



# **Polisi Ymddygiad Ysgol Gymraeg Rhyd y Grug Behaviour Policy**

Date approved by Governing Body: 21st September 2022

Date of implementation: September 2022

Date of last review:

Date of next review: September 2025

## **Polisi Ymddygiad**

Credwn y dylai'r ysgol fod yn gymuned 'ddiogel' sy'n gofalu am anghenion pob disgybl fel unigolion. Dylai pob plentyn, heb eithriad, deimlo bod eu cyfraniad tuag at fywyd yr ysgol yn cael ei barchu a'i werthfawrogi. Mae ein polisi ymddygiad yn Ysgol Rhyd y Grug yn anelu at feithrin ymwybod o hunan ddisgyblaeth yn ein disgyblion a'u cael i ysgwyddo'r cyfrifoldeb am eu gweithredoedd. Anelwn hefyd at greu awyrgylch o ddiogelwch a dedwyddwch yn gefndir ar gyfer dysgu effeithiol a phob aelod o'r ysgol yn dangos parch at ei gilydd.

Disgwyliwn fod ymddygiad plant o'r safon uchaf bob amser. Rydym yn annog pob disgybl i barchu a gofalu am yr ysgol a'i holl adnoddau, eu heiddo eu hunain ac eiddo eraill, eu cyfoedion ac oedolion o fewn yr ysgol a'r gymuned. Rydym yn hyderus y bydd yr amgylchedd gofalgar o fewn yr ysgol yn arwain at ymddygiad da a dealltwriaeth o'r hyn sy'n iawn ac yn anghywir.

Cyfundrefn o gytundeb ysgol ac addewidion ystafell ddosbarth sydd wrth wraidd ein gweithdrefnau ar faterion ymddygiad a disgyblaeth yn Ysgol Gymraeg Rhyd y Grug ac mae i'r rheiny wobrwyo a chanlyniadau diamwys.

### **Cytundeb Ysgol**

Rydw i'n cytuno i:

1. Gerdded yn dawel o gwmpas yr ysgol.
2. Symud i'r rhesi yn syth ac yn dawel ar ôl clywed y gloch.
3. Osod cotiau a bagiau yn daclus yn y cyntedd gotiau.
4. Ymddwyn yn gywir wrth fynd i'r tŷ bach.
5. Gadw'r ysgol yn lân a thaclus a rhoi sbwriel yn y biniau.
6. Ddangos parch at eiddo ac offer yr ysgol ac eraill, ac amgylchfyd yr ysgol.
7. Ddangos cwrteisi a charedigrwydd at eraill.
8. Barchu gweithgareddau amser chwarae plant eraill.
9. Ddilyn cyfarwyddiadau staff ar bob achlysur – yn y dosbarthiadau, ar yr iard, yn ogystal â mewn sesiynau torfol e.e. gwasanaethau.

**Mae cytundeb ysgol yn cael ei arddangos o amgylch yr ysgol a disgwylir i bob disgybl gytuno iddynt.** Mae ymddygiad ar y bws i gydymffurfio â chytundeb yr ysgol.

### **Rhan y rhieni**

Y rhieni sy'n gosod yr enghreifftiau cyntaf a'r pwysicaf i'r plant wybod sut mae ymddwyn. Rydyn ni'n rhoi gwerth ar y rhan mae'r rhieni yn ei chwarae ac ar eu cydweithrediad a'u cefnogaeth. Edrychwn ar ein rhieni yn nhermau partneriaeth o ran atgyfnerthu'r gwerthoedd rydyn ni'n eu coleddu a'u hyrwyddo yn yr ysgol.

Gwyddwn fod cydweithredu'n agos â'r rhieni yn elfen hanfodol o'r polisi hwn a gwnawn bob ymdrech i gael pob rhiant yn rhan o'r broses ac i'w hysbysu o ddigwyddiadau yn ôl yr angen.

Disgwyliwn i bob rhiant ein cefnogi'n llawn ar faterion sy'n ymwneud â disgyblaeth ac i annog eu plant i ymddwyn yn briodol. Ynghyd â disgwyliadau staff yr ysgol, mae'r enghraifft a osodir gan oedolion yn yr ysgol ac yn y cartref yn bwysig, ac rydym yn hyderus y bydd ein disgyblion yn tyfu i fod yn gwrtais ac yn sensitif i deimladau pobl eraill yn sgil hynny.

## **Gwobrwyo**

Gwnawn bob ymdrech i ganmol y plant, tynnu sylw at a'u gwobrwyo am ymddygiad da, cwrteisi, Gwaith caled, ymdrech dda a pharch a charedigrwydd at eraill.. Ein gobaith ni ydy "dal y plentyn yn gwneud rhywbeth da". Credwn mai cyfundrefn o wobrwyo ydy'r ffordd bwysicaf o ysgogi plant i ymddwyn ar eu gorau. Mae gwobrwyon haeddiannol yn dra phwysig o ran ysgogi cyrhaeddiad o safon dda ynglŷn â gweithgareddau academaidd ac ymddygiad da fel ei gilydd.

## **Ymweliadau bob Gwener**

Bob dydd Gwener, bydd y plant hynny sydd wedi derbyn Tystysgrifau Seren yr Wythnos, o ran ymddwyn yn dda neu gyflawni gwaith yn y dosbarth - yn cael eu gwahodd i ymuno yn 'Paned gyda'r Pennaeth'.

## **Ymddygiad Annerbyniol yn gysylltiedig â thorri rheolau ysgol**

1. Disgybl yn herio awdurdod aelod o'r staff.
2. Disgybl yn dangos amharch tuag at aelod o'r staff neu rywun arall yn yr ysgol.
3. Disgybl yn dangos amharch tuag at eiddo'r ysgol neu eiddo eraill.
4. Disgybl yn troseddu yn erbyn cyfraith gwlad.
5. Disgybl yn gadael campws yr ysgol heb ganiatâd.
6. Disgybl yn barhaol yn gwrthod cydymffurfio â mân reolau sy'n sicrhau rhediad esmwyth yr ysgol.
7. Disgybl yn defnyddio iaith anwedus.
8. Disgybl yn gwrthod dilyn cyfarwyddiadau staff.
9. Disgybl yn gas neu'n dreisgar tuag at eraill.

## **Canlyniadau**

### **CAM cychwynnol - 5 Cwestiwn Ymholi**

Wrth ddelio â **mân ddigwyddiadau**, dylai'r staff ddefnyddio'r 5 Cwestiwn Ymholi wrth ddelio â'r sefyllfa sy'n codi. Yr un fydd y cwestiynau craidd hyn ar gyfer holl staff ac ar gyfer cyfarfodydd mwy ffurfiol, a chân nhw eu rhannu gyda phob disgybl ac oedolyn. Dyma nhw:-

#### **5 Cwestiwn Ymholi:**

1. Beth ddigwyddodd?
2. Beth oedd yn eich meddwl? Sut roeddech chi'n teimlo?
3. Ar bwy gafodd hyn effaith a sut?
4. Beth fydd ei angen arnoch i chi gael teimlo'n well?
5. Beth sydd angen digwydd nawr er mwyn symud ymlaen ac osgoi digwyddiad tebyg eto?

**Pan fydd plentyn yn torri'r rheolau unwaith neu dro ar ôl tro – rhaid iddo/i wynebu'r canlyniadau canlynol:**

### **CAM 1 - Sgwrs Anffurfiol gydag Aelod Staff**

- Aelod o staff unigol yn ymyrryd ac yn arwain y broses.
- Sgwrs anffurfiol gan ddefnyddio'r 5 Cwestiwn Ymholi (nid oes angen amser paratoi na chytundeb canlyniad bob amser).
- Gall ddigwydd yn yr ystafell ddosbarth neu'r coridor, y neuadd fwyta neu'r maes chwarae ar unrhyw adeg.
- Hysbysir y rhieni o'r digwyddiad gan yr athro dosbarth yn ôl yr angen.

### **CAM 2 – Sgwrs Anffurfiol gydag Athro Dosbarth:**

- Anghydfod sydd wedi digwydd yn gyson dros gyfnod o amser.
- Cam ymddwyn parhaus yn dilyn rhybudd a gweithdrefnau CAM 1 uchod.
- Sgwrs athro dosbarth gyda'r unigolion, gan ddefnyddio'r 5 cwestiwn ymholi yn ôl priodoldeb y sefyllfa.
- Ffurflen 1 Monitro Anghydfod i'w llenwi a'i ffeilio gan yr athro dosbarth mewn achos o anghydfod a dilyn y canllawiau ar waelod y ffurflen.
- Hysbysir rhieni am y digwyddiad gan yr athro dosbarth.

### **CAM 3 - Cyfarfod Ffurfiol gydag Arweinydd Adran**

- Os bydd ymddygiad gwael neu anghydfod yn parhau, bydd disgybl ac athro yn cwrdd â'r Arweinydd Adran i gael sgwrs ffurfiol am y digwyddiad.
- Rhoddir copi o'r 5 Cwestiwn Ymholi i'r disgybl a chaniateir amser iddo/i baratoi os oes angen. Efallai y bydd aelod arall o staff yn bresennol i hwyluso'r cyfarfod.
- Ffurflenni 2 a 3 Monitro Anghydfod i'w llenwi gan yr Arweinydd Adran mewn achos o anghydfod parhaus a gosod copi yn ffeil Monitro Anghydfod yn swyddfa'r Pennaeth.
- Hysbysir y rhieni am y digwyddiad gan yr Arweinydd Adran

### **CAM 4 - Cyfarfod Ffurfiol gyda'r Dirprwy Bennaeth**

- Os bydd ymddygiad gwael neu anghydfod yn dal i barhau bydd y mater yn cael ei drosglwyddo at sylw'r Dirprwy Bennaeth.
- Bydd y disgybl ac Arweinydd Adran yn cwrdd â'r Dirprwy Bennaeth i gael sgwrs fwy ffurfiol am y digwyddiad.
- Rhoddir copi o'r 5 Cwestiwn i'r disgybl a chaniateir amser iddo/i baratoi os oes angen. Efallai y bydd aelod arall o staff yn bresennol i hwyluso'r cyfarfod.
- Ffurflen 4 Monitro Anghydfod i'w llenwi gan y Dirprwy Bennaeth a chopi i'w gadw yn ffeil Monitro Anghydfod yn swyddfa'r Pennaeth.
- Mae angen cynhyrchu cytundeb canlyniad yn y cyfarfod a'i lofnodi gan y ddau barti.
- Y Dirprwy Bennaeth a'r disgybl(ion) i drefnu cyfarfod ffurfiol ymhen pythefnos i ailymweld â'r sefyllfa gan lenwi Ffurflen 5 bob tro a pharhau â'r drefn hon nes bod gwelliant wedi cofnodi.
- Y Dirprwy Bennaeth i adrodd yn ôl ar y trafodaethau gyda'r rhieni.

### **CAM 5 - Cyfarfod Ffurfiol gyda'r Pennaeth**

- Efallai y bydd angen cyfarfod ffurfiol i ddelio â digwyddiadau mwy difrifol, a rhaid iddo gael ei arwain gan y Pennaeth.
- Gofynnir y 5 cwestiwn i bob parti.
- Rhaid cael cytundeb canlyniad.
- Bydd y Pennaeth yn cysylltu â'r rhieni i drafod y sefyllfa a digwyddiadau. Yn ôl yr angen gwahoddir y rhieni mewn i drafod ymhellach.

- Mewn achos o Anghydfod difrifol / Bwlio llenwir ffurflenni 4 a 5 Monitro Anghydfod a'u cadw mewn ffeil yn swyddfa'r Pennaeth.
- Y Pennaeth a'r disgybl(ion) i drefnu cyfarfod ffurfiol ymhen pythefnos i ailymweld â'r sefyllfa gan lenwi Ffurflen 5 bob tro a pharhau â'r drefn hon nes bod gwelliant wedi cofnodi.
- Y Pennaeth i adrodd yn ôl ar y trafodaethau pellach hyn gyda'r rhieni.

### **CAM 6 – Gwaharddiad Mewnol / Gwaharddiad allanol swyddogol (Manylion pellach islaw)**

- Mewn amgylchiadau eithafol, anfonir disgybl i swyddfa'r Pennaeth.
- Rhaid cael cyfarfod ffurfiol, a chyfarfod ail-integreiddio gyda'r disgybl dan sylw.
- Gwahoddir rhieni i'r ysgol i dderbyn y canlyniad gan y Pennaeth.
- Llythyr swyddogol am y gwaharddiad i fynd adref.
- Cyfarfod ail-integreiddio gan y pennaeth, athro, rhiant a disgybl - trafod anghenion/disgwyliadau a'r ffordd ymlaen.

### **CANLLAWIAU'R LLYWODRAETH AR SUT I REOLI DISGYBL ANYSTYWALLT O DAN AMGYLCHIADAU ARBENNIG.**

[Cylchlythyr DfEE 10/98 a Chylchlythyr y Swyddfa Gymreig 37/98 ar Adran 550 o Ddeddf Addysg 1996 – 'Defnyddio Grym Rhesymol i Reoli neu Atal Disgybl']

Gall athrawon ddefnyddio grym rhesymol i atal disgybl rhag:

- torri'r gyfraith (unrhyw oedran)
- niweidio ei hunan neu eraill
- achosi difrod i eiddo gan gynnwys ei eiddo ei hunan.
- dangos ymddygiad all gael effaith negyddol ar gadw trefn a disgyblaeth effeithlon yn yr ysgol neu ar ddisgyblion eraill, boed hynny yn digwydd yn yr ystafell ddosbarth neu rywle arall.

Dim ond fel y modd terfynol (last resort) y dylid defnyddio atal corfforol.

Os yw athro/awes yn teimlo y gall ei d/diogelwch fod mewn perygl neu y gall arwain at gyhuddiad o gamdrin rhywiol ni ddylai weithredu i geisio atal y disgybl. Fe ddylai anfon am gymorth. Fe ddylid cofnodi digwyddiad o'r fath mewn llyfr a gedwir gan y pennaeth.

### **Camau Pellach**

Os yw plentyn yn parhau i gamymddwyn yna y mae'n rhaid i'r ysgol ystyried camau i wahardd y plentyn am gyfnod penodol neu amhenodol. Gall hyn fod yn waharddiad mewnol neu allanol.

Dilynir canllawiau Cynulliad Cenedlaethol Cymru /Awdurdod Addysg Lleol ar wahardd disgyblion yn ffurfiol.

Dilynir Canllawiau Cynulliad Cenedlaethol Cymru

## **CEFNOGAETH I DDISGYBLION A CHYNHWYSIAD CYMDEITHASOL**

[Cyfuniad o Ddeddf Addysg 1996, Deddf Safonau a Fframwaith Ysgol 1998, Adroddiad Gwaharddiad Cymdeithasol a Chylchlythyr y Swyddfa Gymreig 1998 – Cynlluniau Cefnogi Ymddygiad]

Y mae'r arfer dda a grybwyllir yn y dogfennau uchod wedi ei gynnwys yn y polisi hwn.

### Gwahardd o'r ysgol

- Gall pennaeth wahardd disgybl am fwyafrif o 45 diwrnod mewn blwyddyn ysgol.
- Pan fo ysgol yn gwahardd disgybl am fwy na 15 diwrnod ysgol dilynol rhaid cydweithio â'r AALI ar sut i'w gymhathu yn ôl i'r ysgol.
- Fe ddylai Pwyllgor Disgyblu Bwrdd Llywodraethol yr ysgol a'r AALI gael gwybod yn syth gan bennaeth os yw'n bwriadu gwahardd plentyn yn barhaol, am fwy na 5 diwrnod mewn tymor neu pan fydd plentyn oherwydd ei wahardd yn colli arholiad neu brawf cenedlaethol.
- Bydd gwybodaeth am waharddiadau byrrach na'r uchod yn cael ei roi fan leiaf unwaith y tymor i'r Bwrdd Llywodraethol.
- Bydd y pennaeth yn rhoi gwybod i Gadeirydd (neu gynrychiolydd) y Corff Llywodraethol a'r AALI am waharddiad 5 diwrnod neu lai.
- Anfonir gwybodaeth i rieni'r plentyn a waherddir trwy lythyr. Rhoddir wedyn amser o un diwrnod i'r rhieni wneud trefniadau arbennig, a gwaherddir y plentyn o'r diwrnod canlynol.
- Cynhwysir yn y llythyr o waharddiad i'r rhieni amgylchiadau'r penderfyniad i wahardd a'r hawl fydd ganddynt i ymgynghori â Bwrdd Llywodraethol yr ysgol ar y mater.
- Nid oes hawl gan yr AALI (ar wahân i Banel Apêl Annibynnol) i anghytuno â phenderfyniad Bwrdd Llywodraethol i wahardd disgybl.

## **Behaviour Policy**

We believe that the school should be a 'safe' community that looks after the needs of all pupils as individuals. All children, without exception, should feel that their contribution to school life is respected and valued. Our behaviour policy at Ysgol Gymraeg Rhyd y Grug aims to foster an awareness of self-discipline in our pupils and get them to take responsibility for their actions. We also aim to create an atmosphere of safety and happiness as a background for effective learning with all members of the school showing respect for each other.

We expect children's behaviour to be of the highest standard at all times. We encourage all pupils to respect and care for the school and all its resources, their own property and that of others, their peers and adults within the school and the community. We are confident that the caring environment within the school will lead to good behaviour and an understanding of what is right and wrong.

A system of school agreements and classroom promises are at the heart of our procedures on behaviour and discipline issues at Ysgol Gymraeg Rhyd y Grug and those have unequivocal rewards and consequences.

### **School Contract**

I agree to:

1. Walk quietly around the school.
2. Move to the class rows immediately and quietly upon hearing the bell.
3. Place Coats and bags neatly in the cloakroom.
4. Behave responsibly when going to the toilet.
5. Keep the school clean and tidy and put rubbish in the bins.
6. Show respect for the property and equipment of the school and others, and the school's surroundings.
7. Show courtesy and kindness to others.
8. Respect the playtime activities of other children.
9. Follow Staff instructions on all occasions – in classes, on the yard, as well as in mass sessions e.g. assemblies.

**School contracts are displayed around the school and all pupils are expected to abide by them.** Behaviour on the bus must comply with the school contract.

### **The parents' role**

It is the parents who set the first and most important examples for the children to know how to behave. We value the role the parents play and their cooperation and support. We look at our parents in terms of a partnership in reinforcing the values we cherish and promote in the school.

We know that close collaboration with the parents is an essential element of this policy and we make every effort to have all parents involved in the process and to inform them of events as necessary.

We expect all parents to fully support us on matters relating to discipline and to encourage their children to behave appropriately. Along with the expectations of the school staff, the example set by adults at school and at home is important, and we are confident that our pupils will grow to be polite and sensitive to other people's feelings as a result.

### **Rewarding**

We make every effort to praise the children, draw attention to and reward them for good behaviour, politeness, hard work, good effort and respect and kindness to others. Our hope is to "catch the child doing something good". We believe that a system of rewards is the most important way of motivating children to behave at their best. Well-deserved rewards are very important in stimulating good standards academically and good behaviour alike.

### **Friday visits**

Every Friday, those children who have received Star of the Week Certificates, in terms of behaving well or carrying out work in class - will be invited to join in 'Paned gyda'r Pennaeth.'

### **Unacceptable Behaviour linked to breaking school rules**

1. A pupil challenges the authority of a member of staff.
2. A pupil showing disrespect towards a member of staff or someone else in the school.
3. Pupil showing disrespect towards school property or other property.
4. Pupil offending by breaking common law.
5. A pupil leaves the school campus without permission.
6. A pupil permanently refuses to comply with minor rules which ensure the smooth running of the school.
7. A pupil using obscene language.
8. A pupil refusing to follow staff instructions.
9. A pupil who is hateful or violent towards others.

### **Consequences**

#### **Initial STEP - 5 Inquiry Questions**

When dealing with minor incidents, the staff should use the 5 Inquiry Questions in dealing with the situation that arises. These core questions will be the same for all staff and for more formal meetings, and they will be shared with all pupils and adults. They are:-

#### **5 Inquiry Questions:**

1. What happened?
2. What was on your mind? How did you feel?
3. Who did this affect and how?
4. What do you need to feel better?



5. What needs to happen now in order to move forward and avoid a similar incident again?

**When a child breaks the rules once or repeatedly - he/she must face the following consequences:**

**STEP 1 - Informal Chat with a Staff Member**

- An individual member of staff intervenes and leads the process.
- Informal conversation using the 5 Inquiry Questions (no preparation time or outcome agreement is always required).
- 1. This can happen in the classroom or the corridor, the dining hall or the playground at any time.
- The parents are informed of the incident by the class teacher as necessary.

**STEP 2 – Informal Chat with Class Teacher:**

- A dispute that has occurred consistently over a period of time.
- Continuous misbehaviour following a warning and procedures of STEP 1 above.
- A class teacher meets the individuals, using the 5 inquiry questions according to the appropriateness of the situation.
- Dispute Monitoring Form 1 to be completed and filed by the class teacher in the event of a dispute ( and follow the guidelines at the bottom of the form.)
- Parents will be informed of the incident by the class teacher.

**STEP 3 - Formal Meeting with Department Leader**

- If bad behaviour or a dispute continues, pupil and teacher will meet with the Department Leader to have a formal conversation about the incident.
- A copy of the 5 Inquiry Questions is given to the pupil and he/she is allowed time to prepare if necessary. Another member of staff may be present to facilitate the meeting.
- Dispute Monitoring Forms 2 and 3 to be completed by the Department Leader in the event of an ongoing dispute and a copy placed in the Dispute Monitoring file in the Headteacher's office.
- The parents will be informed about the incident by the Department Leader

**STEP 4 - Formal Meeting with the Deputy Headteacher**

- If bad behaviour or a dispute still continues the matter will be passed on for the attention of the Deputy Headteacher.
- The pupil and Department Leader will meet the Deputy Headteacher to have a more formal conversation about the incident.
- A copy of the 5 Inquiry Questions is given to the pupil and he/she is allowed time to prepare if necessary. Another member of staff may be present to facilitate the meeting.
- Dispute Monitoring Form 4 to be completed by the Deputy Headteacher and a copy to be kept in the Dispute Monitoring file in the Head's office.
- An outcome agreement needs to be produced at the meeting and signed by all parties.
- The Deputy Headteacher and the pupil(s) to arrange a formal meeting in two weeks to revisit the situation, filling in Form 5 each time and continuing this procedure until an improvement has been recorded.
- The Deputy Headteacher to report back on the discussions with the parents.

**STEP 5 - Formal Meeting with the Headteacher**

- A formal meeting may be required to deal with more serious incidents, and must be led by the Headteacher.
- The 5 Inquiry Questions are asked to each party.
- There must be an outcome agreement.
- The Headteacher will contact the parents to discuss the situation and incidents. As necessary the parents are invited in to discuss further.
- In the event of a serious Dispute / Bullying forms 4 and 5 Dispute Monitoring are completed and kept in a file in the Headteacher's office.
- The Headteacher and the pupil(s) to arrange a formal meeting in two weeks' time to revisit the situation, filling in Form 5 each time and continuing this procedure until an improvement has been recorded.
- The Headteacher to report back on these further discussions to the parents.

### **STEP 6 – Internal Exclusion / Official External Exclusion (Further details below)**

- In extreme circumstances, a pupil is sent to the Headteacher's office.
- There must be a formal meeting, and a re-integration meeting with the pupil in question.
- Parents are invited to the school to receive the consequence decision from the Headteacher.
- Official letter regarding the exclusion to go home.
- Reintegration meeting by the headteacher, teacher, parent and pupil to be held - to discuss needs/expectations and the way forward.

### **GOVERNMENT GUIDELINES ON HOW TO MANAGE DISORDERLY PUPILS UNDER SPECIAL CIRCUMSTANCES.**

[DfEE Circular 10/98 and Welsh Office Circular 37/98 on Section 550 of the Education Act 1996 - 'Use of Reasonable Force to Control or Restrain a Pupil']

Teachers can use reasonable force to prevent a pupil from:

- breaking the law (any age)
- harming oneself or others
- causing damage to property including his/her own property.
- showing behaviour that can have a negative effect on keeping order and efficient discipline in the school or on other pupils, whether that happens in the classroom or elsewhere.

Physical restraint should only be used as a last resort.

If a teacher feels that their safety may be at risk or that it may lead to an accusation of sexual abuse they should not take action to try to stop the pupil. The teacher should send for help. Such an incident should be recorded in a record book kept by the headteacher.

### **Further Steps**

If a child continues to misbehave then the school must consider steps to exclude the child for a specific or indefinite period. This can be an internal or external exclusion.

National Assembly for Wales / Local Education Authority guidelines on formally excluding pupils are followed.

## **SUPPORT FOR PUPILS AND SOCIAL INCLUSION**

[Combination of Education Act 1996, School Standards and Framework Act 1998, Social Exclusion Report and Welsh Office Circular 1998 – Behavior Support Schemes]

The good practice mentioned in the above documents is included in this policy.

### Exclusion from school

- A headteacher can suspend a pupil for a maximum of 45 days in a school year.
- When a school excludes a pupil for more than 15 subsequent school days, they must work together with the LEA on how to assimilate them back into the school.
- The Disciplinary Committee of the Governing Board of the school and the LEA should be informed immediately by a head teacher if they intend to permanently exclude a child, for more than 5 days in a term or when a child misses a national exam or test due to his/her exclusion.
- Information about shorter bans than the above will be given at least once a term to the Governing Body.
- The headteacher will inform the Chair (or representative) of the Governing Body and the LEA about a suspension of 5 days or less.
- Information is sent to the parents of the excluded child by letter. The parents are then given one day to make special arrangements, and the child is excluded from the following day.
- Included in the letter of exclusion to the parents are the circumstances of the decision to exclude and the right they have to consult with the school's Governing Board on the matter.
- The LEA has no right (apart from an Independent Appeal Panel) to disagree with the decision of a Governing Board to exclude a pupil.

SIGNED..... *Alwen M Bowen*

....DATE...21.9.22.

(Headteacher)

SIGNED..... *[Signature]* .....DATE...21.9.22.....

(Chair of Governors)

REVIEWED.....SIGNED.....

REVIEWED.....SIGNED.....