

# The Constance Bridgeman Centre

Knowledge, Understanding, Opportunity

## Admissions Policy

Written by  
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The Constance Bridgeman Centre (CBC) is a Pupil Referral Unit commissioned by the local authority to provide 50 key-stage 4 placements for pupils who are unable to access mainstream education due to behavioural, emotional, or social difficulties.

CBC admits children who have been permanently excluded or are at risk of permanent exclusion from secondary schools in Redbridge or schools from other local authorities where the pupil resides in Redbridge.

Engaging, protecting and teaching 'our children' must be the starting point for all policies. This policy runs in line with our Safeguarding policy, and Behaviour and Relationship policies.

We work with children – at a crucial period in their lives – to develop the qualities of independence, resourcefulness and determination which will serve them well as they progress into adulthood. We look to serve our students, locality, and the wider community – and to inculcate this ethos of becoming a contributing member of society in the young people in our care.

### Common Admission Criteria

1. **Exclusion or Risk of Exclusion:** Pupils who have been permanently excluded from mainstream schools or are at risk of exclusion are often prioritized for PRU placement.
2. **Behavioural Difficulties:** Students exhibiting persistent behavioural challenges that disrupt their learning or the learning of others may be referred to a PRU.
3. **Emotional and Mental Health Needs:** Pupils with significant emotional or mental health issues that impact their education can benefit from the specialized support offered by PRUs.
4. **Social Difficulties:** Students experiencing social isolation, peer conflicts, or other social challenges may be considered for PRU placement.
5. **Educational Needs:** In some cases, PRUs may also accommodate pupils with specific educational needs that cannot be adequately met in mainstream schools.

### Referrals

We acquire students via the Redbridge Local Authority Behaviour and Inclusion Team. These may be as permanent exclusions from mainstream school or fixed term referral if a student is facing exclusion otherwise.

We do not take direct referrals from private individuals. We can however accept students from outside of Redbridge LA, and PRU to PRU transfers, but all applications should in the first instance be made via Redbridge Behaviour & Inclusion.

### Redbridge Behaviour and Inclusion

The Local Authority is responsible for ensuring that pupils, who have been permanently excluded from either Redbridge schools or schools from other local authorities where the pupil resides in Redbridge, are placed in appropriate, alternative educational provision (Education Other than At School - EOTAS) from the sixth day of their permanent exclusion.

The team supports schools and families by providing advice relating to legal processes concerning permanent exclusions, including appeals.

The team also supports head teachers, schools, parents and other agencies working with pupils who are at risk of permanent exclusion. They offer guidance and best practice solutions regarding suspensions and permanent exclusions.

The multi-agency Redbridge Inclusion Panel, monitors and oversees the placement, progress and reintegration into mainstream, of all pupils placed in EOTAS provision including those with health needs.

<https://find.redbridge.gov.uk/kb5/redbridge/fsd/service.page?id=Dps6WTbIWD0>

Who to contact:

Contact Name. School Exclusions  
Telephone. 020 8708 3159  
E-mail. SchoolExclusions@redbridge.gov.uk

**Where to go:**

Address: Lynton House 25  
High Road  
Ilford  
IG1 1NY

**What happens when referral is made:**

Once a place at CBC has been confirmed, the pupil will attend as soon as possible. This must be by the sixth day for permanently excluded. LAC should be placed the day following a permanent exclusion.

A pre-admissions meeting will be held with the pupil, parents, carers and school representative. Followed by a 2-day induction process, which assesses students' academic, emotional and behavioural needs, before integration to full time education.