



Birmingham  
**Virtual School**





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

%RHVIXXE & ;MVIH 8S 'SRRIGX 1MRH 4YFPMWLM

;I XLIVIJSVI EWO WGLSSPW XS GSRWMHIV HMJJIVIRX WXVEXI  
XLI JSPPS[MRK JEGXSVW

- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]
- [REDACTED]

[REDACTED]

8LIVI MW ER EFYRHERGI SJ KSSH TVEGXMG I EGVSWW XLI GM  
XLEX LEZI FIGS QI EXXEGLQIRX ERH XVEYQE E[EVI ERH QER]  
ERH WERG XMSRW TSPMGMIW WYTT SVXIH F] & MVQMRKLEQ\*W  
& Attachment Aware Behaviour Regulation Policy' 8LMWKYMERGIEMOVSWMKRTSWKVERKISJ  
WYTT SVKRRHMRWVRMSRWEW[PPEWWSYDIEGMISRWVIUYMVIHME&MVQMRKLEQLMPHMRGEVIN  
VMWOSVLEWFIIRIGPYHIH

Lisa Marie Smith

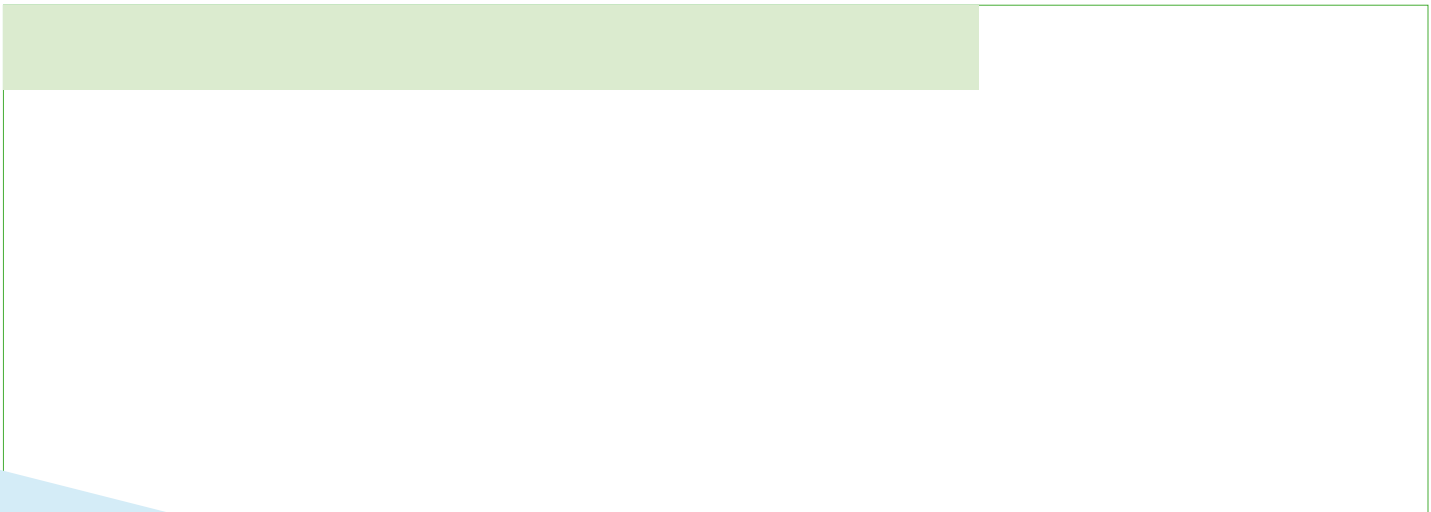
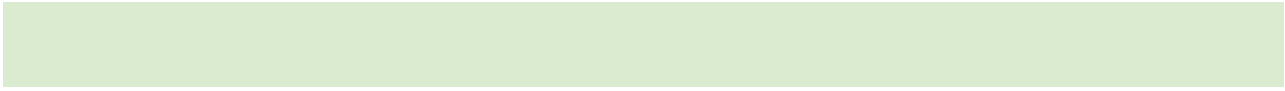
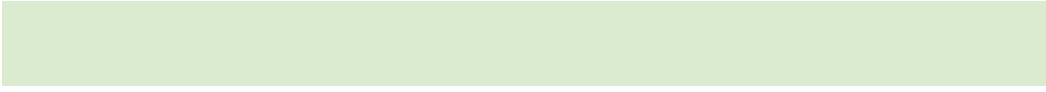
*L H Sm*

# Universal Offer in School



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Z D E F





% P X I V R T E / X M Z I I W M S L R S Y R H F ] G S R W M M B V S I R W Y F ] M E X H T P S S R J I W W M M S G R E Y P H M R K  
& M V Q M R M I V E X Q G E L F S S I P I T V S Z M E V R M S R I R H E X G W 4 W L S Y F P H I G S V G P H I E S / R ] 4 ) 4  
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## 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?

1 ' P I E T P E V R G S V S I R H L 4 ) 4 & M X L M P V S R K W L S S T X M S R L # T P E I S X L ] S Y R K  
person to return to be dual registered for a set time and return full time to the school where they  
E V S R V S P P E X E T T I R X L % 4 H S I M S K S X S P E R #

1 \* Y R H M R S K [ [ M R P % 4 F I J Y R H I H # I K E X M R H W # % H H M 4 M S I R U E P W I X # S V H  
J Y R H W S K S G L 4 ) 4 E R B S R Z T V Q K S V 4 Q I I X M [ R K 7 L 8

## Possible actions following PEP meeting

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1 ) \ T P S W Y M X E F F S Z M K I L W M M R G P W Q H M P P H I T I R M G L X S V P I W G S P P I K I  
T V S Z M E V R M S R \* W

1 % V V E R I K I Y F E Z M Q [ I X M R R E V R M I X L L S I E Q % V S Y R L H L M P 8 % ' [ M X E L G P I E V L M



A managed move is an alternative approach that could be considered where a young person is not engaging with  
W G L S W E X E R M L I W X L I W I E W M S U C V Q E R I R A D W E R H X L I V







# Post 16 Student disciplinary procedure good practice guidance



The guidance shown below should be considered good practice when a student is starting to display professionals supporting the student should be immediately informed of any concerns/incidents.

## Good practice

- A student development and disciplinary procedure policy is in place.

1 7 X Y H M R V X F E P E V S J K L T V S Z M H T V G W E X E N S E W M K E ' S H I S J S R H Y G X agreement.

1 7 X Y H M R V X F E P E V S J K L T V S G I H L M O N L L S F P J S P P S M H I T W S Q M E W F W I E G L I H M R X L I M V M W agree C o i A ó c ç f ñ 0 Đ p



# 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"> <li>• : M V X Y G E L P S C M R M X S V M E P W 2 ) &amp; 4 V M Q V E I E J H M R H E X L W</li> <li>• making mini tutorials/training sessions aimed at carers to support their child learning at home (homework, study skills, maths etc).</li> <li>• <a href="#">Thrive</a> Assessment – School S &amp; : 7 (training would be needed – BVS Advisors)</li> <li>• ' S R Z V O R ) 4 W G L S S R P W M R 4 E M W I I E H M R O L S E R P B E V X S V</li> <li>resources / carer password login details – support at home/ S R P M R E I V R &amp; G E K F W W O M P S I W R W &amp; E F O M P T E I T S W M X M Z I (is support needed/training).</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">Toe by Toe</a> F S S O W E R H E P S R I V I W S Y V G W W I I W W X L ± 4 M E V X phonics ( maybe concerns re possible H J W P I \ M E V T S P M O R K 1 ; V M X M R K K V Z I R X M S R W 1 7 T I P P E M R H L S R M G W</li> <li>• <a href="#">Word Wasp</a> &amp; 6 I W S Y X S S E X spelling rules</li> <li>• facilitate paired reading opportunities for those who require support.</li> <li>• relationship with the volunteers.</li> <li>• <a href="#">6 I E H V M X R &amp; 6 Y X 1 M W O M B R M G W</a></li> <li>1 * M R Q S X S V O M B R W Z M Q M R W to be updated and made available on epep noticeboard with suggestions of V I W S Y V S V R Q S X S V O M P P S V V G I W</li> <li>7 Y G E L W Y ^ ^ P I W &amp; I E H W O I K S 8 V E G M R K</li> <li>colouring/Threading/Sewing)</li> <li>• <a href="#">4 S I S J E R # S I S J F S S O W</a></li> <li>• <a href="#">Numicon</a></li> <li>• <a href="#">Mathletics</a> ' E R E P W I S Y W I E H X S Q I supported by parents/carers</li> <li>• <a href="#">8 M Q 8 W F P G I S G 7 O X E V W</a></li> <li>• ; L M X I S W I ' E R E P W I S Y W I E H X S Q I supported by parents/carers</li> <li>• <a href="#">Thrive</a> % W W I W W T O G R S S V : 7 (training would be needed – BVS Advisors)</li> <li>1 ' S R Z V O R ) 4 W G L S S R P W M R W S Y V G I W / carer password login details – support E X S Q I S R P I N E R I R &amp; G E K F W W O M P P W (is support needed/training).</li> <li>• <a href="#">Equal Education</a> X Y M X M S R</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">3 E G E G E H I Q W O • € V } V</a></li> </ul>







The school should have already implemented a range of universal support interventions (as evidenced within the  
4) 4E R FILE Z MSY/T/S W X W X V E P J B U E R W P @ /M8ID 1 >>BDC /C2\_0 1-29n989. Tr502.87v >2310094
















Service Provider	What do they do?	Who to refer	Cost	Locations	Contact
 <p data-bbox="148 544 264 577"><u>Malachi</u></p>	<p data-bbox="323 197 564 293">Malachi work with schools, councils and agencies to identify and support families who are facing</p>				<hr data-bbox="1177 286 1453 293"/>
 <hr data-bbox="161 1200 256 1207"/> <hr data-bbox="148 1234 269 1240"/> <hr data-bbox="161 1267 256 1274"/>					<hr data-bbox="1177 1003 1331 1010"/> <hr data-bbox="1177 1025 1417 1032"/>



Service Provider	What do they do?	Who to refer	Cost	Locations	Contact
	<p>For everyone living with G S Q T P I M W E F M P M X M I W everyone who is deafblind. Sense is here to help people communicate and I \ T I V M I R Q I S V P H We believe that no one, R S Q E X X S M G S Q T P I \ their disabilities, should be isolated, left out, or unable X S Y P Z L P U S X I R H W M E F I Q d 5 0 T A U J Á % á C S B J Á % T E S 56004D004947.3 (a)7.4 13sh1Tj 10 11</p>	<p>_____</p> <p>_____</p>			
<p>_____</p> <p>_____</p> <p>_____</p>					<p>_____</p>

Service Provider	What do they do?	Who to refer	Cost	Locations	Contact
<a href="#">Tappy Twins</a>					



Service Provider	What do they do?	Who to refer	Cost	Locations	Contact
 <p>The Right Path Guiding Change</p>	<p><b>8 L I 6 M K 4 E X T</b> 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><b>Horizon.</b> Specialises in 1:1 therapeutic support for children and young people who are experiencing psychological/emotional stress or discomfort. 6 I G S Q Q I R H I H sessions (1 a week)</p> <p><b>Stepping Stones.</b> Specialises in supporting vulnerable and at risk children and young people, who are demonstrating harmful behaviours and attitudes</p>	<p>SEMH provisions</p> <p>/7 /7</p> <p>1:1 and group work</p> <p>SEND, vulnerable/ at risk, cusp on</p>			

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

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\$YV\$YRKTIVWSRWGLSSP

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

+IRIVEPIRUYMVIMVORKLEQMVXEP7GLSSP\$MVORKLEQSYO

-R\$YVIEPMPPIEWIEHHMRXKIEPMPXIE Exclusions WGLSSPREXERHTYTMPWMRMMEPW

## Birmingham Exclusions Team

-R\$Y\$YPHPMOIEHXIGIERHKYMHHERGIEVSYRHIGPYWMSRWTPIEWIGSRXGX

Exclusions Co-ordinator

Steve Parton

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E: WXIZI TEVXSR\$FMVQMRKLEQ KSZ YO

Asst. Exclusions Co-ordinator

Elaine Simmons

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E: IPEMRI WMQQSRW\$FMVQMRKLEQ KSZ YO

)\GPYWMSRW 3JZGIV

Cathy Butler

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E: GEXL] FYXPIV\$FMVQMRKLEQ KSZ YO

)\GPYWMSRW 3JZGIV

Sarah Bristow

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E: WEVEL FVMWXS[\$FMVQMRKLEQ KSZ YO

Latest DfE Exclusion Guidance (September 2017) available at:

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

# MAIN RECEPTION



