**Referral to the Redbridge Primary Behaviour Panel**

**Please provide photo of child here**

**For use from September 2025**

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| **1.1 – Referrer’s details** | | | |
| Date: | Telephone: | | Email: |
| Referring school: | | | |
| Name and status of person referring: | |  | |

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| **2.1 – Pupil Details** | | | | |
| Name: | | | UPN: | |
| UCI: | | | ULN: | |
| Gender: | | Year Group: | | DOB: |
| Address: | | | | |
| Medical/ Health Needs: | | Care Plan: | | Child Looked After (LAC): |
| FSM: | Pupil Premium: | Designated LSA: | | EHCP (please attach) |
| CAF: | Child In Need: | Child Protection: | | SEN (please attach): |
| Start Date at current setting: | | Previous schools/settings: | |  |
| For Children with an EHCP please see notes at the end of this form | | | | |

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| **2.2 - Ethnicity codes** | | | | |
| White British | Gypsy/Roma | Any other mixed background | Any other Asian background | Chinese |
| White Irish | White and Black Caribbean | Indian | Black Caribbean | Any other ethnic group |
| Traveller of Irish Heritage | White and Black African | Pakistani | Black African | Refused |
| Any other white background | White and Asian | Bangladeshi | Any other Black background | Information not yet obtained |

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| **2.3 – Parent/Carer Details** | |
| Parent/ Carer name (1): | Parent/Carer name (2): |
| Home telephone: | Home telephone: |
| Work/Emergency telephone: | Work/Emergency number: |
| Email: | Email: |
| Person with parental responsibility: | |
| Family details (child’s numerical position in family): | |
| Language spoken at home: | Interpreter required: |
| Any relevant family circumstances: |  |

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| **2.4 – Services working with the pupil** | | | |
| **Intervention/Agency** | | **Contact name** | **Telephone, Email** |
| EWMHS (formerly CAMHS) |  |  |  |
| Education Welfare Service |  |  |  |
| SEND Advisory & Training Service |  |  |  |
| Educational Psychologist |  |  |  |
| Family Help |  |  |  |
| Virtual School |  |  |  |
| Social Worker |  |  |  |
| Health Services |  |  |  |
| CAF Team |  |  |  |
| Mentor |  |  |  |
| Any other: |  |  |  |

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| **3.1 – Reason for referral** |
| Please explain why this pupil is being referred to the panel. Please give details of background information, recent behaviour over the last term as well as any other relevant information. |
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| **3.2 – Behaviour over last term** | | | | | | | | |
| Please attach behaviour log and incident reports (if available). | | | | | | | | |
|  | Towards Staff | | | | Towards Pupils | | | |
| Never | Rarely | Sometimes | Frequently | Never | Rarely | Sometimes | Frequently |
| Verbal abuse |  |  |  |  |  |  |  |  |
| Physical abuse |  |  |  |  |  |  |  |  |
| Disruptive in lessons |  |  |  |  |  |  |  |  |
| Sexual behaviour |  |  |  |  |  |  |  |  |
| Racist behaviour |  |  |  |  |  |  |  |  |
| Social and Communication Issues |  |  |  |  |  |  |  |  |
| Repetitive, restrictive and ritualistic behaviours. |  |  |  |  |  |  |  |  |

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| **3.3 – Strategies and Resources (please include evidence of these)** | | |
| Please explain the tailored support, strategies or resources the school has used to address the problems or challenges to date and how successful these have been. Please also indicate clear timeframes for the various support and strategies implemented. | | |
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| Adjusted Timetable: | Life Skills Programme: | Reflection Time: |
| SENCO Involvement: | Nurture group: | School monitoring: |
| Learning Mentor: | Pastoral Support Plan: | School sanctions/rewards: |
| Parent/Carer Liaison: | Peer mentor support: | Social skills group: |

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| **3.4 – Pupil’s interests, skills and talents** |
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| **3.5 – Parent/carer & pupil voices** |
| Please provide the parents/carers’ view of the pupil’s behaviour, needs and their opinion on this referral. Please also share pupil voice if possible. This should also include what they hope to achieve through this referral. This section MUST be completed **prior** to submitting the referral. |
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| **4.1 – Attendance** | |
| % attendance: | No. Unauthorised absences: |
| Please attach Attendance certificate.  Attendance certificate attached: Yes  No | |

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| **4.2 – Suspensions** | | |
| Date | Reason | No. of ½ school days lost |
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| **5.1 – Academic details** | | | | |
| Please attach the pupil’s most recent school report (If available).  Please provide the pupil’s latest assessments according to **Age-related Expectations (ARE).** | | | | Report attached |
| Pupil is working: | Significantly  below age-related  expectations | Towards  age-related  expectations | At  age-related  expectations | Beyond  age-related  expectations |
| Maths |  |  |  |  |
| Reading |  |  |  |  |
| Writing |  |  |  |  |

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| **6.1 – Risk assessment** | |
| Please tick the box if a risk assessment has been previously carried out. Please attach. |  |

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| **7.1 - Declaration** | | | |
| Has the referral been discussed and agreed with parents/carer? | Yes  No | Has this referral been discussed and agreed with pupil? | Yes  No |
| Date of agreement: |  | Date of agreement: |  |
| Signature of Headteacher/Head of Service: |  | | Date: |
| **Please note that a placement is at the discretion of the Redbridge Primary Behaviour Panel. This should be made clear to parents/carers.** | | | |

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| **Please fully complete the referral form and return VIA SECURE EMAIL with all supporting documents to** [**schoolexclusions@redbridge.gov.uk**](mailto:schoolexclusions@redbridge.gov.uk) **and** [**yaseen.siddiqui@redbridge.gov.uk**](mailto:yaseen.siddiqui@redbridge.gov.uk) |

Further information:

As per the KCSIE 2024 guidelines, the child’s mainstream school must maintain oversight of all safeguarding responsibilities, including making any necessary referrals (MARFs). CUBE will report any incidents and provide any additional information required for the MARF. The CUBE Manager /CUBE DSL will provide support through any relevant processes and attend all meetings regarding safeguarding.

**Attendance data and assessment data** remains the responsibility of the mainstream school. If a child is absent at the CUBE this must be reflected as an absent mark at school.

The CUBE will provide a weekly update for the SENDCo/Class teacher so that **channels of communication** during the placement remain open and strong. All scheduled reviews will be led and organised by the SENDCo of the mainstream school. In keeping with good practice, the school must provide feedback on the days the child attends their mainstream school. This will enable the CUBE staff to assist in dealing with some of the issues experienced in school.

The CUBE offers therapeutic support through an adapted timetable suitable for the child’s needs, so that he/she can continue to access the National Curriculum. The CUBE will also offer the child’s parents/carers support in managing his/her needs and behaviour at home (should there be a need).

During his/her placement here, when he/she is ready, the child will receive access to the mainstream school at Cranbrook Primary before we begin his/her transition back to their mainstream school. At a time closer to transitioning back, the LSA who normally supports him/her will be required to visit the CUBE on a weekly basis for an agreed period, in order to share strategies and ensure consistency of approach between the two settings.

The CUBE Manager or a member of a team will be in touch to arrange a transition visit. In order to facilitate a positive transition both at the start and end process, we will also be working alongside SENDATS so that they can support the process. Please ensure all individuals supporting the child are available to talk with our team and please provide work samples from across the curriculum and any other relevant information to help us be fully prepared to meet their needs and form the baseline for their placement at the CUBE.

**For Children with EHCP**

Please be aware that children with an EHCP will have a portion of their funding allocated to the support the child at the CUBE. This equates to an amount of **£2,500 per term**. In cases where a child has a diagnosis of AS, the school may be required to send the supporting LSA for the duration of 4 weeks (including the phased entry) to aid transition.