



Suspensions & alternatives to permanent exclusion: the continuum of provision

Date last reviewed: August 2022

Welcome to our support and guidance document related to Suspensions and Exclusions for Birmingham Children in Care...

In March 2021 the DfE statistical first release reported that children in care are ***4.5 times more likely to be excluded from school. Many of these children have suffered neglect, abuse or the loss of one or both parents. This inevitably has a significant impact on their neural development, particularly when suffered early in childhood, and on their ongoing social, emotional and mental wellbeing. Once in care, they can regularly experience instability, resulting from frequent changes to school or care placements. This combination of circumstances affects both their sense of belonging and their ability to form positive long-term relationships with peers and adults.

As the corporate parents for children in care we need to work together to reduce exclusions and suspensions for our children in care. In the 2018 DfE Guidance 'Promoting the education of looked after & previously looked after children' it states clearly on page 32 that that "head teachers should, as far as possible, avoid excluding any looked-after child". However, currently our suspensions across the city for all children and those in care are high compared to statistical neighbours and national figures, particularly in key stages 1 and 2, as shown in the 2021 LA data matrix below.

Source LA Data Matrix 22/12/21 – Contextual Data and Inspections– Source DfE

Exclusions all children in Birmingham Schools

Source DfE	% 18/19	LA Rank	% 19/20 Reduced by Covid lockdown	LA Rank	Latest Quartile *A upper quartile - D lowest quartile	Latest England Ave
Permanent - Primary (State-funded)	0.08	149	0.04	137	D	0.02
Permanent - Secondary (State-funded)	0.18	70	0.14	85	C	0.13
Total Permanent Exclusions (rounded)	0.12	93	0.08	100	C	0.06
Fixed Term Suspensions Primary (State-funded)	1.58	108	1.10	103	C	1.00
Fixed Term Suspensions Secondary (State-funded)	7.61	46	5.48	41	B	7.43
Total exclusions (rounded)	4.22	54	3.05	49	B	3.76

Suspensions Children in Care in Birmingham Schools

Children in Care	2017-18	2018-19	2019-20	2020-21	Rank	Quartile	Latest England Ave
Suspensions - % of children in care for at least twelve months with at least one fixed term exclusion	10.15	13.53	-no data	-no data	109	D	11.4

To reduce suspensions or permanent exclusions requires us all to reflect on our actions and decisions. No school or education setting wants education disrupted for the many by the actions of the few, the interventions of school leaders vary across the city, as do the cultures and guidelines laid out within school behaviour policies. We can reduce the risk of both suspensions and

permanent exclusions for children in care through good, relational, trauma-informed practice. It is essential that school leaders recognise that the implications of a suspension are much more severe when it is issued to a child in care than when the same punishment is given to a child who is living with their own family. The reason being that for a child who has experienced trauma its impact is to re-traumatise the child further as

“Exclusion lights up the same regions of the brain as physical pain.”

Andretta B, Wired To Connect (2018), Mind Publishing

We therefore ask schools to consider different strategies and outcomes for children in care due to the following factors:

- Suspensions are an ineffective way of changing challenging behaviours in many children in care, as they do not address the underlying causes which arise from the trauma they have experienced. These children need directed support in learning to self-regulate.
- Absence from school due to a suspension causes further disruption to what is often an already interrupted learning journey. It also removes the child from the significant protective factor their school often provides.
- It exposes them to further adult and social rejection which increases the likelihood of risky behaviours, often related to gangs, sexual or criminal exploitation.
- The consequences and negative impact of a suspension can often result in the loss of their home, not just their education, as foster care placements have been known to break down following lengthy exclusions from school.

For children in care we act together as their corporate parents, and in the words of the former Children’s Minister, Edward Timpson, “we need all professionals to ask themselves, before they make a decision or fill in a form, ‘Would this be good enough for my own child?’” DfE (2015)

There is an abundance of good practice across the city; we have over a hundred education settings that have become attachment and trauma aware; and many schools are changing their behaviour and sanctions policies, supported by Birmingham’s guidance on **‘Developing a Trauma Informed & Attachment Aware Behaviour Regulation Policy’** This guidance aims to signpost a range of support and interventions as well as set out key actions required if a Birmingham child in care is at risk or has been excluded.

Lisa Marie Smith

L. H. Smith

Birmingham Virtual School Headteacher

*** In the academic year 2018/19 (pre pandemic) national exclusion data all pupils (March statistical first release)

Pupil group who have been excluded	2018/19 % of total no’s.	Risk of Exclusion/Suspension
All pupils	2.56	
Children in need	11.11	4 times more likely to be suspended
Child on protection order	12.75	Nearly 5 times more likely to be suspended
Children in care over 12 months	11.38	Nearly 4.5 times more likely to be suspended
Children in care less than 12 months	14.75	Nearly 6 times more likely to be suspended



This is the first step when a young person is starting to display challenging behaviours in school, the points below would be the first stages regarding preventing suspension and exhausted before moving through the stages in this guidance. The expectation is that all stages will be recorded in detail on the PEP, with clear actions and review dates. Please contact Birmingham Virtual School for additional support and guidance – BirminghamVirtualSchool@birmingham.gov.uk

The Personal Education Plan (PEP) Meeting

- Ensure SENDco knows the young person well in school so any unmet learning or social emotional needs are assessed & attends the meeting alongside key staff i.e Head of Year, Class Teacher, SE Teaching Assistant (TA) or Mentor.
- Ensure the social worker (SW), carer and professionals involved are in attendance or sent a report to be shared at the meeting.
- Focus/review current school timetable to identify triggers.
- Set Specific, Measurable, Attainable, Realistic & Time specific (SMART) targets and link to PP+ spend.
- Consider if additional funding is required to enhance your current offer.
- Young person's plan shared with all key staff – tutors – subject leads. PEPs - Individual Behaviour Plan (IBP), Individual Education plan (IEP), SEN Support Plan (SSP) and Pastoral Support Plan (PSP) – interventions/initiatives.
- Discuss appropriate assessments to identify need.
- Arrange a review date in the meeting, record on the PEP.

Possible strategies/interventions following PEP Meeting

- Small group or 1:1 interventions – focussed on social and emotional skill development, naming and regulating emotions or targeted and precision teaching to support learning.
- Bespoke/reduced timetable – BVS need be informed of proposed changes to the timetable.
- Where appropriate source tuition, to support reduced timetable.
- Weekly sessions set to allow time to talk.
- Safe Space/Card System - when time is needed away from difficult lessons. Advocate/ critical friend.
- Planned activities around interests that build around time to talk. Trusted adult
- Referral for Birmingham Virtual School City of Birmingham School (COBS) out reach offer via Education Support Advisor.
- Pastoral plan – include carers/parents/care home key worker.
- Behaviour specialist – pastoral groups/activities.
- Team building – peer relationships – friendship groups.
- Restorative justice programme.
- No blame bullying group intervention plan.
- See resource page at the end of the document, for Virtual School commissioned offer and links to additional interventions and external agencies such as Birmingham Safeguarding Childrens Partnership Right Help, Right Time.
- All staff are trained in Attachment, Trauma and Emotion Coaching. Emotion coaching is used in daily communication and interactions with the young person to reduce dysregulation and support co and self regulation.
- Work with your school Educational Psychologist on writing and implementing a Multi-Element Plan for the child.

Outcomes

- Current PEP with clear SMART targets linked to PP+.
- Actions clearly recorded on the PEP, with timeframes and people responsible.
- Review date arranged and agreed by all parties.
- Plan in place if behaviours continue to escalate.
- All teaching staff aware of difficulties and plans in place.
- Young Person (YP) has a clear understanding of the support available and how to access it.
- Having a key person - discuss issues hopefully leading to less dysregulation
- Young person being able to work alongside other peers and building positive relationships – able to relate to others in similar positions
- Young person being actively involved in their own behaviour plan
- Using positive ways to show emotions
- Daily communication between home and school (young person aware of this taking place)



Alternative provision (AP) should only be considered in consultation with all professionals including Birmingham Virtual School. The provision and attendance at the AP should be recorded clearly on the PEP. Actions under the Universal Offer in school (previous page), should be followed first.

The PEP Meeting

- Ensure someone who knows the young person well in school attends the meeting i.e. Head of Year, Class Teacher, TA or Mentor.
- Carefully consider the needs of the young person, are they better placed to have access to a more vocational, bespoke curriculum than an academic Curriculum?
- Clear plan recorded on the PEP – is this a long/short term option? Is the plan for the young person to return to be dual registered for a set time and return full time to the school where they are on roll? What happens if the AP does not go to plan?
- Funding – how will the AP be funded? Delegated funds? PP+/Additional PP+ request? Record funding source on the PEP and confirm prior to PEP meeting with SLT.

Possible actions following PEP meeting

- Designated Teacher (DT) to confirm funding for AP.
- Explore suitable AP providers, this may include small independent schools, pre 16 college provision and PRU's.
- Arrange regular review meetings planned with the Team Around the Child (TAC), with a clear exit strategy i.e. return to home school or move to new education provision.
- Referral for Birmingham Virtual School COBs out reach offer via Education Support Advisor
- See resource page at the end of the document, for Virtual School commissioned offer and links to additional interventions and external agencies Birmingham Safeguarding Childrens Partnership Right Help, Right Time.
- Work with your school Educational Psychologist on writing and implementing a Multi-Element Plan for the child.

Outcomes

- YP attends an appropriate provision that meets needs. Funding is agreed by all parties involved.
- Short term intervention – return to home school, or alternatives are explored. i.e. managed move.
- Appropriate assessments to support need have been actioned if agreed in the PEP.





A managed move is an alternative approach that could be considered where a young person is not engaging with school's strategies and where there is a risk of permanent exclusion. It should be used as an opportunity for the young person to be able to refocus and re-engage with education in a setting that will support their needs and promote a fresh start. It is vital that the young person along with all professionals are included in the process and it is jointly agreed that this would be a positive approach to supporting improved behaviour. A managed move of a child in care does not fall within the remit of fair access or school sharing panels. It can only be pursued after discussion with the child/young persons social worker and the Virtual School. If agreed the Virtual School will then work with admissions to locate a new school place.

The PEP Meeting / TAC Meeting

- Have you followed the previous guidance under the universal offer? Have the agreed strategies been actioned and recorded on the PEP? Is there evidence of a graduated response? Has the Birmingham Virtual School COBS out reach programme been accessed? Has Right Help, Right Time guidance been followed?
- Have all internal options (and if appropriate alternative provision) been explored and the young person's views considered?
- Ensure all professionals are in agreement with the managed move and consideration has been made of placement and future travel needs. This must include the social worker and Virtual School Advisor.
- Confirm who will have the conversations with the proposed school/s. If this is not the professional in the meeting, are they in agreement?
- Agree appropriate timescales for the conversations between school to have taken place and set a date to confirm transition plans/arrangements.
- Opportunity for the young person to visit the proposed school
- Ensure that the pupil remains on roll at home school and the attendance is recorded by the home school at least weekly

Actions following PEP meeting

- Transition meeting between schools arranged. Virtual School Advisor to attend meeting and contribute to plan. YP included in meeting and planning.
- Strategies to support the managed moved are recorded on the PEP and linked to Pupil Premium+. Schools should discuss transfer of termly PP+ from home school to new school.
- PEP Review date arranged and agreed methods of communication between professionals.
- Ensure that the pupil remains on roll at home school and the attendance is recorded by the home school at least weekly
- Where there are concerns the receiving school organises a meeting for all professionals to support the placement and ensure its success.
- Work with your school Educational Psychologist on writing and implementing a Multi-Element Plan for the child.

Outcomes

- YP is taken onto new school roll following review date or start process again if process unsuccessful.



Previously Looked After Child (PLAC) Guidance



The role of the virtual school for previously looked-after children is to promote their educational attainment through the provision of information and advice to their parents, educators and others. The points below would be the first stages to prevent suspension/ exclusions and exhausted before moving through the stages in this guidance. Here is a link to the [request form](#).

Education Care Plan meeting

- Pastoral Team Lead to attend and lead adopted children (EPAC), looking at interventions to prevent exclusion (form for EPAC meeting can be requested via the PLAC advisor).
- Ensure that the pupils voice, a review of targets set, strengths and barriers to learning, parent's views and support from other professionals is shared in the meeting with previous strategies used and the outcomes.

Strategies to consider

- Everyday being greeted by key person – positive praise to enhance the pupil's day
- Weekly sessions to allow time to talk with named trusted adult/key person.
- Portable hand (sad face pic) – time needed away from a difficult lesson - safe space to go – to regulate emotions.
- Opportunities where the child's positives can be used e.g. supporting another child with reading
- Team building – peer relationships, friendship groups.
- Planned activities and interests with a similar group to enable, time to talk.
- Pastoral plan – include Parents/Guardians, trusted adult.
- Behaviour specialist – pastoral groups/ social activities
- No blame bullying group intervention
- Restorative justice programme
- Strategies to support emotional regulation
- All plans should be shared with the Young Person and Parents/Guardian.
- Involvement of Ed Psychologist, CAT and PSS teams
- Work with your school Educational Psychologist on writing and implementing a Multi-Element Plan for the child.

Outcomes

- Having a key person - discuss issues hopefully leading to less dysregulation
- Young person being able to work alongside other peers and building positive relationships – able to relate to others in similar positions
- Young person being actively involved in their own behaviour plan
- Using positive ways to show emotions
- Daily communication between home and school (young person aware of this taking place)





For those groups of pupils with additional needs, school should, as far as possible, avoid any form of suspensions. Where there are escalating concerns seek advice and support from BVS and SENAR prior to the exclusion where alternative options can be explored. The Head Teacher and Governing Body must comply with their statutory duties in relation to SEN when considering exclusions. Where there are concerns for a young person with SEND, it is good practise for schools to review their policies and practises to ensure that they are effective and inclusive for ALL. If an suspension/exclusion is issued school should inform the following professionals – Social Worker, Carer, Birmingham Virtual School, SEND services.

The PEP meeting

- Ensure that the steps on pages 5, 6, 7 & 8 have been followed and recorded. Share in the meeting previous strategies used and the outcomes.
- Is the SEN Page on the PEP fully completed and all relevant documents attached?
- If the young person has an EHCP – date of last review? Is a review needed?
- Use of part time timetable to support phased return (short term intervention with clear plan to increase with end date identified)
- Look at current timetable, where are the hot spots? Can these times be altered? Can the young person change groups? Can further support be put in place?

Actions to follow up after PEP meeting

- EP referral – assessment completed and recorded.
- External Agencies consulted/support/intervention
- Reintegration meeting
- Action plan outlining support in place to reduce the risk of further exclusions.
- Monitor interventions and review regularly with all professionals.
- An early EHCP review is requested if the YP needs have changed.
- See resource page at the end of the document, for Virtual School commissioned offer and links to additional interventions and external agencies such as Birmingham Safeguarding Childrens Partnership Right Help, Right Time.
- Work with your school Educational Psychologist on writing and implementing a Multi-Element Plan for the child.

Outcomes

- Current EHCP reflects the needs of the young person, annual review date recorded.
- Young person is attending a provision



Post 16 Student disciplinary procedure good practice guidance



The guidance shown below should be considered good practice when a student is starting to display behaviours that may result in them being withdrawn from their course. In these circumstances, the Virtual School's expectation for Children in Care (CiC) is that all development and disciplinary procedures/meetings should be recorded, in detail, on the PEP, with clear actions and review dates. The key professionals supporting the student should be immediately informed of any concerns/incidents.

Good practice

- A student development and disciplinary procedure policy is in place.
- Student is fully aware of the provider's expectations and has signed a Code of Conduct agreement.
- Student is fully aware of the procedures which should be followed if their promises are breached- in that repeated breaches or a single very serious breach may result in a student being temporarily or permanently withdrawn.
- Examples of misconduct are available to students.
- Consideration should be given to students with disabilities, learning difficulties and speakers of other languages.

Our Expectations for Children in Care

- When a case of misconduct arises the student's Social Worker and/or Carer, and your named Virtual School Education Officer should be informed immediately.
- Misconduct interviews should take place within an urgently arranged PEP meeting. If you are unable to contact your named officer, please email BirminghamVirtualSchool@birmingham.gov.uk
- In the event of misconduct being deemed of a serious nature and the student is to be withdrawn with immediate effect the student's Social Worker and/or Carer, and your Virtual School Education Officer should be informed immediately.
- Any misconduct/panel meetings should not go ahead without any prior notification and communication with the student's Social Worker and Care provider, copying in the Virtual School Officer/Advisor.
- Copies of any form of written warning, recommendations or action plans should be sent to the Social Worker and/or Carer, and your Virtual School Education Officer.
- The student should have the right to appeal any hearing/panel outcomes.
- See resource page at the end of the document, for Virtual School commissioned offer and links to additional interventions and external agencies such as Birmingham Safeguarding Childrens Partnership Right Help, Right Time.

How the Virtual School can support General Further Education (GFE) and Vocational Training Providers (VTP)

- A Virtual School Education Support Advisor will be assigned to offer support to avoid continued escalation and possible risk of permanent withdrawal.
- Attachment and trauma training.
- Training for the Designated Teacher for Children in Care and post 16 PEP Coordinators.
- Training on PEPs and the needs of Children in Care.

Useful Resources/ Programmes & Links

Pupil Assessment Tools		
BVS Offer	School Resource links / suggestions	Carer/SW links and suggestions
<ul style="list-style-type: none"> COBS provide a behaviour checklist – used in schools to support teachers to address behaviours in the classroom – supports the behaviour plan 	<ul style="list-style-type: none"> SDQ – school, BVS and SW if they have a copy. Thrive Assessment – School or BVS (<i>training would be needed – BVS Advisors</i>) The Vernon spelling test- Asses spellings – completed in school / shared in PEP meeting and recorded/logged. CAST questionnaire – Professional with the information needs to have access to ePEP to ensure the information is on there. Carers also require access to ensure their thoughts are added to the PEP document. BVS admin/advisors to ensure relevant staff have the access required on ePEP. WELLCOMM – S&L Wellbeing Measurement Framework – from Headstart SAT's Results – are they recorded on the PEP Salford reading – reading age – linked to sentences school to complete – record on PEP. Quality first teaching assessments – completed by the class teacher SOW – Used by SENCO social/emotional assessment – record on PEP Observations – lesson/playtime/ EP – observations – SALT. Schools to complete assessments – reading, writing, maths – recorded on PEP Afacic Checklist – speech and language tool for older children. COBS provide a behaviour checklist – used in schools to support teachers to address behaviours in the classroom – supports the behaviour plan Boxall profile – used primary schools 	<ul style="list-style-type: none"> CAST questionnaire – Professional with the information needs to have access to ePEP to ensure the information is on there. Carers also require access to ensure their thoughts are added to the PEP document. /BVS admin/advisors to ensure relevant staff have the access required on ePEP. ASSQ – Autism Spectrum screening questionnaire tool for high functioning ASDS – completed by school/ SW / carers / EP – result from paediatrician shared at PEP / diagnose etc.



Useful Resources/ Programmes & Links

Raising Attainment and Accelerating Progress		
BVS Offer	School Resource links / suggestions	Carer/SW links and suggestions
<ul style="list-style-type: none"> Virtual School mini tutorials - Virtual Schools to look in to making mini tutorials/training sessions aimed at carers to support their child learning at home (homework, study skills, maths etc). Thrive Assessment – School or BVS (<i>training would be needed – BVS Advisors</i>) Confirm in PEP school’s online resources / carer password login details – support at home/online learning – carers IT skills (is support needed/training). 	<ul style="list-style-type: none"> SHINE – Primary reading and Maths intervention Toe by Toe - 2 books standalone resources. Assess where the YP is at phonics (maybe concerns re possible dyslexia/poor spelling etc) Writing Interventions Spelling and Phonics Word Wasp – Resource to look at spelling rules Paired reading - School and carers to facilitate paired reading opportunities for those who require support. Beanstalk – YP build up a positive relationship with the volunteers. Read Write Inc – Ruth Miskin (Phonics) Fine motor skills activities - PP menu to be updated and made available on epep noticeboard with suggestions of resources for fine motor skills resources which can be used at home with carers. (Such as: Puzzles/Beads/Lego/Tracing/colouring/Threading/Sewing) Power of 1 and Power of 2 books Numicon Mathletics - Can also be used at home supported by parents/carers Times Tables Rock Stars White Rose - Can also be used at home supported by parents/carers Thrive Assessment – School or BVS (<i>training would be needed – BVS Advisors</i>) Confirm in PEP school’s online resources / carer password login details – support at home/online learning – carers IT skills (is support needed/training). Equal Education - 1:1 tuition 	<ul style="list-style-type: none"> Oak academy / NHS South Warwickshire – School Skills – intervention programme. Carer having a target on the PEP to listen to the child read – record in reading diary – primary Paired reading - School and carers to facilitate paired reading opportunities for those who require support. Fine motor skills activities - PP menu to be updated and made available on epep noticeboard with suggestions of resources for fine motor skills resources which can be used at home with carers. (Such as: Puzzles/Beads/Lego/Tracing/colouring/Threading/Sewing) Mathletics - Can also be used at home supported by parents/carers White Rose - Can also be used at home supported by parents/carers Timetables Rockstars – online / Mathletics – primary/Secondary Confirm in PEP school's online resources / carer password login details – support at home/online learning – carers IT skills (is support needed/training). Carer having a target on the PEP to listen to the child read – record in reading diary - primary



Resource Links

Alternative Curriculum Courses/Provision (Virtual for KS4)

BVS Offer	School Resource links / suggestions	Carer/SW links and suggestions
<ul style="list-style-type: none"> FlashAcademy - BVS to create log in for students when required. Carers to support access at home Tuition - Once agreed at PEP that tuition is required, BVS have a list of approved tuition services that can be accessed. School will then arrange provision. BVS Enrichment offer (Blue Whale, Right Trax etc). ePEP notice board will keep an up to date record of enrichment offers for schools provided by BVS. Tuition – PP+ funded/BVS 	<ul style="list-style-type: none"> SAM Learning - School to refer/sign up if they do not have an alternative. Carers to support access at home GCSE Pods - School to refer/sign up if they do not have an alternative. Carers to support access at home My Maths - School to refer/sign up if they do not have an alternative. Carers to support access at home Aim Higher (West Midlands) - Student should be encouraged to interact with the site and the chat feature to discuss their career path questions. School can also pull some of the resources from the site to work through with the student. Carers to support access at home (or school to support access with them). School to sign post Sutton Trust - School to refer/sign up if they do not have an alternative. Carers to support access at home Power of 2 – Books that go through very simple numeracy strategies (can be used with secondary) Numicom practical resource 	<ul style="list-style-type: none"> SAM Learning - School to refer/sign up if they do not have an alternative. Carers to support access at home GCSE Pods - School to refer/sign up if they do not have an alternative. Carers to support access at home FlashAcademy - BVS to create log in for students when required. Carers to support access at home My Maths - School to refer/sign up if they do not have an alternative. Carers to support access at home Aim Higher (West Midlands) - Student should be encouraged to interact with the site and the chat feature to discuss their career path questions. School can also pull some of the resources from the site to work through with the student. Carers to support access at home (or school to support access with them). School to sign post Sutton Trust - School to refer/sign up if they do not have an alternative. Carers to support access at home Dyscalculia - Toolkit help at home

Social Skill Development/ Behaviour for Learning/ Adult or Peer relationship

BVS Offer	School Resource links / suggestions	Carer/SW links and suggestions
<ul style="list-style-type: none"> ELSA Education DESTY JASS – Junior Award scheme for schools D of E – school based 	<ul style="list-style-type: none"> Conflict Resolution https://www.cmpsolutions.com/workplace/conflict Restorative Practices Circle of Friends Outdoor education – Schools need to purchase St Giles Trust - assemblies and workshops around County Lines and CCE Loud Mouth - Birmingham based Theatre in education company tackling a range of diverse issues including CSE, Relationships, Knife crime 	



Resource Links

Universal Support - Emotional regulation/ Mental health/ Anxiety		
BVS Offer	School Resource links / suggestions	Carer/SW links and suggestions
<ul style="list-style-type: none"> • Education DESTY • ELSA • Barnardo's – 1:1 emotional support • Referral to BVS offer – therapeutic services • Evolve – XLR8 transition support for Year 6 and 1:1 mentoring support 	<ul style="list-style-type: none"> • Emotion Coaching Training • Trauma Informed Attachment Aware School/Setting programme • Mental Health First Aid • TESS/CAMHS/FTB • Tulsa Toolkit • Mentors in Violence Prevention - as the name suggests, also peer mentor training • EP/ Pupil in school support / CAT – to share and be included in the PEP • Foundations 4 the Future - various mentoring programmes • Outdoor education – Schools need to purchase St Giles Trust - assemblies and workshops around County Lines and CCE • Person centred review meeting – was previously run by EP's – some schools will use for transition planning • https://breathe-edu.co.uk/ 	<ul style="list-style-type: none"> • KOOOTH App – online real people to interact with. • #youvebeenmissed • Place2Be – Mental health support online • The waiting Room • PAUSE • Yoga/mindfulness/meditation • Music Therapy/Play Therapy/Lego therapy • Confirm in PEP school's online resources / carer password login details – support at home/online learning – carers IT skills (is support needed/training). • Puzzles/Beads/Lego/Tracing/colouring/Threading/sewing • The Gap - Youth Arts organisation and cultural space in Birmingham. Tools for making sense of the world and imagining possible futures • Umbrella health - support for the delivery of Sex and Relationships education, city centre based drop in service

Motivation and Employability Skills and Programmes		
BVS Offer	School Resource links / suggestions	Carer/SW links and suggestions
<ul style="list-style-type: none"> • Adulthood Team - Leaving Care / Transition, Discussion at PEP • CGL Mentors • Evolve – XLR8 transition support for Year 6 and 1:1 mentoring support • JASS – Junior Award scheme for schools • D of E – school based and BVS • Art's Awards – BVS offer as part of the Arts link • Birmingham Careers Service 	<ul style="list-style-type: none"> • Careers Trust / CV writing, mock interviews, employability skills • Prince's Trust • Step Ladder • D of E – school based and BVS • Forest schools • Oak academy / NHS South Warwickshire – School Skills – intervention programme. 	<ul style="list-style-type: none"> • Achievement for all – free resources for DT's

Resource for staff - Signposting and CPD
<ul style="list-style-type: none"> • BVS Website • TIAAS VIDEO - YouTube • Birmingham Safeguarding Childrens Partnership Right Help, Right Time • Birmingham Children's Partnership - Resources • Local Offer Birmingham SEND Advice and Information • Birmingham Exclusions • Professional Learning Programme • WMVS Children In Care Foundation



Birmingham Virtual School & City of Birmingham School's Behaviour Support Team Partnership

Academic Year 21-22

Birmingham Virtual School has commissioned City of Birmingham Schools Behaviour Support Team to provide 210 In School Support Hours for its' children in care. The hours can only be accessed through agreement with your Virtual School Education Support Advisors.

Autumn Term 2021 – Summer 2022

The type of outreach /in school support the Behaviour Support Team can undertake within the school is as follows:

 <p>Classroom Support</p>	 <p>Pupil Support</p>
<ul style="list-style-type: none"> • Focussed lesson observations and the sharing of effective classroom management strategies • Developing whole class behaviour management plans for consistent best practice • Coaching and advice to maximise the effectiveness of teaching and support staff 	<ul style="list-style-type: none"> • In class observations of individual pupils and the development of effective support plans • Participation in multi-agency meetings and support for the EHCP assessment process • Individual and small group support sessions around areas such as anger management, social skills, stress and anxiety, active citizenship, character education and building self-esteem • Intensive 1:1 support for pupils at risk of exclusion • Identifying triggers for the pupil, advocate for the child and develop strategies for success • Undertaking emotional literacy assessments • Personal strategies for managing anger, toxic stress, hyper vigilance, support for emotional wellbeing, • Personal strategies for stress awareness and stress management • Develop pupil self-awareness and self-esteem • Create individual support plans • Develop a personalised programme to support any anxiety around school/ class transition

Which schools/pupils can access?

Your Education Support Advisor will discuss with the Behaviour Support Team any pupils they are supporting where there is:

- an increasing profile of emotional dysregulation in or out of classroom
- an increasing risk of sanctions
- an increasing risk of Fixed term Exclusions
- a CIC without an EHCP but requires support as part of graduated response and two terms plan, do, review for SEMH or ASC
- a CIC who has recently been admitted onto school roll as in-year admission from a previous school where any of the above were experienced

The school should have already implemented a range of universal support interventions (as evidenced within the PEP and behaviour support or pastoral support plans). The Virtual School Education Support Advisor will discuss with the school the young persons' needs and the impact of any of the interventions to date. School should also have already considered our exclusion guidance for Birmingham children in care and some interventions available from our wider support offer.

If it is agreed with school that the support of the Behaviour Support Team would be beneficial to the child/young person or staff at the school the Advisor will discuss the case with the Behaviour Support Team. The consultation outcome may suggest further interventions, support or sign posting or agree to school referral on one of the terms set out below.

An initial 6 weeks support offer (with half termly reviews to consider extension):

- with an agreed 50:50 split cost with the school. We will match any hours the school commissions from the Behaviour Support team in school support. **N.B** The school can pay for this from notional SEND funding for these hours
- 100% funded hours from the Virtual School for any child returning to mainstream from a PRU or an alternative provision (for out of local authority or already in city)
- Where a school has already spending above £6K (notional SEND funding Element 2) on interventions for the child/young person as well as the termly PP+ £500 (as evidenced within the PEP and behaviour support or pastoral support plans) the Virtual School Education Support Advisor can agree a 100% BVS funded initial 6 weeks offer with half termly reviews to consider extension

Birmingham Virtual School has commissioned this central Behaviour Support Team Offer so we can:

- Enable access to high quality support for our most vulnerable children,
- Share the cost with schools on accessing high quality intervention for pupils who are routinely emotionally dysregulated;
- Support school staff professional development. Providing advice and supporting adaptations staff can make to their teaching, communication, classroom/school rules and routines; to equip them in effective communication and management of a child with adverse childhood experiences, attachment difficulties or disorders

If the Virtual School and Behaviour Support Team Agree that support hours should be made available for the school/child/young person, the Advisor will discuss with the school and agree the funding ratio. The school will (as they would for any other pupil) complete with child/family and social worker the Behaviour Support Team Referral and work with the Behaviour Support Team teacher arranging meetings, observations, assessments, trial any strategies suggested and report on impact and progress, share information and progress with the child/young person's family, the virtual school advisor and social worker and update key documentation to the child/young person's PEP.



How many hours will be funded?

This will be initially a 6 week offer of an agreed set number of hours per week until assessments of the pupil in the classroom have been undertaken by the behaviour support team. Once the assessments / observations are complete this information will then be used to clarify the initial length of support time required and set out the agreed review points. All support offers can be extended in discussion with education support advisor, behaviour support team and school.

Partnership working between COBS behaviour support teacher, school / education setting and Virtual School

The behaviour support teacher will share with both the Designated Teacher, key named schools' staff and the Education Support Advisor assessment data, observation information and any pupil targets so it can be uploaded/ recorded into the PEP. If the behaviour support teacher is working with the child/young person at the point where a PEP meeting takes place they will attend as a professional and add to the PEP targets and progress made within the PEP.

Measuring impact/ Progress of interventions

The agreed measurable data indicators will vary, depending on how the young person's emotional and behavioural responses are currently presenting. As such the Education Support Advisor, behaviour support teacher, relevant school staff, social worker and family will agree a set of measures before the behaviour support teachers work commences. These will then be reported on and against at the start and end of the agreed programme of support. These will also be collated across all young people supported through the 12month contract and reported back as termly (interim) and annual (summative) updates to the Virtual School headteacher by the Head of COBS Behaviour Support Team.



Emotional Support: Directory of Services

PLEASE NOTE: We do not hold SLAs with any of these services, this is for signposting information only. Funding for support is to be paid out of PP+ through school.


As we are currently not commissioning work to any of these services, there are other services available that might be of interest.

Service Provider	What do they do?	Who to refer	Cost	Locations	Contact
 <p>Autism West Midlands</p>	<ul style="list-style-type: none"> Community Supported Living Residential support Community Support Services Information helpline Training 	<ul style="list-style-type: none"> Siblings Families Staff – autism awareness training Support for children and families in crisis 	Contact Autism West Midlands directly.	West Midlands	Office No: 0121 450 7582 info@autismwestmidlands.org.uk Kings Norton Business Centre, Imperial Court, Sovereign Road, Kings Norton, B30 3ES
 <p>BCAT</p>	<p>The Birmingham Centre for Arts Therapies (BCAT) is a registered charity that was set up in 1993 to provide an accessible arts therapies service throughout the Midlands. Arts therapists work with both children and adults who have a wide range of needs, such as those arising from emotional, behavioural or mental health issues, and effects of stress and trauma. BCAT are a charitable organisation that can deliver arts therapy:</p> <ul style="list-style-type: none"> Art Therapy Dramatherapy Music Therapy Dance Movement Psychotherapy Play Therapy 	Younger CIC – KS1 / KS2 / KS3 EAL - therapy is through a medium rather than talking therapy which supports communication for those for whom English is not a first language. Creative intervention	1:1 sessions - 12 for £740 Group sessions (max 4 participants) – 12 for £1219 Whole Day Schools Package A therapist one day each week in your school! <ul style="list-style-type: none"> £3260 per term 3x12 weeks per year (three terms) commitment) 	Birmingham	Dawn Durrant – Clinical Lead dawndurrant@bcat.info 0121 440 8273 The Friends Institute - 220 Moseley Road, Highgate, Birmingham, B12 0DG
 <p>Barnardo's</p>	<p>Barnardo's are a charity who offer support to young people through the direct intervention. Work includes a variety of evidence-based activities and resources including resilience approaches, solution focused approaches, motivational approaches and art and creative activities.</p> <p>Barnardo's have enough capacity to work with 12 young people at a time offering a 12-week programme of intervention for one a one to one support for one hour per week for any young people you refer.</p>	Young people in years 9, 10 and 11 Supporting young people to develop resilience Young people with Mental Health diagnoses Those at risk of NEET Early prevention for potential future NEET	Contact Barnardo's for costs	West Midlands	Ruth Garbett - Team Manager ruth.garbett@barnardos.org.uk



Emotional Support: Directory of Services



Service Provider	What do they do?	Who to refer	Cost	Locations	Contact
 <p>Beyond The Horizon</p>	<p>Beyond the Horizon Charity [BTHC] helps children, young people and families who have been affected by loss, bereavement, divorce or separation; working through their challenges to achieve hope for a healthy future and emotional wellbeing.</p> <p>Our professionally trained counsellors help children to come to terms with their loss, giving them the tools to cope with changes in their lives.</p>	<p>Individual children Groups Crisis support [e.g. for sudden death of a student or loss of a parent], together with Helping those Staff supporting young people who have experienced significant loss.</p>	<p>Our support is free for individual children living in Birmingham or attending a Birmingham school. We can also offer support for those outside the area, at a small cost.</p>	<p>Birmingham</p>	<p>admin@beyondthehorizon.org.uk</p> <p>0121 444 5454</p> <p>Beyond the Horizon Charity, Holy Cross Church Centre, Beauchamp Road, B13 0NS.</p>
 <p>Children's Emotional Support Service</p>	<p>CEST offers a flexible menu of services, tailored to meet schools needs. We are based on highly qualified clinical psychotherapists and consultants.</p> <p>We work with children both primary and secondary schools during their most vital stages of their development.</p>	<p>Art Psychotherapist:</p> <p>One dedicated practitioner 1 day a week.</p> <p>Ability to take 6 individual referrals for each term, or facilitation of group sessions up to 3 - 6 children.</p> <p>Providing one on one or group child led therapeutic sessions.</p>	<p>Contact CEST for costs</p>	<p>West Midlands</p>	<p>Via link on their website: https://www.cestservices.co.uk/contact</p>
 <p>Cherished</p>	<p><u>Cherished</u> is a non-profit organisation providing <u>attachment focused support</u> for girls in Primary and Secondary schools across Birmingham. Our ground-breaking <u>self-esteem workshops</u> and <u>mentoring schemes</u> are committed to nurturing, empowering and developing the true potential of young girls.</p> <p>The Cherished Course. An 8-week course with focused, small group work. Adapted for Primary and Secondary school girls around the topics of: Family, protecting your heart, friendship, self-esteem, hopes and dreams and managing emotions.</p> <p>1:1 Mentoring. 12 weeks of bespoke mentoring with one of our highly trained creative mentors. Our 1:1 mentoring sessions provide dedicated time and space for girls to form positive attachment and feel safe, seen, soothed and secure. Each of our highly trained, volunteer mentors are equipped with resources to creatively meet the unique needs of every individual girl. We aim to teach girls healthy ways to manage their emotions and develop resilience.</p>	<p>Focused support for girls</p> <p>Attachment focused</p>	<p>Contact Cherished for costs</p>	<p>Birmingham</p>	<p>admin@cherisheduk.org</p> <p>0121 389 8244</p> <p>You're Cherished CIC, 2nd Floor, 198 Boldmere Road, Sutton Coldfield, B73 5UE</p>

Emotional Support: Directory of Services


Service Provider	What do they do?	Who to refer	Cost	Locations	Contact
 <p>Dare 2 Dream</p>	<p>The Dare2Dream Foundation is a not-for-profit organisation that aims to support young people in a range of ways. They offer bespoke support programmes in areas such as:</p> <p>Social and Emotional Well-being. This programme aims to enhance emotional well-being by focusing on areas such as emotional intelligence, coping strategies, resilience, confidence and self-esteem.</p> <p>Positive Behaviour Support. This programme aims to promote positive behaviour through building resilience, effective communication, promoting positive relationships, and raising of aspirations.</p> <p>NEET Support for young people who are not engaged in education, employment or training. This programme aims to equip young people with skills and motivation to re-engage with education, training and employment.</p>	<p>Young people in crisis</p> <p>Re-engagement in education</p> <p>Short term intervention</p> <p>NEET</p> <p>Mental Health needs</p> <p>Academic mentoring</p>	<p>£250 for half a day (9 – 12.30), can be used for three students each having 1:1 sessions and/or group work.</p> <p>NO REDUCTION ON THIS FOR ONE TO ONE</p>	<p>West Midlands</p>	<p>Steve Farmer Chief Executive steve.farmer@thedare2dreamfoundation.org.uk 07967 427109</p> <p>Jennifer Delaney Head of Quality & Standards Jenni.delaney@thedare2dreamfoundation.org.uk 07972929886</p>




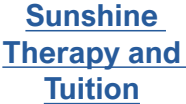
Service Provider	What do they do?	Who to refer	Cost	Locations	Contact
 <p>Elements</p>	<p>Elements is a child-centred, Social & Emotional Mental Health Support Service to help children and young people effectively connect across the four elements of wellbeing: Physical, Environmental, Social & Mental.</p> <p>SEMh support programme. It's about being creative and not becoming too attached to the outcome. We include the following activities: Chess chat, the "I" statement, self-awareness through self-reflection and scenario-based exercises.</p> <p>Elementors mentoring programme. A specialist mentoring service for children & young people living in care</p> <p>Drawing and Talking Therapy Programme. A therapeutic model, used to aid children's communicational skills, and help them with underlying emotional difficulties that may be affecting their learning, behaviour, self-esteem, and relationships.</p> <p>N-GAGE programme in conjunction with "The Right Path" A bespoke SEMH support service for children & young people with significant concerns i.e., nearing permanent exclusion (Max 8 in a group)</p> <p>Bereavement support programme. Elements can offer an 8 – 12-week support programme that has been designed to accommodate nonverbal exercises such as the memory Jar and draw & talk. Sessions are designed to be creative and thoughtful with a strong emphasis on keeping memories alive.</p>	<p>SEMh support</p> <p>12 weeks of 1:1 / group work</p> <p>Mentoring, creative therapy</p> <p>Assemblies</p>	<p>(Prices correct for 2021)</p> <p>SEMh support programme. 12 weeks £600</p> <p>Elementors Min 6 months - £1,500</p> <p>Drawing and Talking Therapy Programme. 10 weeks £600</p> <p>N-GAGE programme 12 weeks £1,200</p> <p>Bereavement support programme. 12 weeks £600</p>	<p>Tamworth based</p>	<p>Steven Russell Founder of Elements SEMH Support steven@elementssupport.com (save email as a safe sender or emails will bounce into your junk box)</p> <p>0739 869 4790</p> <p>Teresa.B.Griffiths@birminghamchildrenstrust.co.uk</p>
 <p>Family Action</p>	<p>Family Action transforms lives by providing practical, emotional and financial support to those who are experiencing poverty, disadvantage and social isolation across the country.</p>	<ul style="list-style-type: none"> • Schools and Education • Early Years • Children & Families • Adult Mental Health & Wellbeing • Grants 	<p>Contact Family Action directly.</p>	<p>Family Action is a national charity, with an incredibly local focus. Whilst the Head Office is based in North London, we deliver our services from local offices across the country.</p>	<p>Tel: 020 7254 6251</p> <p>34 Wharf Road London, N1 7GR</p>

Service Provider	What do they do?	Who to refer	Cost	Locations	Contact
 <p>Malachi</p>	<p>Malachi work with schools, councils and agencies to identify and support families who are facing difficulties. In schools, they offer a range of services including parenting classes and one-to-one therapeutic intervention.</p> <p>Malachi can offer one to one support to young people either within their centre or as outreach.</p> <p>One to one support can be in the form of mentoring for young people, as well as talking therapy/counselling.</p> <p>There are qualified play therapists who work at Malachi and so if referring a younger CiC, this may be something to consider.</p> <p>They will work with all young people from age 7 upwards.</p>	<p>Young people who will engage with a talking therapy</p> <p>Can offer support as counselling or as mentoring</p> <p>Offer family support</p> <p>Play therapy for primary aged young people - please discuss this with them prior to making a referral as not all workers are play therapy trained</p> <p>Re-engagement and mentoring for young people at risk of exclusion</p>	<p>Approx. £1000 for 12 sessions - no less than 12 sessions over a four-month period</p>	<p>Midlands and Staffordshire</p>	<p>Dawn Treasure Head of Department Core Business dawn.treasure@malachi.org.uk 0121 441 4556 07966 327108</p> <p>Malachi Specialist Family Support Services Billesley Ark, 725 Yardley Wood Road, Billesley, Birmingham, B13 0PT</p>
 <p>Music Therapy Works</p>	<p>Our network of music therapists work with people of all ages and with a range of conditions, however, the main body of our experience is with young people with special needs.</p> <p>Providing music therapy to infants and children with autism, challenging behaviour, special needs, learning disabilities and communication disorders.</p> <p>In addition, we have a great amount of experience working with children in care (Looked After Children).</p>	<p>Early years, children, adolescents, family work</p> <p>Group work</p> <p>Special needs – learning disabilities, challenging behaviour, autism</p> <p>CiC</p>	<p>Contact Music Therapy works for costs</p>	<p>Birmingham, Worcester and the surrounding Midlands.</p>	<p>Laurie Clarke Chief Executive chiefexecutive@musictherapyworks.co.uk 0121 371 9637 07752 142 196</p> <p>Music Therapy Works, 5 Deansway, WORCESTER, WR1 2JG</p>






Service Provider	What do they do?	Who to refer	Cost	Locations	Contact
 Our Place Support	<p>Our Place Support Mentoring Scheme holds the Approved Provider Standard Award in Mentoring. Our highly rated support service provides high quality bespoke one-to-one and group mentoring to children, young people and adults who need assistance with their social, emotional or mental health wellbeing. All Mentors are trained in Level 3 Mentoring Practice and work alongside individuals on a range of issues including low self-esteem and confidence; loss; challenging behaviours; issues with peer relationships; stress, abuse and mental health issues such as anxiety and depression.</p>	1:1 and group work	The standard cost of our Mentoring sessions is £30 for Children and Young People	Sutton Coldfield	Beth Thomas mentoring@ourplacesupport.org 0121 354 40 80
Poetry with Punch	<p>We work on improving the literacy skills of young people through boxercise, creative writing and other forms of art.</p> <p>What we do is engage their body and mind as one entity instead of two separate units.</p> <p>Poetry with Punch does this to entice and inspire so that its participants can gain confidence, self-worth and break stereotypes which then gives them the capacity to work towards their sporting AND academic goals.</p>	Group work Primary and secondary schools	Contact Matt directly	TBC	Matt Windle poetwithpunch@hotmail.com



Service Provider	What do they do?	Who to refer	Cost	Locations	Contact
	<p>For everyone living with complex disabilities. For everyone who is deafblind. Sense is here to help people communicate and experience the world. We believe that no one, no matter how complex their disabilities, should be isolated, left out, or unable to fulfil their potential.</p> <p>Arts, Sport and wellbeing We deliver inclusive opportunities that give people the chance to learn new skills, gain new experiences, connect with others and improve their physical and mental wellbeing. We support the arts, sports and social care sector through consultation, training and sharing insight and learning.</p> <p>Sense Arts Sense Sports Sense wellbeing</p>	<p>Activities for siblings and young carers</p> <p>The Siblings and Young Carers Service supports people aged 5-18 that have a brother, sister or parent with a disability. Activities include:</p> <ul style="list-style-type: none"> • Book clubs • Drama and dance • Music • Games nights • Boxercise • Arts and crafts • Cooking • Film nights! 	FREE	Birmingham	Tel: 0121 415 2720 Sense TouchBase Pears 750 Bristol Road Selly Oak Birmingham B29 6NA
	<p>Delivering play therapy to students who experience difficulties which interfere with wellbeing and concentration:</p> <ul style="list-style-type: none"> • ADHD • ASD • Bereavement • Emotional dysregulation School transition 	<p>1:1 sessions (minimum 12 weeks) therapeutic play</p> <p>1:1 or small group learning activities as targeted interventions in schools</p>	Professional fees from April 2021 (includes all resources) £250 full day £150 morning £150 afternoon	Birmingham and surrounding areas	David Lewis Therapeutic Play Practitioner PTUK d.lewis@therapyandtuition.com 07375 232858



Service Provider	What do they do?	Who to refer	Cost	Locations	Contact
 <p>Tappy Twins</p>	<p><u>Tappy Twins</u> is a C.I.C. (Community Interest Company) which was developed to support young people through 1-2-1, workshops and family support with a focus on prevention.</p> <p>Work with young people and families to develop tools for life; to help them overcome their fears, traumas and everyday worries. Focussing on healthy lifestyle choices: teaching problem solving, self-awareness, coping strategies, and focusing on confidence building.</p> <p>They use a unique combination of counselling, mentoring, therapies, coaching and strategies in our group work and 1-2-1 sessions. The majority of these therapies are energy based. Some of these include traditional EFT, Mindfulness, NLP, Picture Tapping, PSTEC and Matrix Reimprinting.</p>	<p>Primary aged young people</p> <p>1:1 and group work</p> <p>Family support</p> <p>Counselling, mentoring, therapies, coaching and strategies.</p> <p>NEET</p>	<p>Contact Tappy Twins for costs</p>	<p>Whole of the UK</p>	<p>Suzanne suzanne@tappytwins.com 03306 601274</p> <p>Tappy House 10 Silver End Business Park Brettell Lane Brierley Hill West Midlands DY5 3IG</p>
 <p>The Regis Academy</p>	<p>An Independent School for pupils aged 7 – 11</p> <p>We want to work in partnership with schools, education authorities and wider agencies to provide places for disadvantaged young people that would benefit from a smaller setting and are struggling to access mainstream education.</p> <p>Our aim is to reduce primary exclusions, allowing pupils to be referred who are at greatest risk of exclusion. Our aim would always be to re-integrate pupils back into mainstream school or other alternative education. We provide a flexible approach in response to each child's individual needs.</p>	<p>The Regis Academy can provide part- or full-time education for primary pupils from Year 3 to Year 6 for a minimum of 6 weeks. Our school can provide places for up to 25 children.</p> <p>Young people who are NSP / school refusers / at risk of exclusion /flexible learning to build up attendance before reintegration back into a full-time placement.</p> <p>DFE NUMBER 333/6018</p>		<p>Birmingham</p>	<p>To make a referral to the school, please make an enquiry by calling 0121 565 4012 or 07765463394</p> <p>Email: enquiries@regisacademy.co.uk</p> <p>Click here to download a Referral Form</p> <p>Anna.pincher@albionfoundation.co.uk Head of Centre (Designated Safeguarding Lead)</p> <p>Craig Bannister Pastoral Manager (Deputy Safeguarding Lead) 07702 369 602</p> <p>The Albion Foundation Brasshouse Lane Smethwick West Midlands B66 1BA</p>

Service Provider	What do they do?	Who to refer	Cost	Locations	Contact
 The Right Path	<p>The Right Path: The core aim of our work is to enhance the emotional wellbeing, mental health and life opportunities of children and young people in our society.</p> <p>Horizon. Specialises in 1:1 therapeutic support for children and young people experiencing psychological/emotional stress or discomfort. Recommended 12 sessions (1 a week)</p> <p>Stepping Stones. Specialises in supporting vulnerable and at risk children and young people, who are demonstrating harmful behaviours and attitudes towards themselves or others.</p> <p>Pathways. Pathways delivers short programmes, interventions and workshops for schools.</p> <p>N-Gage workshop for young people. A 12 week youth crime prevention programme, exploring county lines, drug misuse, knife crime, music influences and gang affiliation.</p> <p>Life skills workshop for Young People. 8-12 week workshop.</p>	<p>SEMH provisions</p> <p>KS1-KS5</p> <p>1:1 and group work</p> <p>SEND, vulnerable/ at risk, cusp on exclusion, children in care.</p> <p>Mentoring</p> <p>Parent focused support</p>	<p>Contact The Right Path for costs</p>	<p>Birmingham and the surrounding West Midlands regions, <i>i.e</i> The Black Country Wolverhampton, Solihull, Coventry etc</p>	<p>Joe Cole Founder of The RightPath Organisation</p> <p>Joe.Cole@therightpath.org.uk</p> <p>07306 532757</p>



For support from the Virtual School for a young person at risk of suspension or Exclusion

Please check the front page of the PEP for the contact details of the Virtual School worker linked to your young person/school.

If you do not have access to the PEP, please contact:

General enquiries BirminghamVirtualSchool@birmingham.gov.uk

In your email please add into the email title: **Exclusions** + school name and pupil's initials.

Birmingham Exclusions Team

If you would like advice and guidance around exclusions, please contact:

Exclusions Co-ordinator

Steve Parton

T: 0121 464 2351

E: steve.parton@birmingham.gov.uk

Asst. Exclusions Co-ordinator

Elaine Simmons

T: 0121 303 2685

E: elaine.simmons@birmingham.gov.uk

Exclusions Officer

Cathy Butler

T: 0121 303 2685

E: cathy.butler@birmingham.gov.uk

Exclusions Officer

Sarah Bristow

T: 0121 303 2685

E: sarah.bristow@birmingham.gov.uk

Latest DfE Exclusion Guidance (September 2017) available at:

<https://www.gov.uk/government/publications/school-exclusion>

MAIN RECEPTION





Birmingham
Virtual School

