



**Hawarden High School**  
**Ysgol Uwchradd Penarlâg**

**Exclusion Policy**

**June 2003**

**Reviewed November 2015**

Signed .....

Chair of Governors

Date: 19<sup>th</sup> November 2015

<b>Review Date</b>	October 2015	<b>Leader of Policy Review</b>	Mr P Ellis
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Exclusions are seen as a last resort as part of a disciplinary continuum that begins with classroom-based responses to indiscipline and can end in permanent exclusion. The decision to exclude is not taken lightly and exclusions tend to be used as a last resort, when other sanctions/courses of action have failed. Exceptionally a pupil will be excluded for a single offence; such offences will include verbal abuse to staff and being a danger to others.

The Discipline Policy sets out a series of expectations and procedures, which cover the day to day response to behavioural incidents. This is our Three Stage Approach, laid out in the form of the flow chart "*What to do if a pupil misbehaves and will not consent to be disciplined in the classroom*".

Inevitably a very small minority of pupils will fail to modify their behaviour. Procedures are in place to respond to this in the form of the flow chart "*What to do if enough is enough*". Particular features of this are internal exclusion and SLT (Senior Leadership Team) Detention, a formal detention which takes place after school. This detention is followed by the negotiation of targets in the form of a home – school agreement, to be monitored using a progress card. Wilful failure to achieve targets may result in a further interview with parents and pupil followed by a short, fixed term exclusion.

On a pupil's return, further monitoring procedures will be put in place to support and rebuild. Behaviour support and individual behaviour plans enable contact staff to set targets and to ensure a consistency of support and approach.

In the exceptional circumstance of a failure to meet negotiated targets, a further agreement will be prepared which will build in the possibility of a further exclusion and involvement of the Educational Psychologist and/or Childhood and Adolescence Services.

### **Involvement of the LA**

Any potential permanent exclusion involves Children Services at LEA level. Rather than being left with no option but to permanently exclude, this procedure has the potential to allow us to limit the time a pupil spends in school to an agreed number of sessions, with Home Tuition and/or other initiatives being put in place by the LEA to provide support at home.

### **Balancing Needs**

In certain cases a deliberate decision has been made not to exclude, although the situation would seem to indicate such a response. Every exclusion involves weighing the interests of the school community against those of the individual. In certain cases home circumstances and issues of supervision will result in pupils not receiving a fixed term exclusion.

### **Exclusion Procedure (County Guidance)**

#### **1. Fixed Term Exclusion (Maximum of 15 days/term)**

Any fixed term exclusion will result in parents being informed, by phone if possible, and always by letter. If parents cannot be contacted by phone the pupil will be sent home at the end of school with a letter, a copy of which will be posted. When necessary, the EWO will take pupils home and offer support to parents.

Return to school is subject to an interview with parents and pupil. Where appropriate, a pupil's return is conditional upon the terms of a home – school agreement.

When a fixed term exclusion brings the total for that child to more than five days in a given term, Governors and LA will be informed.

## 2. Permanent Exclusion

If it becomes necessary for an exclusion to become permanent, parents are informed of their right of appeal and given the relevant names and contact numbers/addresses. Governors will hold a formal hearing, whether or not parents appeal, will a minimum of three governors, not including the Head, forming the appeal committee.

In the event of an exclusion the school makes sure that the pupil is referred to appropriate sources of help and support.

The following points are taken into account when considering an exclusion:

- \* Severity of offence and likelihood of repetition
- \* Pupil's age and health
- \* Previous record
- \* Extent and significance of the violation of school rules
- \* What support has been sought from other agencies
- \* Special circumstances

## **AGREEMENT OF GOOD BEHAVIOUR**

During a meeting between **(pupil)** his parent(s) / carer and Headteacher or representative (Hawarden High School) the following points were agreed:

(Pupil) will:

1. Follow the direct, reasonable instruction of his teachers and do what he is told, when he is told to do it.
2. Treat his / her teachers with respect and will not “talk back” or mutter under his / her breath.
3. When “On Report”, bring the card to Head Teacher or Deputy Head at the agreed time(s) each day, even if the comments are poor.
4. Turn up to detentions – including after school detentions – as and when necessary.
5. To bring any problems to for discussion.

**Hawarden High School will:**

1. Continue to treat **(pupil)** with respect.
2. Continue to monitor **(pupil)** progress and provide him / her with all necessary guidance and support.
3. Arrange for **(pupil)** to see the Careers Officer to help him set career goals.
4. Set behavioural targets for **(pupil)** and continue to provide support.
5. Maintain liaison with parent(s) / carers and continue to provide support.
6. Report back to representative of LA, initially after two weeks, and then at regular intervals.

**(Pupil) understands that failure to modify his behaviour and honour all aspects of this agreement could result in exclusions which may become permanent.**