciplinary Panel

This must be held within 15 days of informing parents of the exclusion.

At least 5 days prior to the meeting: Inform governors, parents and LA (maintained schools) of the date and time of the meeting. Ensure pack is sent to all of above parties 5 days prior to the meeting.

Once the Governors' Disciplinary Panel has been held –

Within 24 Hours: Inform parents of the outcome of the meeting, using relevant model letter.

Notify the local authority of the outcome of the meeting – alison.gregory@bolton.gov.uk

Appendix 4 - Notification of Permanent Exclusion



NOTIFICATION OF PERMANENT EXCLUSION

This form *must* be completed and sent to inclusion@bolton.gov.uk on the day that the decision has been made to permanently exclude, in order for the Local Authority to comply with statutory guidance.

Child Details			
Full name:			
Date of birth:		Year group:	
UPN:		ULN:	
School:			
Key contact in school:			

Attention!					
Does the child have an EHCP?	Yes / No	Is the child LAC?	Yes / No	Is the child PLAC?	Yes / No
If the child has an EHCP and/or is LAC, please speak to Paula Andrews (01204 332250 / 07795 265802) and the following additional Bolton LA staff to discuss.					
EHCP:	SEND Assessment Service – 01204 338653				
LAC:	Lindsay Nelson (Virtual Head) – Lindsay.nelson2@bolton.gov.uk / 07385 361924				
Does the child have a social worker?:	Yes / No				
If 'Yes', please provide contact details:	Name:				
	Email:				
	Telephone:				
Please confirm that you have informed the social worker:	Yes / No				

Does the child have an open Early Help?:	Yes / No		
If 'Yes', please provide contact details for Lead Professional:	Name:		
	Email:		
	Telephone:		
Any known risks for professionals:			

Additional Information				
SEN Status:	None ☐	K ☐	EHCP ☐	EHCNA in Progress ☐
If EHCP, when was the last EHCP review?:				
Has the child been seen by an Educational Psychologist?:				Yes / No
If yes, by whom?:			Date?:	

Exclusion Details				
1 st Day of permanent exclusion:				
DfE reason(s) for exclusion: Please provide a maximum of 3 reasons. If selecting multiple reasons number them in order of relevance, with the primary reason being number 1. Please note these MUST match what is entered on SIMS and on the Permanent Exclusion notification letter to parents.				
DB	Persistent Disruptive Behaviour		OW	Use of or threat of use of an offensive weapon or prohibited item
PA	Physical assault against an adult		VA	Verbal abuse/ threatening behaviour against an adult
PP	Physical assault against a pupil		VP	Verbal abuse/ threatening behaviour against a pupil
DA	Drug and alcohol related		BU	Bullying
SM	Sexual misconduct		TH	Theft
RA	Racist Abuse		LG	Abuse against sexual orientation and gender identity

DM	Damage		DS	Abuse relating to disability	
MT	Inappropriate use of social media or online technology		PH	Wilful & repeated transgressions of protective measures in place to protect public health	
Summary of incident:					

Parent/Guardian Details					
Title:		Name:			
Relationship:		Parent/Guardian Email:			
Tel 1:			Tel 2:		
Address:					

Form Completed By	
Name:	
School / Provision:	
Date:	

Appendix 5 – Pupil Information for a Day 6 Placement



PUPIL INFORMATION FOR DAY 6 PLACEMENT – SECONDARY

This form *must* be completed and sent to inclusion@bolton.gov.uk within 48 hours of the Notification of Permanent Exclusion being issued, in order for the Local Authority to comply with statutory guidance.

Referrer

Paula Andrews, Education Access Officer, Bolton Council, North Campus, Smithills Dean Road, Bolton,
BL1 6JT – 01204 332250 – paula.andrews@bolton.gov.uk.

Learner Information

Full name:			
Date of birth:		Age:	
Gender:	☐ Male	☐ Female	Year Group:
Any previous name(s):			
School:		Key contact:	
UPN:			
Main home address (including postcode):			
Who does learner live with:			
Other home address (if applicable) & explanation:			

Ethnicity:		First language:	
Immigration Status:			
Social Care involvement:	YES / NO	Social Worker name and contact details:	
Child Protection register:	YES / NO	Contact details:	
Looked After:	YES / NO	Placement details:	
Previously Looked After:	YES / NO	Placement details:	
Special Guardianship:	YES / NO	Details:	
Open Early Help:	YES / NO	If Yes, date of last review:	
		Lead Professional (name & contact details):	

Parent/Carer Details			
Name:			
Order of Priority (for updates & in case of an emergency):	1st	2nd	3rd
Relationship to learner:			
Address:			
Home telephone:			
Mobile:			
Work number:			
Place of work:			
Usual work hours:			
Email address:			
First language:			

Additional Needs				
Medical:				
		Comments		
Hearing:	☐			
Vision:	☐			
Speech & Language:	☐			
Specific Learning Difficulties:	☐			
Autistic Spectrum Disorder:	☐			
ADHD:	☐			
Other (please specify):	☐			
SEN:	☐ EHCP		☐ School Support	
	☐ None			
	Have school submitted a request to assess for an EHCP:		YES / NO	If yes, date submitted to SEND:
	Date of last SEN meeting:		Date of last review:	
Additional medical conditions & any medication or special provision required:				
GP name & address:				
Social:				
		Date of Referral	Reason for Referral	Contact Details
Early Intervention Team:	☐			
CAMHS:	☐			
Educational Psychology:	☐			
BSCIP / Paediatrician:	☐			

Learning Disability Team:	☐			
Youth Offending Team:	☐			
Project 360°:	☐			
Fortalice:	☐			
Behaviour Support Service:	☐			
Targeted Early Help Team:	☐			
TAS (if applicable):	☐			
MhIST:	☐			
BLGC:	☐			
Alternative Provision:	☐			
Youth Justice:	☐			
Other:	☐			

Education Details

The Alternative Provider has to be able to offer appropriate education from Day 6 following a permanent exclusion – the key information you provide here will be essential in enabling them to do this.

Please note you must also attach the child's last academic report, behaviour report and attendance report.

Academic attainment:

Key Stage 2 SATs		CAT Tests	
Reading:		Cat D Verbal:	
Writing:		Cat D Non-Verbal:	
Maths:		Cat D Quantitative:	
Science:		Cat D Spatial:	
Current Levels			
English:			

Maths:			
Science:			
Or Alternative Testing Outcome(s)			
Curriculum options:			
Subject	Qualification & Current Grade	Subject	Qualification & Current Grade
Learning Profile:			
Attendance % (year to date):			
Does the pupil participate in any extra-curricular activities:			
Please list any strategies used in school that have had a positive impact:			
Other experience:			
Any college course / work experience or alternative education (with contact names):			
Suspensions:			
No. of suspensions to date this academic year:		Total no. of suspensions last academic year:	

Pupil Profile
Please complete this section with a detailed overview of the pupil's strengths and challenges. Please highlight the pupil's main presenting issues in school, eg how they behave in class,

with their peers and teachers, in social times and any issues in the community. Please also highlight the pupil's strengths, any subjects they particularly enjoy and any extra-curricular activities they engage in. This information is vital in helping the alternative providers to assess whether they are able to meet the needs of this pupil prior to placement.

(The box below will expand when completed electronically.)

Risk Assessment:

Does this learner pose any significant risk of harm to staff and/or other learners? (eg Have they been known to carry a knife in the community, etc). If so, please give detail below.

Are you aware of any learners currently attending alternative provision with whom this child is known to associate? If so, please name AP but **do not** name the child(ren) at this stage.

APs – Please ensure you have contacted all professionals involved with this child prior to admission.

STAGE 1: a) Assessing Risk to Health and Safety		No	Low Risk	High Risk	Comments
1	Child has been known to assault another pupil				
2	Child has been known to assault an adult				
3	Assault led to Actual Bodily Harm				
4	Assault involved weapons/objects				
5	Assault led to medical treatment				
6	Child has been known to threaten other children				

7	Child has been known to threaten adults				
8	Children have had time off school as a result of assaults				
9	Adults have had time off as a result of assaults				
10	Child has been known to use offensive language				
11	Child has committed criminal offence				
12	There has been police involvement in previous incidents				
13	Child has been known to self harm				
14	Child has been known to damage property				
15	Child has been restrained (using known PI)				
16	Evidence child is unaware that their actions are unacceptable				
17	Evidence to suggest previous unacceptable behaviour is likely to reoccur				
18	Professionals report details of risk of physical violence				
19	Child has made allegations against a member of staff				
20	Parent/guardian has made allegations against a member of staff				
21	Parent/guardian has been known to be aggressive/abusive towards staff				
STAGE 1: b) Assessing Risk to Health and Safety		No	Maybe	Yes	Comments
1	Child has involved others in CSE				

2	Child has been victim of CSE				
3	Child has been involved with County Lines				
4	Child has been known to pull hair, kick, bite				
5	Child can be encouraged to leave area of conflict				
6	Child requires medication during the day				
7	Child presents known health risk				
8	Inoculation is required				
STAGE 2: Resource Requirements and Support		Not needed	May be needed	Essential	Comments
1	Attendance of trained Support Assistant				
2	Availability of suitable staff to meet child's medical needs				
3	Training for all relevant staff on dealing with forms of challenging behaviour identified by Risk Assessment				
4	Reduced class size				
5	Supervision during unstructured time				
6	Specialist training for Physical Intervention				
7	Specific teaching materials and resources				
8	Sufficient extra staff for effective early intervention (mentors or other professionals specifically employed to 'include' pupils whose behaviour may challenge)				
9	YOT referral				
10	Support from Social Care				

11	Support from CAMHS				
12	Multi-agency support/outreach				
13	Other – please state:				

Please attach attendance certificate, behaviour log and attainment record for the last two years, including teacher assessed levels. This will enable the Local Authority to place the child appropriately.

Form Completed By	
Name:	
School / Provision:	
Date:	

Appendix 6

Offsite Direction Protocols

Westhoughton High School will follow the Bolton Local Protocols in relation to any offsite direction – full details of this are available on request. An offsite direction will be used to direct a learner off site to improve behaviour by placement at an alternative setting for a fixed period of time.

Parental consent is not required however school staff will always attempt to work collaboratively with families where it is considered an offsite direction is deemed necessary.

The governing body will approve all arrangements for offsite direction and will require regular reviews to form part of this process. Parents will be informed in writing of offsite direction arrangements no later than 2 days prior to the placement commencing. This written notification will include:

- the address at which the educational provision is to be provided for the pupil;
- particulars identifying the person to whom the pupil should report on first attending that address for the purposes of receiving the educational provision;
- the number of days for which the requirement is to be imposed;
- the reasons for, and objectives of, imposing the requirement;

Offsite directions will have a fixed timescale between 3 and 12 weeks.