Ysgol Tŷ Monmouth Policy

Exclusion

POLICY STATEMENT

- At our school we believe in pro-actively supporting our Pupils so we can reduce the likelihood of behaviours of concern occurring. Our school has a nurturing ethos where priorities are given to developing emotional regulation, positive communication, inclusion, and respect for self and others. We therefore make every effort to avoid suspending or excluding Pupils unless all other reasonable measures have been exhausted, and the safety of those at our school, is at risk.
- Article 29 of the UN Convention on the rights of Children states 'I have a right to an education which develops my personality, respect for others' rights and the environment'.
- Article 3 of the UN Convention on the rights of Children States 'All adults should do what is best for you.'

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1. Scope

1.1 Introduction

1.1.1 The school's focus of attention and expertise is in the education of children and young people with Additional Learning Needs (ALN) to include those who demonstrate complex behaviours that challenge. The school therefore maintains a high level of capability and resource to be able to respond to such needs.

1.2 Types of Exclusion

1.2.1 Fixed term exclusions and permanent exclusions are different:

1.2.2 A fixed term exclusion is where a Pupil is prevented from attending the school for a specified period. At the end of the fixed term exclusion, they are expected to return to school following a reintegration meeting. A Pupil can receive a maximum 45 days of exclusion in any academic year.

1.2.3 Permanent exclusion is where, a Pupil is permanently precented from attending school, subject to completion of the school's review processes.

1.2.4 Permanent exclusion will only be considered where

- A Pupil's behaviour has resulted in a serious incident or a pattern of incidents that present a significant risk to the safety, wellbeing or education of Pupils or Team Members; and/or
- The school is no longer able to safely meet the Pupil's needs despite reasonable adjustments, support and intervention; and
- All reasonable alternatives and support measures have been explored.

1.3 Values

1.3.1 At our school we recognise that Pupils may have had a complex past relationship with school, and other people/situations in their life. We aim to provide a nurturing, supportive environment for the Pupils, and to work with them to help them overcome the challenges they face, with a strong focus on developing positive behaviour through the Therapeutic Approach.

1.3.2 Furthermore, as the Pupils at our school usually arrive with an Individual Development Plan (IDP) or Education Health and Care Plan (EHCP), the use of exclusion would only be used in the most exceptional of circumstances, where all other options have been considered.

1.3.3 Exclusion will never be used for:

- Failure to complete work
- Being late or absent
- Not wearing school uniform
- Being a target of bullying
- Any circumstance beyond the control of the individual Pupil.

- Because of a Pupils protected characteristic (direct discrimination) or exclude a Pupil with a protective characteristic for behaviour that Pupil without a protective characteristic would not be excluded for.

1.3.4 We will always aim to maintain open channels of communication with Parents/Carers and significant others in the Pupil's circle of support. If a Pupil is at risk of permanent exclusion, we will not put pressure on Parents/Carers to voluntarily withdraw the Pupil from the school. We will always seek to address the underlying challenges faced by the Pupil, and discuss ongoing proactive preventative measures, to continue to support the Pupil.

1.3.5 Nonetheless, we consider the safety and wellbeing of our Pupils and Team Members as paramount and reserve the right to pursue exclusion where this is being materially undermined. The school is committed to Equal Opportunities and will comply with any relevant legislation.

1.4 Prevention

1.4.1 Preventing an exclusion will always be the priority. We adopt a range of processes through which any Pupil whose behaviours present a potential risk of exclusion will be identified. Examples of preventative measures include, but are not limited to those shown below:

- Positive behaviour support meetings (multidisciplinary)
- Monitoring of behaviour through Databridge
- Team and senior management meetings
- Pupil progress data
- Open and supportive communication channels with Pupils /Parents/Carers and Team Members
- Ongoing assessment and review (Motional)
- Action plans for Pupils who have disengaged
- Adjustment to personal and environmental risk assessments
- Opportunities for Pupils to learn from mistakes (working with a restorative practice approach)
- Curriculum focus on self-regulation
- Specific pastoral support co-ordinated by the Special Educational Needs and Disabilities Coordinator (SENDCo) and/or the Integrated Therapies Team (ITT)

1.5 The Headteachers Decision

1.5.1 In the exceptional circumstance that an exclusion is considered as an option for a Pupil, the Headteacher is the only Team Member within the school who can make the decision to exclude. However, in the absence of the Headteacher, the Operations Director for Education will make this decision on their behalf.

1.5.2 There are two main reasons for exclusion: a serious breach of the school's Therapeutic Approach Policy, or a situation where it is feared that the safety and wellbeing, or education of those at school is at immediate and serious risk.

1.5.3 Exclusions may be made for one incident which could seriously harm the education or safety of Pupils or Team Members in the school; or where there have been repeated incidents and all reasonable measures have been taken to understand and change the behaviour through the Therapeutic Approach, and individual behaviour support plans.

1.5.4 In the circumstance where there is no other option, the school's preferred option would be to exclude for a fixed term period. This will allow further time for all parties to meet and review the situation and agree the best course of action. There will, however, be exceptional circumstances where, the Headteacher will make a judgement that the most appropriate action is to permanently exclude a Pupil for a first or "one off" offence. These might include:

- Serious violence against another Pupil or Team Member
- Sexual abuse or assault
- Supplying an illegal drug
- Carrying an offensive weapon
- A criminal act

1.5.5 In such cases it may be appropriate for the Headteacher to inform the police, if they believe a criminal offence has taken place. Where appropriate, other agencies may also be contacted. For example, Social Services, Youth offending teams or other support groups. This will be dependent on individual circumstances, need and the best interest of those involved.

1.5.6 These instances are not exhaustive but indicate the severity of such offences and the fact that such behaviour can affect the safety and well-being of the school community.

1.5.7 When a Pupil's pattern of behaviour places them at risk of permanent exclusion and where reasonable to do so, there will be an emergency multi-disciplinary meeting.

1.5.8 The meeting will consider:

- The nature of the presenting behaviour and the extent to which it meets the policy statement regarding grounds for exclusion.
- That the Therapeutic Approach (Behaviour) policy is being fully and properly applied.
- The consistency of implementation of plans, strategies, and interventions. If necessary, action improved consistency of implementation.
- The necessary changes in behaviour and / or circumstances required for the risk of exclusion to have abated and those that would escalate the exclusion process.
- Any environmental changes (including the behaviour/actions of Team Members).

- Any short-term measures to promote safety and well-being whilst any reassessment and development of new strategies and interventions is pursued. This may include the question of fixed-term exclusion.

2. Risk of Fixed Term and Permanent Exclusion

2.1 Identifying if a Pupil is at Risk of Fixed Term or Permanent Exclusion.

2.1.1 At the heart of our school's philosophy and practice is the principle that 'if we pay good attention to identifying and responding to a Pupil's needs, their vulnerability to demonstrating behaviour that places them at risk of exclusion will diminish.' Such needs include:

- Physical, emotional, material, and social well-being needs
- Health needs
- Needs arising from their learning needs (communication, socialisation, flexible thinking, sensory)
- Educational and personal development needs

2.1.2 The school adopts a range of processes through which any Pupil whose behaviours present a potential risk of exclusion will be identified. These include:

- Child centred planning processes
- Positive behaviour support meetings
- Monitoring of behaviours through Databridge
- School team meetings
- Senior management team meetings
- Multidisciplinary meetings
- Pupil progress data

2.2 Risk of Permanent Exclusion

2.2.1 When the school's senior management team identifies a Pupil's behaviour as being such that it places him/her at risk of exclusion, it will convene an 'at risk of exclusion meeting' which may include other relevant school team and any external professionals who are involved in the Pupil's education, strategies, or interventions as well as the Pupil and their Parents/Carers.

2.2.2 The Headteacher will chair the risk of exclusion meeting. Minutes to include agreed actions will be recorded. The meeting will consider:

- The nature of the presenting behaviour/issues and the extent to which it meets the policy statement re: grounds for exclusion.
- That the Therapeutic Approach (Behaviour) policy is being fully and properly applied and, in particular:
- The appropriateness and accuracy of current plans and the assessment on which they are framed. If necessary, to action re-assessment and describing of more appropriate and relevant plans.

- The consistency of implementation of plans, strategies, and interventions. If necessary, action improved consistency of implementation
- The necessary changes in behaviour and/or circumstances required for the risk of exclusion to have abated and those that would escalate the exclusion process.
- Necessary recording of strategies, interventions, and behaviours.
- Any environmental changes – to include the behaviour/actions of Team Members.
- The need to further involve others – professionals, agencies, Parents/Carers.
- Any short-term measures to promote safety and well-being whilst any re-assessment and development of new strategies and interventions is pursued. This may include the question of fixed term exclusion.
- Unless there is good reason otherwise, at this stage parents and the Placing Authority will be informed that the Pupil's behaviour is outside the school's normal frame of reference and that a 'risk of exclusion process' is underway.
- Where appropriate and should the process move towards exclusion, the Parents/Carers and Placing Authority will be invited to attend any exclusion prevention and associated meetings.
- Any reduced or modified timetable will only be used in exceptional circumstances, will be time-limited, regularly reviewed, and implemented in the best interests of the Pupil. Reduced timetables will not be used as a disciplinary consequence or as a substitute for exclusion.
- Where a Pupil has a social worker, the social worker and DSP will be informed of the risk of exclusion process and invited to contribute where appropriate. Where a Pupil is a Child Looked After (CLA), the Virtual School Head (VSH) will also be informed.

2.2.3 Further interventions could include:

- A change of teaching set or class
- Curriculum alternatives
- Additional support in school
- Further training for Team Members
- A short period of home tuition
- A temporary change to the timetable

2.2.4 The outcome of the first and subsequent risk of exclusion meetings will be a clear exclusion prevention plan and accurate minutes.

2.2.5 The exclusion prevention plan and any risk management plan will clearly describe the interventions to overcome the issues that are creating a risk of exclusion and how the current risk(s) being presented will be safely managed. If risks cannot be safely managed with increased control measures implemented, fixed term exclusion maybe needed to develop appropriative provision or resources such as further Team Member training or setting up an individualised teaching base. Plans will have clear timescales and monitoring/review procedures.

2.2.6 **Outcome of a 'Exclusion Prevention Plan'**

2.2.7 There are three possible outcomes from the exclusion prevention plan.

- The Pupil is no longer at risk of exclusion.
- Though the school can keep the Pupil safe, the interventions are not reducing the risk and an alternative provision/school is required. The school will work with the Pupil, family and placing authority to support a planned transition.
- The interventions are not providing positive improvement and the Pupil's behaviour meets the criteria for exclusion and a fixed term exclusion is issued.

3. Process for Exclusions

3.1 Investigation and Review

3.1.1 Unless there is an immediate and serious threat to the safety and welfare of those at school (including to the Pupil facing exclusion), there will always be an investigation to consider all evidence concerning the incident prior to the exclusion, and necessary control measures implemented to maintain safety.

3.1.2 The investigation must take into account the Therapeutic Approach and Equality Policy; and where possible provide opportunity for the Pupil involved to present their view of what has happened.

3.1.3 Alternative actions which would allow the Pupil to remain in school will be considered. These could include an option for an emergency review meeting to discuss the best interest of the Pupil and the suitability of the school, with time for positive transition rather than exclusion, if there is an agreement that the placement is no longer in the best interest of the Pupil and/or others. On notification of the incident (s) the Headteacher will:

- Consider all the evidence available when looking to support the allegations, including the involved Pupil's own viewpoint and any mitigation.
- Consider the school's Therapeutic Approach Policy, Equality and Cohesion policy, adherence to the UNCRC and where appropriate the Equality Act 2010.
- Understand if the behaviour may have been provoked, for example in the case of harassment, or bullying.
- Gather reports and witness statements from relevant Pupils and Team Members. Witness statements will be signed and dated.
- Consider the impact on the safety, health and well-being of the Pupil and others at school if the Pupil remained in school.
- Ensure all reasonable prevention strategies have been appropriately implemented and exhausted.
- Collate detailed, written records of all stages of the investigation.
- Securely store written records and adhere to confidentiality rules (need to know basis).
- On conclusion of the investigation the Headteacher will make a decision on the next step. This may be one of the following:
    - Allow the Pupil to remain in school if the evidence is not strong enough to justify exclusion, or all reasonable measures to support the Pupil have not been exhausted (and this outweighs the safety risk to those at school).
    - Where appropriate support has been given, and evidence warrants, the Headteacher will recommend an exclusion.

- The standard of proof to be applied is the "balance of probabilities." If it is more probable than not that the Pupil did what they are alleged to have done the Headteacher may exclude the Pupil. However, the more serious the allegation and thus the possible outcome, the more convincing the evidence substantiating the allegation needs to be.

3.2 Notification

3.2.1 The Headteacher will:

- Immediately contact the Parent/Carer to inform them of the decision, prior to the exclusion.
- Ensure there are safe arrangements to send the Pupil home.
- Inform the Operations Director for Education.

3.2.2 Within one working day, the Headteacher will:

- Write to the relevant person (s) confirming whether this a fixed term or permanent exclusion. Where a fixed term exclusion is issued, the notification will include the length of the exclusion, arrangements for education during the period away from school and details of the integration process.
- Inform the local authority of the exclusion.
- Arrange for the provision of education at home, with a clear plan of returning and marking work as appropriate.
- Complete an exclusion report to be shared with the Operations Director for Education and local authority.

3.2.3 Exclusion Reports will include:

- Pupil name, age, date of birth, gender, and ethnicity
- Individual Development Plan (IDP)/Education Healthcare Care Plan (EHCP)
- Child Looked After status
- Type of consequence (Fixed Term or Permanent Exclusion)
- Length of exclusion
- Reason for exclusion
- Relevant investigation findings
- Education arrangements during the period away from school
- Review, appeal and reintegration arrangements (where applicable)

3.2.4 During a fixed term exclusion, the Headteacher will work with the multidisciplinary team, and where appropriate, the Local Authority, to develop a plan to supports the Pupil's successful return to school.

The number of days given for exclusions over the course of the academic year must not exceed 45 days. The 45 days applies to the Pupil and not the school, therefore if the Pupil leaves school to attend another educational provision, their record of exclusion should be shared with the next provision.

3.2.5 There may be rare and exceptional cases (for example if further evidence has come to light), where a fixed term exclusion may be extended or converted to a permanent exclusion. In such a case, the Headteacher will write again to the Parents/Carers and Pupil to explain the reasons for the change.

3.3 Ongoing Support and Reintegration.

3.3.1 Regardless of the length of an exclusion, the following support will be in place to help the Pupil reintegrate into school life.

- Regular (agreed according to individual case) communication catch up sessions with the Pupil and Parents/Carers
- Pupils temporarily removed for safeguarding reasons will receive support for successful reintegration
- Review of Pupil's risk assessment, therapeutic management plan and any other relevant documentation in order to support safe reintegration, and individual support (multi-disciplinary support).
- Work provided to the Pupil will be sensitive to the situation, supportive of reintegration and based on their current personal needs, and there will be opportunities for recognition of this work being completed through regular communication. This could be through phone calls/online meetings/learning experience platform.
- Completion of a reintegration meeting, with due consideration of Pupil, Parents/Carers and school views, and a review of the Individual Education Plan (IEP) and any behaviour support plans, to discuss how best transition the Pupil back to school in a safe and positive way. This meeting will produce an action plan for support.
- A follow up meeting (after reintegration), no longer than 4 weeks after reintegration, to review the well-being of Pupil (s), review the success of the reintegration plan and make amendments as necessary in order to define the next steps.
- Following a permanent exclusion, communication will continue with Parents/Carers and relevant professionals until future educational arrangements are confirmed

3.4 Appeals and Complaints

3.4.1 If a Parent/Carer believes the exclusion is because of a disability/impairment their child has, they have the right to make a claim of disability discrimination to the Education Tribunal for Wales (ETW)

3.4.2 In the case of any exclusion the Parents/Carers/Pupil/Local Authority may make representations to the school's Governance and Oversight Team regarding the Headteacher's decision.

- The school's Governance and Oversight Team will meet as soon as possible in order to review the terms of the exclusion.
- The Parent/Carer and Pupil may be invited to attend the review meeting in order to gain additional insight.
- An administrator will also circulate written statements and provide a list of those who will be present at the meeting.
- The school's Governance and Oversight Team will consider the reasons for the decision to exclude, parental and Pupil views. Parents / Carers / Pupils are entitled to bring a person to support them to present their views.

3.4.3 The school's Governance and Oversight Team will consider whether the Headteacher has complied with the following:

- Exclusion procedures
- Therapeutic Approach Policy
- Equal Opportunities Policy
- Anti-bullying Policy
- SEND Policy
- Equality and Cohesion Policy

3.4.4 They have also had regard to the most recent national guidance and relevant legal frameworks.

3.4.5 The school's Governance and Oversight Team will also consider the evidence that all other reasonable strategies to support the Pupil have been exhausted, and appropriate preventative support has been provided.

3.4.6 The Chair will:

- Ask the Headteacher to outline the reasons for the exclusion decision.
- Offer Parents/Carers, Pupil, Governance and Oversight Team an opportunity to ask the Headteacher questions.
- Provide opportunities for Parents/Carers/Pupil to present their viewpoint (make their own representation).
- Offer the Headteacher and members of the review group the opportunity to ask questions to the Parents/Carers/Pupil.
- If the local authority are in attendance, they will also be asked for their viewpoint.
- Manage a summary of the meeting.

3.4.7 The school's Governance and Oversight Team will consider the evidence and make their decision whether the exclusion is upheld or not. This decision will be made in private. Within one school day from the date of the meeting, the committee will share their decision with Parents/Carers/Pupil/Local Authority and Headteacher.

3.4.8 A copy of the school's Governance and Oversight Team findings will be placed on record along with a copy of the Headteacher's exclusion letter, and other information gathered as part of the exclusion process.

3.4.9 If any party is still unsatisfied with the outcome of this meeting, they can refer to the school complaints policy, and follow the procedure to make a formal complaint.

3.5 Unlawful Exclusions and Absence for Other Reasons

3.5.1 Excluding a Pupil without following the formal procedure is unlawful, and all exclusions must be recorded as such.

3.5.2 However, there may be exceptional circumstances where it would be reasonable of the Headteacher to remove a Pupil from site immediately, and prior to investigation. For example, if a Pupil is accused of committing a serious criminal offence. In this instance, the matter will be referred to the police and other relevant services (for example, the child protection team). Please see Police Involvement Policy for further guidance.

3.5.3 A Pupil may be sent home because of a diagnosed illness such as a notifiable disease which poses an immediate and serious risk to the health and safety of others at school. However, this is not an exclusion and must be recorded as an authorised absence.

3.5.4 Health and safety considerations (for example a risk assessment) can form part of the evidence for exclusion but cannot themselves be grounds for exclusion.

4. Placement Review, Termination of Placement and Permanent Exclusion

4.1 Staged Approach

4.1.1 The needs of the Pupil remain central to all decision-making.

4.1.2 Every effort will be made to explore reasonable adjustments to maintain the placement.

4.1.3 We work collaboratively with parents/Carers and Local Authorities throughout the process.

4.1.4 Decisions will be fully documented and evidence informed.

4.2 Stage 1: Internal Multi-Disciplinary Team (MDT) Review

4.2.1 A school-based MDT is convened when initial concerns arise about a Pupil's placement.

4.2.2 This team will review:

- The Pupil's current IDP/EHCP
- Support strategies and reasonable adjustments already implemented
- Academic, emotional, behavioural, and safeguarding needs
- Additional interventions may be put in place and monitored over a defined period.

4.2.3 All decisions and actions are recorded for transparency.

4.3 Stage 2: Coordinated Placement Review Meeting

4.3.1 If concerns persist, a formal review meeting will be arranged.

4.3.2 Attendees may include:

- Relevant Team Members
- A Regional Education Lead or Operations Director for Education
- A Headteacher or senior leader from another school (to provide external oversight)

4.3.3 This meeting explores:

- Whether continued placement is in the Pupil's best interests
- If further support options remain viable
- Whether a change in provision should be considered
- Whether a managed move or alternative placement may be in the Pupil's best interests

4.4 Stage 3: Emergency Annual Review

4.4.1 If it becomes clear the Pupil's needs may no longer be met, an emergency review of the IDP/EHCP is requested.

4.4.2 The Local Authority (LA) must be formally invited to participate.

4.4.3 The review will assess:

- Progress against EHCP outcomes
- Suitability of current provision
- Next steps, including potential changes to placement

4.4.4 All outcomes are jointly agreed with the LA, and documented.

4.5 Stage 4: Recommendation to Amend Placement

4.5.1 If the emergency review concludes that the school is no longer able to meet the Pupil's needs safely and effectively, , a formal recommendation to amend the IDP/EHCP placement will be issued to the Local Authority.

4.5.2 This will include:

- The rationale for the change
- Evidence of all reasonable adjustments and interventions tried
- Proposed transition timescales

4.5.3 The Local Authority retains responsibility for consulting on and securing alternative provision.

4.5.4 Note: This is not a permanent exclusion. Rather, it is a managed process to ensure the Pupil is placed in a setting that can better meet their identified needs. Whilst the Pupil is still on roll, an adapted educational package may be offered.

4.6 Permanent Exclusion

4.6.1 Where the panel decides that the risks presented are of such a significant nature that the school is unable to safely maintain the Pupil's placement during any notice period, transition period, or whilst alternative provision is being secured, the Headteacher may proceed with permanent exclusion in accordance with this policy.

4.6.2 Permanent exclusion will only be considered where all reasonable adjustments, therapeutic interventions, preventative measures and multi-disciplinary support have been explored, and where the school concludes that the safety, wellbeing or education of the Pupil, other Pupils or Team Members cannot be adequately safeguarded through an end of placement process.

4.6.3 In such circumstances, permanent exclusion may be necessary because the level of risk is too high to safely sustain the placement whilst alternative arrangements are identified and implemented.

4.7 Considerations

4.7.1 Every consideration of exclusion must consider:

- Any child protection issues and parental co-operation. Will the child be safe if they are not in school?
- Duty of care toward all Pupils (legal).
- Alternative arrangements for the continuation of education.
- The school's obligation to continue to provide education whilst the Pupils name is still on the roll.

4.7.2 The school will maintain accurate records of any fixed term or permanent exclusion, placement change or termination of placement. Where a permanent exclusion occurs, the Pupil will remain on roll until all review, appeal or complaints processes have concluded, or the relevant timescales for such processes have expired. Any subsequent changes to the Pupil's registration status and educational placement will be undertaken in accordance with relevant legislation, contractual arrangements and local authority requirements.

4.7.3 We will work with the Parents/Carers to provide advice on the options available for their child's future education.

4.7.4 An exclusion should not be enforced if doing so may put the safety of the Pupil(s) at risk.

4.7.5 In the case of any child protection concerns and/or lack of co-operation from Parents/Carers, the school should consider the need to contact the Education Welfare Service, follow child protection procedures and seek the advice of the Local Authority about available next steps (including legal process).

4.7.6 Written Confirmation (Please see Appendix A for examples of letters):

4.7.7 When the Headteacher provides written confirmation of the exclusion, they will provide the following details:

- The type of exclusion (whether it is a fixed term or permanent exclusion) and the length of exclusion where appropriate.
- The start and end date of the exclusion, and any relevant previous history.
- Reason (s) for the exclusion.
- Information about the review and complaints procedure, who to contact for this, and a copy of the complaints policy.,
- The arrangements for enabling continued education, including the setting, and marking of work.

4.8 Appeals and Complaints

4.8.1 If a Parent/Carer believes the exclusion is because of a disability/impairment their child has, they have the right to make a claim of disability discrimination to the First-tier Tribunal for Special Educational Needs and Disability (SENDIST).

4.8.2 In the case of any exclusion the Parents/Carers/Pupil/Local Authority may make representations to the school's Governance and Oversight Team regarding the Headteacher's decision.

4.8.3 The school's s Governance and Oversight Team will:

- The school's Governance and Oversight Team will meet as soon as possible in order to review the terms of the exclusion.
- The Parent/Carer and Pupil may be invited to attend the review meeting in order to gain additional insight.
- An administrator will also circulate written statements and provide a list of those who will be present at the meeting.
- The school's Governance and Oversight Team will consider the reasons for the decision to exclude, parental and Pupil views. Parents / Carers / Pupils are entitled to bring a person to support them to present their views.

4.8.4 The school's Governance and Oversight Team will consider whether the Headteacher has complied with the following:

- Exclusion procedures
- Therapeutic Approach Policy
- Equal Opportunities Policy
- Anti-bullying Policy
- SEND Policy
- Equality and Cohesion Policy

4.8.5 They have also had regard to the most recent national guidance and relevant legal frameworks.

4.8.6 The school's Governance and Oversight Team will also consider the evidence that all other reasonable strategies to support the Pupil have been exhausted, and appropriate preventative support has been provided.

4.8.7 The Chair will:

- Ask the Headteacher to outline the reasons for the exclusion decision.
- Offer Parents/Carers, Pupil, Governance and Oversight Team an opportunity to ask the Headteacher questions.
- Provide opportunities for Parents/Carers/Pupil to present their viewpoint (make their own representation).
- Offer the Headteacher and members of the review group the opportunity to ask questions to the Parents/Carers/Pupil.
- If the local authority are in attendance, they will also be asked for their viewpoint.
- Manage a summary of the meeting.

4.8.8 The school's Governance and Oversight Team will consider the evidence and make their decision whether the exclusion is upheld or not. This decision will be made in private. Within one school day from the date of the meeting, the committee will share their decision with Parents/Carers/Pupil/Local Authority and Headteacher.

4.8.9 A copy of the school's Governance and Oversight Team findings will be placed on record along with a copy of the Headteacher's exclusion letter, and other information gathered as part of the exclusion process.

4.8.10 If any party is still unsatisfied with the outcome of this meeting, they can refer to the school complaints policy, and follow the procedure to make a formal complaint.

4.9 Off-Rolling

4.9.1 The school will not use unlawful practices to remove a Pupil from education or from the school roll. This includes informal exclusions, directing Parents/Carers to withdraw a Pupil, inappropriate use of alternative provision, use of part-time timetables as a behaviour management strategy, or any other practice that has the effect of avoiding the school's responsibilities towards a Pupil. Decisions regarding placement changes will always be made in the best interests of the Pupil, with appropriate involvement from Parents/Carers, the Placing Authority and relevant professionals.

4.10 Pupil Behaviour Outside of School

4.10.1 Any school activities taking place outside of the school (for example field trips, leisure activities, work experience) are subject to the Therapeutic Approach Policy.

4.10.2 For other incidents outside of the school premises, the school will act reasonably both in relation to expectations of Pupil behaviour, and in relation to any measures implemented to regulate behaviour off-site and not under the supervision of a Team Member. Please refer to the Education Visits and Off-site Activities policy for further information.

5. Communication

5.1 Communications with placing authorities

5.1.1 The Headteacher will maintain effective communications with the Local Authority throughout any period of exclusion. This will ensure that all parties are clear of the rational and any associated risks with the events leading to the decision to exclude. Where a placement has resulted in a permanent exclusion, the Headteacher will formally notify the local authority of the school's decision to cease the placement in line with the agreed contract.

5.1.2 Within the contracted notice period the Pupil will remain on role throughout their exclusion, and efforts will be made to provide alternative remote learning.

5.1.3 The financial arrangements for the termination of a placement as a result of a permanent exclusion will be implemented in line with the agreed funding contract.

5.2 Informing the Pupil's Social Worker and/or Virtual School Head (VSH)

5.2.1 Where a Pupil has a social worker and is at risk of exclusion or a managed move, the Headteacher will ensure that the Social Worker and Designated Safeguarding Person (DSP) are informed as early as possible. Parents/Carers will also be involved in relevant discussions unless doing so would increase safeguarding risks.

5.2.2 Where the Pupil is a Child Looked After (CLA), the school will inform the Virtual School Head (VSH) as early as possible and work collaboratively to identify additional support that may reduce the risk of exclusion or placement breakdown.

5.2.3 The views of the social worker, VSH and other relevant professionals will be considered as part of decision-making and reintegration planning.

- Where a Child Looked After is at risk of exclusion, consideration will be given to:
- The effectiveness of the current Personal Education Plan (PEP)
- Whether an interim PEP review should be convened
- Any additional support that may be required

5.3 Notifying Those Involved of a Cancelled Exclusion

5.3.1 When an exclusion is cancelled, the Headteacher, must notify without delay:

- Parents/Carers; or the Pupil (if they are 18 or older)
- The Operations Director for Education (Operational Governance and Oversight)
- The local authority (LA)
- The Pupil's social worker (where relevant)
- The VSH (where relevant)
- The Headteacher must provide all parties with the reason for cancellation.

5.3.2 Parents/Carers must be offered the opportunity to meet with the Headteacher without delay, to discuss the circumstances that led to the cancellation.

5.3.3 Any days out of school will count as a fixed term exclusion and any days out of school, before a cancelled exclusion, will count towards the maximum of 45 school days a Pupil can be suspended in any school year.

5.3.4 Permanent exclusions cannot be cancelled if a Pupil has already been excluded for more than 45 days in a school year.

5.3.5 Pupils should be reintegrated without delay once the Headteacher is confident that appropriate control measures have been implemented to support a suitable return to the premises.

5.3.6 The Headteacher must ensure that the school offers the same support to Pupils whose exclusions have been cancelled, as they would to a Pupil who has been excluded on their return to school.

6. Alternative Approaches to Exclusion

6.1 Alternative Approaches

6.1.1 Several different alternatives may be available in response to a serious breach of behaviour policy.

6.2 Temporary Removal from Site for Safeguarding Reasons

6.2.1 In rare circumstances, the Headteacher may temporarily disallow a Pupil from attending the school site where this is necessary to safeguard one or more Pupils and where there is no practical means of safely separating those involved whilst remaining on site.

6.2.2 This is not an exclusion and must not be used as a disciplinary consequence.

6.2.3 Decisions will be made on a case-by-case basis and led by the Designated Safeguarding Person, with advice from Children's Social Care, Police or other agencies where appropriate.

6.2.4 Parents/Carers, the Placing Authority and relevant professionals will be informed without delay.

6.2.5 Education arrangements and reintegration planning will be considered from the outset.

6.3 Restorative Days

6.3.1 Restorative Days are voluntary, planned therapeutic interventions agreed with Parents/Carers and are not exclusions, or disciplinary removals from education.

6.3.2 We recognise that harmful behaviour between Pupils can occur and that such incidents may have a significant emotional and psychological impact. Our approach is rooted in restorative principles and therapeutic support, aiming to repair relationships, restore wellbeing, and support personal growth. In line with Welsh Government guidance, we seek to avoid exclusion where possible by offering inclusive and proportionate responses that prioritise both safety and development.

6.3.3 When harm has occurred, we respond with empathy, structure, and care, placing equal importance on the needs of the Pupil who has experienced harm and the Pupil whose behaviour has caused harm. We believe all Pupils benefit from opportunities to reflect, learn, and re-engage with their school community in a healthy, supported way.

6.3.4 The immediate needs and safety of the Pupil who has experienced harm will be prioritised. Emotional support, therapeutic intervention, and pastoral care will be offered to help them feel safe, supported, and reassured.

6.3.5 The Pupil who has caused harm may be supported in a separate space to allow time for reflection, to prevent further difficulties, and to ensure that next steps can be planned with care. A Restorative Day may be used as a short-term, offsite intervention, during which the Pupil continues their education in a supported environment with a trusted Team Member. They will engage in reflective, therapeutic, and restorative activities designed to help them understand the impact of their behaviour, develop empathy, and begin the process of repairing relationships, where appropriate.

6.3.6 This approach ensures that the Pupil who has been harmed can remain in school without fear or anxiety, knowing that the situation is being managed in a structured and compassionate manner.

6.4 Restorative Reintegration

6.4.1 A carefully planned return to the school environment will be arranged for the Pupil who has caused harm. This may include a restorative conversation with the Pupil who was harmed, if appropriate and safe for all involved. Continued support will be provided to both Pupils to promote emotional safety, mutual understanding, and the development of positive peer relationships.

6.4.2 Team Members may accompany and support Pupils offsite during Restorative Days, ensuring a consistent therapeutic and educational experience. All Team Members involved will have appropriate training in restorative approaches and trauma-informed practice, allowing them to respond with empathy, clarity, and consistency throughout the process.

6.4.3 Mediation through a third party is another approach that may lead to a satisfactory outcome, particularly where there has been conflict between two parties, e.g., a Pupil and teacher, or two Pupils.

6.4.4 Throughout the exclusion prevention process the Pupil's parents and sponsoring Placing Authority will be kept fully informed of progress and arising issues.

6.5 Removal of Pupils other than by Exclusion

6.5.1 There may be exceptional circumstances in which the Headteacher needs to remove a Pupil(s) from the school site when exclusion would be illegal. An example is where a Pupil is accused of committing a serious criminal offence which took place outside the Headteacher's jurisdiction (perhaps during a weekend or school holiday and off site) and/or there is insufficient evidence to warrant exclusion.

6.5.2 The Headteacher would be unable to exclude a Pupil in this situation. However, there may be compelling reasons for removing that Pupil from the school premises pending the outcome of a police investigation.

6.5.3 Whether the Pupil has been granted leave of absence or is being educated elsewhere, the school must ensure that the Pupil's full-time education continues while off site. Any such arrangements do not amount to a formal exclusion from school and should be kept under periodic review.

6.6 Managed Moves

6.6.1 A managed move is a voluntary process which may lead to the permanent transfer of a Pupil to another educational setting where it is considered to be in the Pupil's best interests. Managed moves should be considered as part of a planned intervention and must only occur where they are considered to be in the Pupil's best interests.

6.6.2 Before a managed move is considered, the school should be able to evidence that appropriate support and intervention have been implemented and reviewed, including multi-agency involvement where appropriate. The views of the Pupil, Parents/Carers, Placing Authority and relevant professionals will be sought and considered throughout the process.

6.6.3 A managed move must not be used as a trial placement. Where a temporary placement is required to support a Pupil's behaviour, therapeutic needs or successful engagement with education, alternative arrangements should be agreed and reviewed separately

6.6.4 The school will ensure that relevant information is shared with the receiving setting and, where appropriate, the Placing Authority. This may include:

- Current and previous attainment information
- Academic strengths and areas for development
- Risk assessments
- Safeguarding information
- Effective support strategies and therapeutic approaches
- Relevant SEND and EHCP documentation

6.6.5 Where a Pupil has a social worker, the school will notify the social worker and DSP at the earliest stage of discussions. Where a Pupil is a Child Looked After (CLA), the Virtual School Head (VSH) will also be informed.

6.6.6 A Pupil will not be suspended or permanently excluded because a managed move is not agreed by the Pupil, Parents/Carers or other relevant parties

7. Additional Guidance

7.1 Monitoring and Review

- Patterns of incidents including time of day / week, and environment.
- Evidence that a particular Pupil is, for some reason, becoming involved in a particular type of incident, or is more frequently involved in incidents.
- Trends related to bullying amongst the Pupil cohort.
- Incidents of exclusion will be monitored by the Senior Leadership Team (SLT). The SLT will scrutinise data and monitor:
- The number, frequency and duration of fixed term and permanent exclusions.
- Repeat exclusions and any emerging patterns or trends.
- Pupils identified as being at risk of fixed term or permanent exclusion.
- The use of alternative arrangements, including restorative approaches, reduced timetables and off-site educational provision.
- Any movement of Pupils from the school, including managed moves, transitions to alternative settings and Pupils educated off site.
- Any instances where Pupils are temporarily removed from site for safeguarding purposes to ensure appropriate use, oversight and successful reintegration.
- Trends relating to Pupils with SEND, Children Looked After (CLA), Pupils with social workers and other potentially vulnerable groups.
- Any concerns that could indicate unlawful exclusion, off-rolling or inequitable practice.

7.1.1 Monitoring information will be used to evaluate the effectiveness of preventative interventions, identify areas for improvement and ensure that exclusions remain measures of last resort

7.1.2 The SLT will also convene after every exclusion. The team will meet to discuss the effectiveness of the decision to exclude. They will review and further develop therapeutic plans, implementing measures to avoid further exclusions. This will be done with reference to the Therapeutic Approach Policy, and with due regard to the Equalities Act (2010).

7.1.3 The Governance and Oversight Team will periodically review exclusion and Pupil movement data to provide appropriate challenge and assurance regarding the use of exclusion, safeguarding-related removals from site and alternative placement arrangements. Trends and emerging patterns will be reviewed to ensure decisions remain lawful, proportionate, child-centred and in the best interests of Pupils.

7.1.4 Our exclusion policy will be reviewed annually and scrutinised for compliance with the relevant legislative framework, national guidance and key policies.

7.2 Health and Safety

7.2.1 The Headteacher may send a Pupil home, after consultation with that Pupil's parents, social worker, and a health professional as appropriate, where because of a diagnosed illness such as a notifiable disease they pose an immediate and serious risk to the health and safety of other Pupils and Team Members.

7.2.2 This is not exclusion and should be for the shortest possible time and may only be done for medical reasons. If difficulties persist, The Headteacher should seek medical advice.

7.2.3 If there is sufficient evidence that a Pupil has committed a disciplinary offence the Pupil may be suspended from school for a fixed period or excluded permanently.

7.2.4 If a Pupil's presence on the school site represents a serious risk to the health or safety of other Pupils or school Team Members the Headteacher may exclude the Pupil that day after consultation with the Operations Director for Education, parents and /or the Placing Authority.

7.3 Remote Access to Meetings

7.3.1 In case of extraordinary or unforeseen circumstances, which mean it is not reasonably practicable for the meeting to be held in person, the meeting will be held remotely.

7.3.2 Remotely accessed meetings are subject to the same procedural requirements as in-person meetings.

7.3.3 The Education Governance and Oversight Team and the Local Authority should make sure that the following conditions are met before agreeing to let a meeting proceed remotely:

- All the participants have access to the technology which will allow them to hear, speak, see and be seen.
- All the participants will be able participate fully.
- The remote meeting can be held fairly and transparently.

7.3.4 Requests for remote access may be declined where a risk assessment identifies safeguarding concerns, confidentiality concerns, or other factors which mean the meeting cannot be conducted fairly, transparently, or in a manner that allows all participants to engage effectively. In such circumstances, an alternative arrangement will be made wherever possible

7.3.5 Social workers / Case workers always have the option of joining remotely, whether the meeting is being held in person or not, as long as they can meet the conditions for remote access listed above.

7.3.6 The meeting will be rearranged to an in-person meeting without delay if technical issues arise that cannot be reasonably resolved and:

- Compromise the ability of participants to contribute effectively, or
- Prevent the meeting from running fairly and transparently.

7.3.7 The Headteacher, Governance and Oversight Team will consider each request for remote access on a case-by-case basis, taking account of the needs of participants, safeguarding considerations and the ability of all parties to participate fully in the process.

8. Legislation and Guidance

8.1.1 The following legislation and guidance has been considered when drafting this policy:

- Exclusion from Schools and Pupil Referral Units 294/2024
- The Education (Pupil Exclusions and Appeals) (Maintained Schools) (Wales) Regulations 2003.
- The Education (Pupil Exclusions and Appeals) (Pupil Referral Units) (Wales) Regulations 2003.
- The Education (Pupil Exclusions and Appeals) (Wales) (Miscellaneous Amendments) Regulations 2004.
- The Education (Reintegration Interview) (Wales) Regulations 2010. The Equality Act 2010
- The United Nations Convention on the Rights of the Child (UNCRC) Keeping Pupils Safe, Welsh Government 2020

8.1.2 This policy should be read in conjunction with the following policies:

- Attendance
- Safeguarding
- Anti-bullying
- Online Safety and Acceptable Policies
- Therapeutic Approach
- Anti-radicalisation
- Confidentiality
- Equality and Cohesion
- CLA (LAC)
- ALN
- Complaints
- Education visits coordination

9. Appendix 1: Example Letters

9.1 Example 1: Fixed Term Exclusion

Dear Parent/Carer/Pupil,

I am writing to confirm that a decision has been made for [Pupil's Name]/you to be suspended from school for [period of exclusion], beginning on [date] and ending on [date]. We recognise that receiving this letter may be upsetting, worrying, or difficult for you and your family. We want to reassure you that this decision has not been made lightly. Our primary responsibility is to maintain a safe and supportive environment for all pupils and team members. Following careful consideration of the circumstances, and the support and interventions provided to date, we believe that a brief period away from school is needed at this time.

We understand that behaviour is often a form of communication and may reflect unmet needs, emotional distress, or other challenges that a young person is experiencing. During this period, we will continue to seek to understand the factors that may have contributed to the incident and work collaboratively with you to identify any additional support that may be helpful.

To help [Pupil's Name]/you remain connected to learning, work will be provided during the exclusion period. [Insert details of arrangements.] We would be grateful for your support in encouraging engagement with this work where possible, recognising that this can sometimes be challenging during periods of heightened stress or emotion.

We are committed to supporting a positive and successful return to school. Prior to [Pupil's Name's]/your return, we will work with you and, where appropriate, other professionals involved to consider what adjustments, support strategies, or interventions may help strengthen their sense of safety, belonging, and success within school.

You, and [Pupil's Name] (where they are under 18 and it is appropriate), have the right to make representations to the school's Governance and Oversight Team regarding this decision. If you would like to do so, please contact:

[Name of Contact]
[Address]
[Telephone Number]
[Email Address]

If you have any questions, concerns, or would like to discuss how we can best support [Pupil's Name]/you during this period, please do not hesitate to get in touch. We value our partnership with you and remain committed to working together to support [Pupil's Name's]/your wellbeing, development, and successful reintegration into school.

Yours sincerely,

[Name]
Headteacher

9.2 Example letter 2: Permanent Exclusion

Dear [Parent's/Carer's/Pupil's Name],

Following a thorough review of the circumstances and all available information, I am writing to confirm my decision to permanently exclude [Pupil Name] from [School Name] with effect from [date].

We recognise that receiving this letter may be deeply upsetting and may bring a range of emotions for you, your family, and [Pupil Name]. Please be assured that this decision has been made only after careful consideration of the circumstances, the support provided to date, and our responsibility to ensure the safety, wellbeing, and learning of all pupils and team members.
This decision has not been taken lightly. It reflects our assessment that the school is no longer able to safely and effectively meet [Pupil Name's] needs within the current setting. [Pupil Name] has been permanently excluded because [reason for exclusion, including any relevant context and history].

We recognise that behaviour and presenting difficulties can often be influenced by a range of factors, including emotional wellbeing, life experiences, relationships, and unmet needs. While this decision relates to the seriousness of the concerns that have arisen, it does not define [Pupil Name] as a person, nor does it diminish their strengths, potential, or value. Our aim throughout has been to understand and respond to their needs whilst maintaining a safe environment for the wider school community.

As this is a permanent exclusion, the school's Governance and Oversight Team will meet to review my decision. You, and [Pupil Name] where appropriate, have the right to make representations to the committee and to share any information you would like them to consider. Throughout this process, our priority remains ensuring that [Pupil Name] can access appropriate education, support, and opportunities for success in a setting that is able to meet their needs safely and effectively.

The Governance and Oversight Team has the authority to:

- *Reinstate [Pupil Name] immediately or from a specified date; or*
- *Uphold the permanent exclusion.*

Should the exclusion be upheld, you may pursue the next stage of the process as outlined in the enclosed complaints procedure.

The review meeting will take place no later than [date]. If you wish to attend, make representations, or be accompanied by a friend, advocate, or representative, please contact:

[Name of Contact]
[Address]
[Telephone Number]
[Email Address]

In the meantime, we will continue to work collaboratively with you, the Local Authority, and any relevant professionals to support the next steps in [Pupil Name's] education. We

are committed to helping ensure a thoughtful and well-planned transition to future provision.
We understand that this may be a particularly challenging time for your family. If you would like to discuss the contents of this letter, the review process, or the support available, please do not hesitate to contact the school. We remain committed to working respectfully and constructively with you in the best interests of [Pupil Name].

Yours sincerely,

[Name]
Headteacher

9.3 Example letter 3: Permanent exclusion – review group's decision

Dear [Parent's/Carer's/Pupil's Name]

The Governance and Oversight Team met on [date] to review the decision made by [Headteacher's Name] to permanently exclude [Pupil's Name] from [School Name].

The panel carefully considered all of the information available, including the school's evidence, relevant records, and the views and representations shared by you, [Pupil's Name] (where appropriate), and any other professionals involved. We would like to thank you for your engagement with this process and for sharing your perspectives.

If the Review Group Reinstates the Pupil

Following careful consideration, the Governance and Oversight Team has decided to overturn the permanent exclusion and direct that [Pupil's Name] be reinstated to school from [date].
We therefore look forward to welcoming [Pupil's Name] back to school on [date] at [time].

In reaching this decision, the panel considered the circumstances surrounding the exclusion alongside the support, planning, and adjustments that may help ensure a successful return to school. The panel believes that reinstatement, supported by appropriate interventions and ongoing partnership working, is in [Pupil's Name's] best interests at this time.

We recognise that returning to school following an exclusion can bring a mixture of emotions and uncertainties for both pupils and families. We are committed to working collaboratively with you to ensure that [Pupil's Name] feels safe, supported, and able to re-engage positively with learning and school life.

If you would like to discuss [Pupil's Name's] return before the reinstatement date, please contact [Headteacher's Name] to arrange a convenient time to meet and plan the support required.
A copy of this letter will be placed on [Pupil's Name's] school record.

If the Review Group Upholds the Permanent Exclusion

Following careful consideration, the Governance and Oversight Team has decided to uphold the decision to permanently exclude [Pupil's Name].

This decision was not reached lightly. The panel carefully considered all available evidence, including representations from you, [Pupil's Name] (where appropriate), the school, and any other relevant professionals before reaching its conclusion.

The reasons for the panel's decision are as follows:
[Provide detailed reasons, including how the panel reached its decision.]

In reaching this decision, the panel considered the needs of [Pupil's Name], the support and interventions that have been implemented, the circumstances leading to the exclusion, and the school's responsibilities in maintaining a safe and supportive environment for all pupils and staff.
The panel also recognised that behaviour and presenting difficulties are often influenced by a range of factors, including emotional wellbeing, life experiences, relationships, and individual needs. This decision should not be seen as a judgement of [Pupil's Name] as a person. Rather, the panel concluded that an alternative educational setting is likely to be better placed to meet their needs and support their future progress.

Whilst the exclusion has been upheld, the panel recognises the importance of ensuring that appropriate educational provision is identified as quickly as possible. The school will continue to work collaboratively with the Local Authority, parents/carers, and relevant professionals to support a smooth transition and positive next steps.

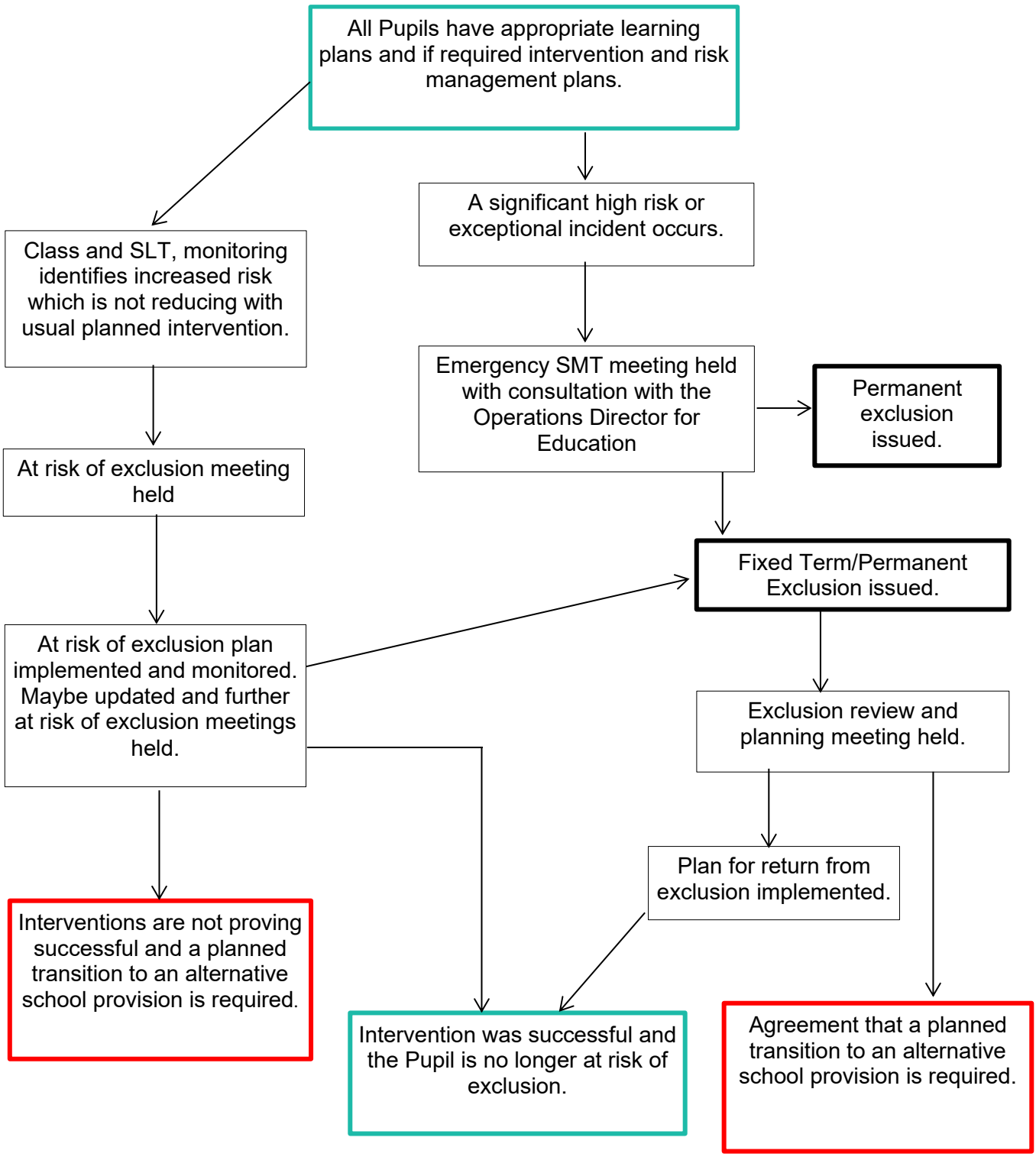
You have the right to challenge this decision through the school's complaints procedure. Details of this process are enclosed with this letter.

The current educational arrangements for [Pupil's Name] will continue in the meantime. The Local Authority is making arrangements for ongoing full-time education, and [Name of Local Authority Officer] will contact you shortly to discuss these arrangements. If you have any questions, please contact [Name].

We recognise that this may be a particularly difficult time for you and your family. If you would like to discuss the contents of this letter, the support available, or the next steps in the process, please do not hesitate to contact the school.

We remain committed to working respectfully and collaboratively with you to support [Pupil's Name's] wellbeing, educational progress, and future success.

Yours sincerely,

[Name]
Administrator to the Review Group

10. Appendix 2 Overview of permanent exclusion process