



PONTARDDULAIS COMPREHENSIVE SCHOOL

YSGOL GYFUN PONTARDDULAIS



Exclusion Policy

Polisi Gwahardd

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Headteacher

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Review Date: 2024
Next Review Date: 2027

Learn to live...
live to learn

Byw I ddysgu...
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This policy has been written to reflect the values set out in the schools 'Positive Behaviour' and 'Attendance' Policies. These policies are an integral part of our school and the curriculum as we recognise the importance of teaching values in addition to skills and knowledge. These policies are based on clear values such as respect, fairness and inclusion, and reflect the school's overall aims and our social, moral and religious education programmes. Our policies promote self-discipline and respect for others, and the importance of listening to all members of the school community including the learners.

This policy makes reference to documentation including:

Exclusion from Schools and Pupil Referral Units- WAG Guidance document November 2019, which includes:

- Managing Fixed term exclusions
- Managing Permanent Exclusions
- The decision to exclude

A decision to exclude will be taken:

- In response to serious breaches of school's behaviour policy
- If allowing the learner to remain at school would seriously harm the education or welfare of the learners or others at school.

Only the Headteacher can exclude a learner (in his absence the Deputy Headteacher can be instructed to exercise the power of exclusion).

The Headteacher will make the ultimate decision on 'Permanent exclusion' or 'Fixed term exclusion'.

Fixed Term Exclusion

There are three types of 'Fixed Term Exclusion':

- 5 days or less
- from 6 and up to 15 days
- 16 days and over

Why should a pupil have a Fixed Term Exclusion?

Our school may exclude pupils if their behaviour consistently falls below that expected and if the school has made a concerted attempt to try a range of sanctions and strategies to improve behaviour but had no positive effect.

Fixed term exclusions are for a specified number of days. New Welsh Government guidelines (WG Guidance document 2019 - Exclusion from Schools and Pupil Referral Units) indicates that a learner who exceeds 45 days of fixed term exclusions within a school year does not automatically proceed to a permanent exclusion. The 45 day 'limit' has been placed in regulations to avoid ineffective use of fixed term exclusions.



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Length of Exclusion

There are circumstances where a Headteacher feels it is essential that a pupil will be required to leave the school premises as soon as parents can be informed

Processes involved:

- Fixed Term Exclusions 5 Days or Less
- Fixed Term Exclusions of 6 Days and up to 15 Days
- Fixed Term Exclusions 16 Days or More

Permanent Exclusion:

A decision to permanently exclude will be the final step following a wide range of other strategies. In exceptional circumstances it may be appropriate to exclude for first or one off offence:

- Serious actual or threatened violence against another learner or member of staff
- Sexual abuse or assault
- In possession of an illegal drug
- Use or threatened use of an offensive weapon

In these cases, it would be appropriate for schools to inform the police. Other agencies could be consulted – Youth Offending Team, Social services etc

Managing Permanent Exclusion

Factors to consider before making a decision to exclude:

Exclusion will not be imposed in the heat of the moment, unless there is immediate threat to safety of others. Before taking this action, the Headteacher will:

- Ensure an appropriate investigation has been carried out
- Consider all the evidence available
- Take into account policies – Positive behaviour, Equal Opportunities, Equality Act 2010
- Allow the learner to give his/her version of events
- Check if the incident may have been provoked – bullying, racial etc
- If necessary consult others
- Keep a written record of incident and actions



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When exclusion is not appropriate

Exclusion should not be used for:

- Minor incidents – failing to do homework
- Poor academic performance
- Lateness or truancy
- Pregnancy
- Breaches of school uniform (except in open defiance of school rules and where all avenues for resolving issues have been exhausted)

Alternatives to exclusion

Pastoral support programmes (PSPs) – drawn up using multi agency approach – include learners and parents. Regular review essential.

Restorative Justice – learners must have opportunity to redress the harm done to the victim – all parties participate fully in process. TAC professionals involved.

Internal exclusion - learner removed from class- designated area within school or with PM- this can continue during breaks.

Pathway provision (Educated other than at school – EOTAS). Alternative curriculum where pupils may participate in work placements.

Managed move to another school – working with parents / LA.

Removal for specific lessons. If this is considered appropriate due to disruptive behaviour it must be used very carefully. Learners cannot be removed regularly from lessons unless other suitable arrangements are made for their education. The situation must be discussed with parents/carers and learners and the aim must be to return the learner to the lesson.

Other circumstances

Removal on medical grounds

Headteachers may send pupils home due to a medical condition which may pose an immediate risk to the health and safety of others (authorised absence).

Parental co-operation

If a parent/carer refuses to co-operate with a formal exclusion, the school must consider the safety of the learner before action is taken. School may contact EWO or LA for advice.

Behaviour Outside School

Behaviour outside school is subject to the school's behaviour policy – sports fixtures, work experience etc. Learner's behaviour outside school or to and from school can be grounds for exclusion.



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Learners with Special Educational Needs

Refer to 'Special Educational Needs Code of Practice for Wales (Welsh Assembly Government 2002)'.

Schools should avoid permanently excluding learners with Statements of SEN, School Action or School Action Plus. Schools must make every effort to maintain learner at school. Schools must seek advice from LA. It is essential that the school works closely with the parents/carers and offers appropriate advice on all possible options.

Equality

The Equality Act 2010 (the 2010 Act) protects learners from discrimination based on protected characteristics- disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

See Exclusion from School and Pupil Referral Units Guidance September 2012. The 2010 Act clearly states that schools must make reasonable adjustments for disabled learners both to the exclusions process and disciplinary sanctions.

Rights of the Child

The UN Rights of the Child need to be at the core of any decision to exclude and all subsequent exclusion procedures. Particular relevant are:

Article 2 – Non-discrimination

Article 3 – Best interests of the Child

Article 12 – Participation and respect for the views of children and young people

Article 28 – Education

Article 29 – Aims of Education

Looked after Children

LAC children are especially at risk of low attainment in school. Our school is especially sensitive to exclusion issues where our LAC children are concerned. Our school will try every practical means to maintain the learner in school and will seek LA and other professional advice as appropriate. If exclusion is considered the child's social worker will be informed immediately about the possible exclusion.

This policy will be amended and updated as appropriate.