

# OAKMONT Education

## Policy

Exclusions

Ratification	
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<b>Signature</b>	K Price

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## Introduction

At Oakmont School, we are dedicated to creating a safe, caring, and inclusive environment where all pupils can thrive. We believe in addressing behavioural concerns through therapeutic and supportive means, reserving exclusion as a last resort. Our policy aligns with Welsh Government guidance and complies with the Equality Act 2010, focusing on:

Ensuring exclusions are used only when all other options have been exhausted.

Promoting a clear understanding of the exclusions process for staff, parents, and pupils.

Encouraging the use of preventative and alternative strategies to address behaviours of concern.

## Legislation and statutory guidance

This policy deals with the practice of exclusion at Oakmont School. It is underpinned by the shared commitment of all members of the school community to achieve two important aims:

- To ensure the safety and well-being of all members of the school community, maintaining an appropriate educational environment in which all can learn and succeed
- To realise the aim of reducing the need to use exclusion as a sanction.

This policy aligns with Welsh Government guidelines, including the Equality Act 2010, and is underpinned by other relevant school policies, such as Safeguarding, Community Values, and Anti-Bullying policies.

Oakmont School fully accepts and implements the advice and guidance of the Welsh Assembly Government circular 171/2015 'Exclusion from school and pupil referral units. This policy needs to be considered in line with other school policies such as the Safeguarding Policy, **Community Values** and so on. This list is not exhaustive.

## Commitment to a therapeutic and preventative approach

Oakmont School emphasises a nurturing approach that prioritises proactive interventions. Exclusion decisions are guided by a commitment to the following:

Emotional regulation and positive communication: We support pupils in developing self-regulation and respectful behaviour through our Community Values Policy.

Preventative measures: To reduce the likelihood of behaviours leading to exclusion, Oakmont employs various interventions, such as:

Positive behaviour support meetings.

Regular assessment of behaviour through tracking tools.

Multidisciplinary support meetings with parents, guardians, and relevant external agencies.

Curriculum integration focusing on self-regulation and emotional well-being.

Open communication with pupils and families to foster understanding and address underlying challenges.

## Decision making criteria

Exclusion is reserved for serious or repeated breaches of the school's Community Values Policy. Circumstances for exclusion may include:

Violence, aggression, or harm to others or property.

Persistent disruptions that significantly impact the learning environment.

Illegal activities, such as substance misuse or possession of offensive weapons.

### Limitations on Exclusions

Oakmont School commits to avoiding exclusion for incidents beyond the pupil's control, including those related to a protected characteristic under the Equality Act 2010. Exclusion will never be used in cases of:

Failure to complete work.

Punctuality or absenteeism.

Minor breaches, such as dress code violations.

Situations where the pupil has been a target of bullying or harassment.

## Definitions

Suspension – when a pupil is removed from the school for a fixed period. This was previously referred to as a ‘fixed-term exclusion’.

Permanent exclusion – when a pupil is removed from the school permanently and taken off the school roll. This is sometimes referred to as an ‘exclusion’.

Off-site direction – when a governing board of a maintained school requires a pupil to attend another education setting temporarily, to improve their behaviour.

Parent – any person who has parental responsibility and any person who has care of the child.

Managed move – when a pupil is transferred to another school permanently. All parties, including parents and the admission authority for the new school, should consent before a managed move occurs.

## Alternative actions and procedures for exclusion

### Exploring alternatives

Before considering exclusion, the headteacher will:

Utilise internal alternatives such as behaviour plans, internal exclusions, and restorative justice approaches.

Consult with the pupil, parents, and support networks to explore additional measures, including off-site directions or managed moves.

Ensure all preventative and supportive interventions have been applied to address the behaviour effectively.

### Types of exclusion

Fixed-Term Exclusion: Used for short periods, typically 1-3 days, not exceeding 45 days in an academic year.

Permanent Exclusion: Considered only when all other strategies have been exhausted or in response to a single, severe incident. A multi-disciplinary review will be conducted before finalising this decision.

### Exclusion process

Investigation: The headteacher will lead a thorough investigation, gathering evidence, including witness statements, and considering any extenuating factors such as bullying or provocation.

Decision: Based on a balance of probabilities, the headteacher will determine if exclusion is necessary. The decision will be communicated to the pupil’s parents and the local authority promptly.

Documentation: All exclusions are documented in a report that includes the pupil’s details, the incident, and the justification for the decision. Parents will receive written notice explaining the exclusion, its duration, and their right to appeal.

## Reintegration and post-exclusion support

Oakmont is committed to supporting pupils in reintegrating after a fixed-term exclusion:

Reintegration Meetings: A meeting involving the pupil, parents, and relevant staff members will be held to discuss an individualised plan to support the pupil’s return to school. If necessary, the pupil’s Individual Education Plan (IEP) will be updated to address any ongoing needs.

Follow-Up: The school will conduct a follow-up meeting within four weeks of the pupil’s return to assess the reintegration’s effectiveness and make necessary adjustments.

Ongoing Support: Pupils may receive additional support through pastoral care, behaviour monitoring, and regular progress reviews with parents. Oakmont will also coordinate with external agencies as needed to ensure a successful reintegration.

## Appeals and complaints

Parents or guardians may appeal an exclusion decision by contacting the school's leadership team. If they believe the exclusion is related to a disability, they may also appeal to the Special Educational Needs Tribunal for Wales (SENTW). The appeals process will include a review of the headteacher's decision, considering evidence, the school's policies, and any mitigating factors.

### Links to other policies

Safeguarding

Anti-bullying

Community values

Curriculum

Equality, diversity, and inclusion

### Monitoring

The exclusion policy will be reviewed annually by the school's senior leadership team to ensure that it remains up-to-date and effective in addressing pupil behaviour. Any necessary revisions to the policy will be made following the review. The school will keep accurate and up-to-date records of all exclusions, including the reason for exclusion, the duration of the exclusion, and any support provided to the pupil. These records will be used to monitor the effectiveness of the exclusion policy and to identify any patterns or trends in pupil behaviour. The school will analyse the exclusion data on a regular basis to identify any issues or trends that require attention. This analysis will be used to inform the school's approach to managing pupil behaviour and to identify any areas where additional support or intervention may be required.