



Llywodraeth Cymru  
Welsh Government

# A Handbook for Management Committees of Pupil Referral Units



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## 1.1 What is a Pupil Referral Unit?

A Pupil Referral Unit (PRU) is a type of school established by a Local Authority (LA) which has a duty to provide suitable education for children and young people who, by reason of illness, exclusion or otherwise, may not receive such education in a mainstream school.

There are a wide variety of PRUs. They are diverse in terms of the number and type of pupils catered for, the typical length of stay, arrangements for admission and transfer to other education, the nature of the curriculum and length of the school day.

The different models of PRU provision are developed to meet local circumstances and in line with local policies. Models of provision which may be included in the blanket term 'PRU' include:

- provision on a single site
- provision on several sites under a single management structure
- peripatetic pupil referral service (particularly in rural areas)
- 'e-learning' provision using ICT and web-based resources
- hospital and home teaching services, or discrete parts of a service which provide education in a PRU or school-type setting
- some hospital provision
- separate provision for young mothers/pregnant pupils
- Umbrella provision to register pupils who follow individual programmes.<sup>1</sup>

It is the responsibility of the LA to maintain PRUs and to ensure they are suitably resourced and organised to provide a high standard of education.

## 1.2 What is a Management Committee?

The management committee (MC) plays a strategic and advisory role in setting out and maintaining the vision, aims and objectives of the PRU in conjunction with the LA. This is to ensure that all pupils are safe, have their needs met, make appropriate progress and receive a good standard of education. The core functions of a PRU MC, as set out in legislative framework, are:

- conducting the PRU , e.g. monitoring teaching and learning, day-to-day management of staff, pupils and resources, behaviour, wellbeing, attendance, etc.
- setting out appropriate aims and objectives
- identifying or developing policies, including targets and priorities

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<sup>1</sup> Paragraphs 8-9, *Pupil Inclusion and Support Guidance*, Welsh Government  
<http://gov.wales/topics/educationandskills/schoolshome/pupilsupport/exclusion/?lang=en>

- setting out arrangements for monitoring and reviewing aims and objectives, and whether the policies, targets and priorities are being achieved
- responding to complaints relating to the curriculum
- responsibility for the pupil discipline policy and associated committee
- appraisal of PRU teaching staff.

MCs should take advice on these functions from the teacher-in-charge (TiC) before making their decisions. Where appropriate, MCs should also consult with the LA and / or regional consortium (RC). MC members will use a variety of evidence to review progress against targets they've set and will evaluate whether their strategic objectives, plans and policies are working or need changing.

There is statutory guidance for LAs and PRUs on the constitution, roles and responsibilities of MCs, as well as MC procedures.<sup>2</sup>

### **1.3 What is a Management Committee Member?**

A MC member is someone who:

- is a volunteer (except the TiC/staff members)
- cares about teaching, learning and children
- represents those people with a key interest in the PRU, including parents/carers, staff, the local community and the LA
- is part of a team which accepts corporate responsibility for everything a PRU does, along with the LA as appropriate
- has time to commit to meetings and other occasions when needed
- is willing to learn
- can support and challenge the PRU, asks questions about how the PRU works and the standards it achieves
- acts as a link between parents/carers, the local community, the LA and the PRU.

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<sup>2</sup> *Statutory guidance - The Education (Pupil Referral Units) (Management Committees etc.) (Wales) Regulations 2014*, Welsh Government

<http://gov.wales/topics/educationandskills/schoolshome/schoolsandpru/management-committees/?lang=en>

## 1.4 Categories of Management Committee Members

Many kinds of people become MC members. Like you, they will have a particular reason for serving. All MCs have a core group of members consisting of:

- parent members<sup>3</sup>
- staff members (includes the TiC)
- local authority appointed members
- community members
- sponsor members.

All members share the same powers and goals, which are to safeguard the quality of teaching and learning provided by the PRU, to raise standards of achievement and attainment for the pupils and the staff and to be accountable to the local community and the LA for the PRU's effectiveness.

You will find that the responsibilities which all MC members share will be much more significant than the variations between the different kinds of MC members.

From time to time you will need to remind yourself that the law gives you no powers as an individual. The law places powers with the whole MC, of which you are one member.

All members need to become fully involved in the activity of the MC and to ensure continuity by attending meetings regularly.

### Parent Members

Parents, including carers, of registered pupils at the PRU, are eligible to stand for election of parent membership.<sup>4</sup> A parent member can continue to serve their four year term of office as a MC member (or any lesser period set out in the MC's Instrument of Government), even if their child leaves the PRU during this time. Parent governors may express their personal views at MC meetings. However, it is important that when decisions are made, individual MC members exercise their best judgement when contributing to the decision of the MC. Parent members cannot be mandated by others to argue or vote in a way that conflicts with their best judgment.

The LA must make every reasonable effort to fill this vacancy using an election process. If insufficient parents/carers stand for election, MCs can appoint parent members.

### Staff Members

Staff members are elected as representatives of the interests of the staff at the PRU, and includes the TiC. Both teachers and support staff are eligible for election to this category. Whereas on occasion they may give the views of the staff to the MC, they are equally free to express their personal views and exercise their own best judgement when decisions are made, like any other MC member, based on the information presented to them.

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<sup>3</sup> Throughout this handbook, the term 'parent' also means any person or organisation with parental responsibilities as defined under the Children Act and in Circular No 12/2007 [Parents/carers and Parental Responsibility](#), including those who act as guardians, foster parents/carers or carers.

<sup>4</sup> A person is disqualified from election or appointment as a parent member of a PRU if they are an elected member of the local authority or if they work at the PRU for more than 500 hours in an academic year.



In the event that the staff member stops working at the PRU, then they are disqualified from continuing to hold their office as a staff member.

Sometimes the views of a staff member will not be those of the TiC. If this is the case, the staff member may wish to consider informing the TiC before the particular issue is discussed in a MC meeting as a matter of courtesy..

### **Local Authority Appointed Members**

LA members are appointed by the LA which maintains the PRU.<sup>5</sup> LA members may present the local authority's views but they are not delegates of the LA and they cannot be mandated by the LA to take a particular view. The member's priority is to ensure MC decisions are for the benefit of the PRU, its staff and its pupils.

### **Community Members**

Community members bring their own experience and expertise to the MC and can act as a link with the community which the PRU serves. Community members usually live or work in the community served by the PRU and are committed to the success of the PRU.<sup>6</sup> LAs should first seek to appoint representatives from local schools, to help ensure that 'feeder' or partner schools retain 'ownership' of the pupils and can monitor and support their progress. Increasing school representation on MCs helps ensure continuity of a pupil's education and raises their level of attainment.

### **Sponsor Members (optional)<sup>7</sup>**

This is a person who has given or is giving substantial financial assistance to the PRU, has provided or is providing substantial services to the PRU, or represents the interests of an organisation or business that has provided sponsorship. The sponsor member is appointed by the MC or by the LA upon the creation of a MC.

### **Pupil Participation**

The Welsh Government has adopted the United Nations Convention on the Rights of the Child (UNCRC) and aligned this with its core aims. Article 12 of the UNCRC says that "children and young people have the right to say what they think should happen when adults are making decisions that affect them and have their opinions taken into account."

The MC should encourage pupil participation in MC meetings in order that pupils' views are represented in the decision-making process. This could be facilitated through the pupil council.

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<sup>5</sup> A person is not eligible for appointment of LA member if they are eligible to be a staff member.

<sup>6</sup> A person is disqualified from election or appointment of community member if they are eligible to be a staff member, or an elected member of the LA.

<sup>7</sup> Appointed at the discretion of the Local Authority (regulation 5(b) or the Management Committee (regulation 13)

## 1.5 Constitution of Management Committees

The composition of the MC will be set out by the LA, in an "instrument of government." The instrument of government will specify the size and membership of the committee, which will be between 7 and 20 members (excluding sponsor members). It will also contain the following information:

- (a) the name of the unit (or group of units)
- (b) the name of the MC
- (c) (i) the number of members in each membership category, and  
(ii) the total membership of the MC, including any sponsor members
- (d) the term of office for a category of members (if less than 4 years – if the term is the standard 4 years then this does not need to be included)
- (e) the name of sponsor members (as appropriate) and details of the nomination body
- (f) the date when the Instrument of Government takes effect.

For PRUs established in a hospital, the instrument of government should also note the name of the body that has the right to nominate a person for appointment as a community member.

In calculating the number of staff members required, the TiC (or, in the case of a group of units, the TiC of each of the units) must be included whether or not that person has resigned their membership. Of the total number of members<sup>8</sup>

- (a) at least one but no more than one fifth must be parent members
- (b) at least one but no more than one third must be staff members
- (c) at least one but no more than one third must be authority appointed members
- (d) at least one but no more than two may be sponsor members
- (e) the number of community members must out number all the other members listed in subparagraphs (a) to (d).

The MC and LA can review the instrument of government at any time after it is made.

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<sup>8</sup> In calculating the number of members required in each category, the number must be rounded up or down to the nearest whole number.

## 1.6 Respective roles of the Local Authority and Management Committee

Local authorities play an important role in PRUs. The LA has a duty to make arrangements for the provision of suitable education at school or otherwise for each child of school age who for reasons of illness, exclusion or otherwise would not receive it unless such arrangements were made.

LAs should work closely with PRUs, helping to develop links with partners, support leaders and contributing to staff development. Partnerships with schools and other agencies can be used effectively to enhance the curriculum and personal development.

Although the MC is responsible for the conduct and standards of the PRU, LAs have responsibility for standards and discharge strategic responsibilities for the overall provision of education services in their particular area. LAs provide MCs with strategic and support services which help to create a level of common policy planning practices which PRUs can share. MCs should, therefore, have regard to the role and responsibilities of their LA in the way in which they conduct themselves and in the course of certain decisions they take.

This decision planner sets out key functions and associated tasks relevant to PRUs, and also shows who is responsible for carrying out these tasks.

<b>Key to Decision Levels</b>	
<b>Level 1</b>	decisions made by local authority
<b>Level 2</b>	decisions made by local authority, (where advice from the management committee is strongly recommended)
<b>Level 3</b>	decisions made by management committee (e.g. function / task delegated to management committee)
<b>Level 4</b>	decisions made by management committee (where advice from local authority is strongly recommended)
<b>Level 5</b>	decisions made by teacher-in-charge (TiC)

## Roles and Responsibilities of Management Committees (MCs)

Key Function	No.	Tasks	Level 1	Level 2	Level 3	Level 4	Level 5	Comments
<b>Budgets</b>	1	To establish a budget and finance policy for their PRUs		✓				PRUs do not have a delegated budget, and it is for the LA to decide the budget for each of their PRUs. However, Welsh Government recommend that local authorities should have a budget and finance policy for their PRUs and MCs' views should be sought in deciding budgets. MCs should be encouraged to undertake some of the associated tasks, e.g. to advise on any tendering exercises or discussions about contracts.
	2	To approve the budget plan each financial year	✓					
	3	To monitor monthly expenditure		✓	✓		✓	
	4	To establish a charging and remissions policy		✓				
	5	To make miscellaneous financial decisions (identified in policy)		✓				
	6	To enter into contracts (identified in policy)	✓					
	7	To make payments (identified in policy)	✓					

Key Function	No.	Tasks	Level 1	Level 2	Level 3	Level 4	Level 5	Comments
<b>Staffing</b>	1	Teacher-in-charge appointments		✓				Staff who work in PRUs are employed by LAs; and existing legislation provides for the LA to discharge all staffing functions, including pay matters.
	2	Deputy teacher-in-charge appointments		✓				
	3	Appointment of other teachers		✓				
	4	Appointment of non-teaching staff		✓				
	5	Agreeing a pay policy		✓				
	6	Award Pay discretions		✓				
	7	Establishing disciplinary/capability procedures		✓				Some teachers / instructors are employed under similar terms as those in maintained schools – under teachers' pay and conditions – and others on similar terms to other LA staff.
	8	Dismissal of TiC		✓				
	9	Dismissal of other staff		✓				
	10	Suspension of TiC		✓				
	11	Suspension of staff (except TiC)		✓				
	12	Ending suspension TiC		✓				
	13	Ending suspension (except TiC)		✓				
	14	Determining staff complement		✓				
	15	Determining dismissal/early retirement payments	✓					

	16	Ensuring all staff have successfully undergone enhanced DBS checks	✓						The LA must obtain enhanced DBS certificates in respect of staff who work in PRUs.
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<b>Roles and Responsibilities of Management Committees (MCs)</b>									
<b>Key Function</b>	<b>No.</b>	<b>Tasks</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>	<b>Level 5</b>	<b>Comments</b>	
<b>Curriculum</b>	1	To establish a curriculum policy (broad and balanced, not necessarily national curriculum)		✓	✓			✓	Regulations provide for the LA, the MC and the TIC to work jointly in agreeing a curriculum policy for their PRU and to review the policy from time to time. It is recommended that they do so at least once a year.  The policy should also set out the procedures for the implementation and monitoring of the policy.  The level(s) at which tasks 2 to 6 should be carried out are recommended.
	2	To implement curriculum policy						✓	
	3	To monitor curriculum policy			✓				
	4	To be responsible for standards of teaching			✓			✓	
	5	To decide which subject options should be taught having regard to resources, and implement provision for flexibility in the curriculum (including activities outside school day)			✓			✓	
	6	To be responsible for individual child's education			✓			✓	
	7	To make and keep up-to-date a written sex education policy		✓				✓	
	8	To prohibit political indoctrination and ensuring the balanced treatment of political issues		✓			✓	✓	

<b>Key Function</b>	<b>No.</b>	<b>Tasks</b>	<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>	<b>Level 5</b>	<b>Comments</b>	
<b>Performance management</b>	1	To formulate a performance management policy		✓				The LA is responsible for performance management of staff working in PRUs.	
	2	To establish a performance management policy		✓				However, the Welsh Government recommends that the views of MCs are sought in all tasks relating to performance management, and that the MC and the TIC are given responsibility to deliver the policy. Also, the LA must appoint school improvement partners to provide advice on improving standards at the PRU to the LA, the MC and the TIC.	
	3	To implement a performance management policy		✓					
	4	To review annually the performance management policy		✓					
	5	To deliver the performance management					✓	✓	

## Roles and Responsibilities of Management Committees (MCs)

Key Function	No.	Tasks	Level 1	Level 2	Level 3	Level 4	Level 5	Comments
Target setting	1	To set and publish targets for individual pupil achievement (learning plan), including exit strategy					✓	Each pupil should have a learning plan based on prior attainment and expected future attainment. The TiC and other staff should have primary responsibility for this task.

Key Function	No.	Tasks	Level 1	Level 2	Level 3	Level 4	Level 5	Comments
Discipline/ exclusions	1	To establish a discipline policy			✓			The MC is responsible for establishing and reviewing discipline policies. The MC must agree measures to ensure the promotion and implementation of high standards of behaviour and discipline. <sup>9</sup>  In relation to pupil exclusion, the MC will need to consider whether or not to confirm decisions to exclude pupils permanently or those that are excluded for fixed periods of more than 15 days in total in a term. Where a pupil would lose the opportunity to sit an examination while on exclusion, the MC (can be delegated to Chair/Vice-chair in urgent cases) must consider whether or not to lift the exclusion.
	2	To review the pupil discipline policy			✓			
	3	To review the use of exclusion or would miss the opportunity to sit a public examination			✓			
	4	To direct reinstatement of excluded pupils (can be delegated to Chair/Vice-chair in urgent cases)			✓			

Key Function	No.	Tasks	Level 1	Level 2	Level 3	Level 4	Level 5	Comments
Admissions	1	Admissions policy (and exit strategy)		✓				Although admissions of pupils is the responsibility of the LA, it would be sensible for the MC to be able to advise the LA on all admission issues, e.g. the maximum number of pupils to admit and the type(s) of needs to cater

<sup>9</sup> <http://gov.wales/topics/educationandskills/schoolshome/pupilsupport/exclusion/?lang=en>

									for, taking account of available resources (as set out in the budget plan).
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### Roles and Responsibilities of Management Committees (MCs)

Key Function	No.	Tasks	Level 1	Level 2	Level 3	Level 4	Level 5	Comments
SEN	1	To have regard to guidance in the SEN Code of Practice		✓			✓	The LA, MC and TiC must have regard to statutory guidance set out in the Code in meeting the needs of pupils who have SEN.
	2	To secure appropriate provision for pupils who have SEN		✓			✓	The LA must inform the TiC, relevant staff and the MC (or a member of the MC with responsibility for pupils with SEN) about the particular SEN of pupils attending their PRU with a view to meeting their needs effectively.
	3	To ensure that teachers identify and effectively provide for pupils who have SEN		✓			✓	
	4	To co-ordinate SEN provision with other schools		✓			✓	Where it is desirable to coordinate the provision for pupils who have SEN, MCs should consult the LA and local schools (including special schools) to ensure that effective provision is available for all such pupils in the area.

Key Function	No.	Tasks	Level 1	Level 2	Level 3	Level 4	Level 5	Comments
Premises & insurance	1	Buildings insurance and personal liability	✓					The LA, as owner of the premises, must ensure that suitable insurance is in place.
	2	Developing a buildings strategy and contributing as required to LA asset management planning arrangements		✓				
	3	Procuring and maintaining buildings, including developing a properly funded maintenance plan		✓				The Welsh Government suggests that the LA and the MC jointly develop a buildings strategy.

Key Function	No.	Tasks	Level 1	Level 2	Level 3	Level 4	Level 5	Comments
Health and safety	1	To institute a health and safety policy		✓				
	2	To ensure that health and safety regulations are followed			✓		✓	

## Roles and Responsibilities of Management Committees (MCs)

Key Function	No.	Tasks	Level 1	Level 2	Level 3	Level 4	Level 5	Comments
School organisation	1	To make proposals to alter or discontinue a PRU		✓				It is good practice for MCs as well as staff and parents to be consulted when the LA proposes to close a PRU or to make significant changes to PRUs.  While it is for the LA to decide dates for terms and holidays, the Welsh Government suggests that the MC's views are sought. The LA must jointly decide with the MC the times of school sessions.
	2	To set the times of school sessions and the dates of school terms and holidays		✓	✓			
	3	To ensure that the school meets for agreed number of sessions in a year			✓			

Key Function	No.	Tasks	Level 1	Level 2	Level 3	Level 4	Level 5	Comments
MC procedures	1	To draw up instrument of government and any amendments thereafter	✓					
	2	To appoint (and remove) the Chair and Vice-chair			✓			
	3	To appoint and dismiss the clerk to the MC				✓		
	4	To ensure that at least three MC meetings are held in a school year			✓			
	5	To appoint and remove community and sponsor governors				✓		
	6	To set up a register of member's business interests				✓		
	7	To consider whether or not to exercise delegation of functions to individuals or committees			✓			
	8	To regulate the MC procedures (where not set out in law)			✓			
	9	To set up a complaints procedure	✓					It is good practice to have a complaints procedure which sets out how complaints about any aspect of the PRU can be registered. In the case of complaints about the curriculum the MC should establish a complaints procedure.

## Roles and Responsibilities of Management Committees (MCs)



Key Function	No.	Tasks	Level 1	Level 2	Level 3	Level 4	Level 5	Comments
Provision of facilities	1	To decide to offer additional activities and what form these should take				✓		Regulations provide for MCs to provide additional services which meet the needs of the local community if they wish to do so. However, MCs will need the consent of their LA before considering doing so. Where such additional services are being provided, the MC must establish and publicise procedures to deal with complaints relating to these services.
	2	To put in place the additional services			✓			
	3	To ensure delivery of services provided			✓			
	4	To cease providing extended school provision			✓			
	5	To decide to provide advice to school and LAs				✓		The MC may provide advice or assistance to the governing bodies of local schools and to local authorities. This could be useful when working with pupils based in local schools, with a view to addressing particular issues, e.g. behaviour.

Key Function	No	Tasks	Level 1	Level 2	Level 3	Level 4	Level 5	Comments
Wellbeing	1	To promote wellbeing of pupils and community cohesion			✓			As part of their responsibility for the good management of PRUs, MCs have a duty to promote pupils' wellbeing and community cohesion. Like schools, PRUs are expected to play an active part in the development of local services, by having regard to the local Children and Young People's Plan – for example when making decisions on childcare arrangements.

## **1.7 How do Management Committee Members fulfil their responsibilities?**

MC members are encouraged to take ever greater responsibility for their PRU and carry out their work in a number of ways. Some of these responsibilities may be more familiar to some members than others. Members generally:

- attend meetings, committees and, perhaps, from time to time, participate in small working groups
- visit the PRU so that they can get first-hand experience of the quality of teaching and learning and the conduct of pupils
- present information as an MC, as appropriate to parents/carers and receive their responses and opinions, e.g. an annual report, parent surveys etc.
- make themselves aware of the trends and developments in education and especially of any changes in the law which affect PRUs
- become part of an effective team of MC members which is able to make the best use of their individual talents and exploit their collective strengths
- participate in the inspection of their PRU and draw up an action plan in response to the inspection report
- maintain confidentiality when required to do so.

Note that this is not a definitive list.

## **1.8 Support for Management Committee Members**

Training and support may be available for all MC members to assist you in carrying out your duties effectively. Training should be provided by LAs, and is highly recommended for all members regardless of whether you are a new or experienced MC member.

Some LA and RC programmes have events specifically aimed at helping parent, staff, community, or LA members to feel more confident about their role and contribution to the MC.

Likewise, whole MC training or briefing sessions to assist members with understanding their responsibilities is an excellent way of learning more about the role. Members also need to consider what their needs are on a regular basis and how training will help them meet those needs.

Please contact your LA for information.

## 1.9 What do I need to know?

There are many things that you will need to know to fulfil your role effectively as a MC member, but you cannot possibly learn everything from a guidance note. It will take time and experience. Let's begin with the Principles of Conduct for MC Members in Wales.

In order for members to discharge their responsibilities and duties effectively and efficiently it is important to have a set of guiding principles. Members should:

- ensure that their actions reflect the considered, best interests of the PRU and its pupils
- attend meetings regularly
- on appointment or election, attend any relevant training
- on appointment or election, familiarise themselves with the work of the PRU and keep this knowledge up to date
- maintain their knowledge of current education policy, regulations and guidance and extend their skills by participating in training programmes, including whole MC training and other events
- demonstrate a commitment to equality of opportunity and reflect this in developing and applying the policies the PRU is required to have in respect of sex, sexual orientation, marital or civil partner status, gender reassignment, race, religion or belief, disability or age (as defined in the Equality Act 2010)
- provide support and challenge to those with professional responsibilities in the PRU, bearing in mind the MC's own responsibility to promote high standards of educational achievement
- be conscious of, and act within, the limits of the responsibilities of the MC and when necessary, seek and give due consideration to professional information, advice and guidance
- respect the responsibility of the TiC for day-to-day decisions in the management of the PRU
- observe collective responsibility by supporting, once determined by democratic means, the decisions of the MC
- respect the MC's right to deem certain matters to be confidential, restricting discussion of such matters, whether inside or outside MC meetings, solely to member colleagues and in appropriate cases solely to discussion within MC committees
- develop with colleagues on the MC, a clear vision for the PRU
- focus their contribution to MC decisions upon what is in the best interests of pupils, and be conscious that the welfare of pupils should always come first in terms of child protection, health and safety and helping each child to develop their full potential
- encourage and participate in systems which provide for open and effective communication, helping to establish a clear vision of the PRU's development

- be aware that all members are equal and respect others' views and behave accordingly in dealings with member colleagues
- be aware of their accountability to parents/carers and others in the local community and seek to devise effective dialogue with all those interested in the conduct and standards of the PRU
- observe all protocols and procedures agreed by the LA and MC
- be open, honest, objective, fair and impartial and prepared to confront the personal prejudices that may hinder informed decision-making, including conflicts of interest
- remember that they represent the MC and are part of a corporate body. The popularity of social networking sites presents a particular challenge in this respect. It is therefore sensible for members to maintain a level of separation on social networking sites, as this may create a conflict or a difficult situation in the future.

### **What is my legal liability as a member?**

This is a question that is frequently asked by both new and experienced members. MC members have no powers to act as individuals, unless specific tasks have been delegated to them by their MC. The functions of the MC are exercised corporately. That is, the decisions taken are those of the MC as a whole, exercising collective responsibility. Claims are therefore generally brought against the MC / PRU as entities rather than against individual members. Provided therefore that members act in good faith, exercise reasonable care and common sense, and act within their powers as a MC member, no personal liability should arise.

If you are a member of a professional body, such as accountancy, there might be liabilities which arise as a result of your being considered to have been acting in a professional capacity whilst also acting as a MC member. If this might apply to you, it would be wise to ask your professional body how best to protect your professional interest.

MCs should check with their LAs to ensure that adequate insurance schemes are in place.

### **What commitment is expected of a MC Member?**

The responsibilities which members undertake when they are appointed or elected should be considered very carefully. You will need to be able to commit your interest, enthusiasm and time to the tasks that being a member demands. You will be expected to:

- serve a term of four years (or less<sup>10</sup>) from the date of appointment although you may resign at any time if you wish
- attend at least one MC meeting during each term and may be asked to attend committee meetings

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<sup>10</sup> The MC can decide to set a shorter term of office for one or more categories of members, with a minimum of one year. This does not apply to any staff member who is the teacher in charge of a unit, who may hold that office for as long as that person is the teacher in charge .

- be prepared to participate as a member of a working party or committee of the MC from time to time
- be prepared to devote time to visiting the PRU in order to observe the work of the PRU at first hand. As a lay person, you will not be asked to make judgements, but simply get a better understanding of the PRU's work
- attend training courses arranged by the LA which are free of charge and which will improve your skills and contribute to your personal development.

### **Can I have time off work because I am a MC member?**

The Employment Rights Act 1996 gives employees the right to have time off to perform public duties – as long as time off is “reasonable” in the particular circumstances. If you are in employment, you should clarify with your employer the conditions for releasing employees from work and whether this would be with or without pay.

### **How can a member make sure something is discussed at a meeting?**

The member should request that the matter is placed as an item on the agenda to be discussed at the next meeting of the MC. You should notify the clerk, in writing, well before the date of the meeting. The MC may have a ‘deadline’ for such requests, so ask when this is.

It is best to talk to the Chair and, if appropriate, the TiC about matters you wish to place on the agenda, in advance of the meeting. If three or more members wish to have a matter discussed, they have the right to request a meeting in writing to the clerk, who must convene a meeting as soon as is reasonably practical.

### **Am I free to visit the PRU whenever I want?**

Many PRUs will have a policy or protocol in place for MC member visits. It is important that MC members are accompanied by a member of staff with a DBS check when visiting the PRU. You should arrange this with the TiC for a mutually convenient date and time when you can learn about the PRU's day-to-day work. You should tell the TiC the purpose for your visit when you are arranging the appointment. Once the date is arranged, try not to change it, but if a postponement is necessary, then let the PRU know as soon as you can.

If you are a MC member, but also have a child in the PRU, you are probably a frequent visitor to the PRU in your role as a parent. If this is the case, it is especially important that both the TiC and staff of the PRU can clearly distinguish between your 'official' visits as a MC member of the PRU and those in your capacity as a parent.

On arriving at the PRU for your visit, you should first report to the reception office or secretary. This is not only courteous to the TiC and the staff but also contributes to the security of the PRU.

Most teachers will be delighted to meet a MC member who is showing a genuine interest in their work and that of their pupils. However, they will invariably want to prepare for your visit, for example, by arranging for samples of pupils' work to be available for you to see. Many teachers will welcome their MC members observing their lessons etc. The purpose for your visit should be agreed and the TiC will inform the member of staff you will meet. You are not an inspector and you should not behave as you think inspectors behave.

Generally members find their visits to their PRU to be positive and enriching experiences. If, however, concerns arise from your visit they should be taken up with the TiC and not discussed directly with staff or pupils. It may be helpful if individual members make a brief report of their visit to the next meeting of the MC. It is useful if MCs agree to produce a standard reporting format.

You should work to establish a relationship with staff which both offers support and constructive criticism when this is appropriate. The relationship is unlikely to be productive if staff do not regard you as being worthy of their trust and confidence, which takes time to build and can be destroyed by a misplaced comment or ill-judged action.

### **What is my responsibility for personal safeguarding?**

In fulfilling your duties, you should, through the language you use and the actions you take, deal with others respectfully, fairly, efficiently, promptly, effectively and sensitively to the best of your ability. It is advised that to secure your personal safeguarding you:

- adhere to the PRU safeguarding policy at all times
- do not under any circumstances give any personal details to any of the young people or their families
- exercise integrity, honesty, diligence and appropriate behaviour at all times
- disclose at the earliest opportunity any special relationships, circumstances or business interests which might influence or impair, or could be seen by others to influence or impair, your position, judgement or objectivity
- provide support and guidance in a friendly, non-judgemental manner that enables the MC to make decisions
- keep any information provided to you as confidential, except child protection matters which cannot be kept confidential but should be disclosed in the proper way. (refer to section 2.5 of Part 2 of the Handbook for MC members of PRUs)
- only engage with a young person under 18 on a one-to-one basis if a responsible adult is present.

### **Can I be removed if I do something wrong?**

Yes you can. The person or organisation who appointed you, can remove you, i.e. the LA can remove LA members. If you are a community member or appointed parent member, the MC can pass a resolution to remove you from office. However, you cannot be removed by your colleague members if they do not like you; or because they consider 'you're not good enough'. Elected parent and staff members cannot be removed, subject to the provisions which follow.

You can, however, be disqualified from serving as a member, the reasons for which are set out in law.<sup>11</sup>

## **What can disqualify me?**

The grounds for disqualifying a person from service as a MC member are very clearly defined in law. You will be disqualified from serving as a member if, for example:

- you are under 18 years old at the time of your appointment or election
- you fail to attend meetings of the MC for six months or more (unless the MC has given its permission for your non-attendance)
- you were elected as the staff member and you leave employment at the PRU
- you, as a community member, are eligible to be a staff member at the PRU or are an elected member of the authority
- you are bankrupt or are declared bankrupt during your term as a MC member
- you have or are sentenced to a term of not less than three months in prison without the option of a fine
- you are liable to be detained under the Mental Health Act 1983
- you refuse a request by the MC for a DBS check.

This is not a definitive list. Further information on disqualification is available in The Education (Pupil Referral Units) (Management Committees etc.) (Wales) Regulations 2014 (Schedule 2).<sup>12</sup>

## **Suspension of members**

The MC can, by resolution, suspend a member for all or any MC meeting or committee for a fixed term of up to six months. The suspension should be on one or more of the following grounds – that the member:

- if paid to work at the PRU, is the subject of disciplinary proceedings relating to his/her employment
- is the subject of proceedings of any court or tribunal, the outcome of which may be that he or she is disqualified from continuing to hold office as a MC member in accordance with information in the regulations
- has acted in a way that is inconsistent with the ethos of the PRU and has brought, or is likely to bring the PRU, MC or the office of member into disrepute
- or the member is in breach of his/her duty of confidentiality to the PRU, its staff or pupils.

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<sup>11</sup> <http://www.legislation.gov.uk/wsi/2014/2709/schedule/2/made>

<sup>12</sup> <http://www.legislation.gov.uk/wsi/2014/2709/schedule/2/made>

# 1.10 What exactly do management committees do?

## The accountability role

MC members work together with the TiC and staff at the PRU to make sure that the PRU provides successful teaching and learning for pupils and raise standards. MCs exist so that PRUs are publicly accountable to parents/carers and the LA for what they do, for the results they achieve and for the way in which the resources are allocated.

Members are expected to:

### 1. Agree the aims and values of the PRU

- agree what the PRU is seeking to achieve for its pupils and the community it serves
- decide what aspects of the PRU are most important to the development of pupils and make sure that these are shared with parents/carers and others in the local community, for example:
  - behaviour of pupils
  - moral and spiritual development of pupils
  - equal opportunities and good relations
  - the security of the PRU. 0845 6020100 19

### 2. Agree and review policies (where appropriate) relating to the aims, purposes and practices of the PRU

A list of statutory policies and documents required, as well as recommended policies and documents, are noted below:

<b><u>STATUTORY POLICIES</u></b> (Required by law to be determined, adopted and implemented by MCs with LAs)
<b>CHARGING AND REMISSIONS POLICY</b> <u>Guidance for Governing Bodies on Charging for School Activities</u> - Welsh Government s.457 Education Act 1996
<b>COMPLAINTS PROCEDURES</b> - <u>Section 29 of The Education Act 2002</u> - <u>School Governing Bodies Complaints Procedures</u> - Circular No 11/2012
<b>CURRICULUM POLICY</b> - <u>The Education (Pupil Referral Units) (Management Committees etc.) (Wales) Regulations 2014</u> - <u>Information on the Curriculum</u> - Welsh Government Regulation 23, The Education (Pupil Referral Units) (Management Committees etc) (Wales) Regulations 2014



**EQUALITY POLICY** – includes the Strategic Equality Plan and Equality Objectives (objectives to be drawn up every four years)

- The Equality Act 2010 and The Equality Act (Statutory Duties)(Wales) Regulations 2011
- Planning to Increase Access to Schools for Disabled Pupils – NAFW Circular 15/2004
- Guidance on Promoting Disability Equality in Schools - Welsh Government, December 2007
- Inclusion and Pupil Support – Circular No 47/2006 (Paragraphs 2.8-2.12)

### **HEALTH AND SAFETY POLICY**

Includes information on the education of children with medical needs and managing medicines

Supporting Learners with Healthcare Needs - Welsh Government

Health and Safety at Work Act 1974 and Health and Safety at Work policy

**PAY POLICY** – to be reviewed annually

School Teachers' Pay and Conditions Document (section 3)

**PERFORMANCE MANAGEMENT** – to be reviewed annually

- The School Teacher Appraisal (Wales) Regulations 2011 (regulation 5)
- Performance management guidance - Welsh Government

s.175 Education Act 2002

### **PUPIL DISCIPLINE (INCLUDING ANTI-BULLYING) POLICY**

- School Standards and Framework Act 1998
- Section 88 of The Education and Inspections Act 2006
- Inclusion and Pupil Support – Circular No: 47/2006 (Section 3)
- Respecting Others: Anti-Bullying Guidance 2011 - Welsh Government

**SAFEGUARDING POLICY** – to be reviewed annually

- The Education Act 2002, Section 175
- Preventing unsuitable people from working with children and young people – Circular No: 34/2002
- Keeping learners safe - The role of local authorities, governing bodies and proprietors of independent schools under the Education Act 2002 – Guidance Document 158/2015
- Respect and resilience - developing community cohesion 2015 - Guidance document 196/2016
- Protecting children from radicalisation: the prevent duty – Department for Education, UK Government

### **SEX EDUCATION POLICY**

Section 352 (1) (c) of The Education Act 1996

Guidance on Sex and Relationships Education - Welsh Government

### **SPECIAL EDUCATIONAL NEEDS / ADDITIONAL LEARNING NEEDS POLICY**

- The Special Educational Needs (Information) (Wales) Regulations 1999
- The Special Educational Needs (Provision of Information by Local Education Authorities) (Wales) Regulations 2002
- Handbook of Good Practice for Children with Special Educational Needs - Welsh Government
- Special Educational Needs Code of Practice for Wales

### **STAFF DISCIPLINE, CONDUCT, CAPABILITY AND GRIEVANCE PROCEDURES**

- Section 35 and 37 of The Education Act 2002
- The Staffing of Maintained Schools (Wales) Regulations 2006
- The Staffing of Maintained Schools (Miscellaneous Amendments) (Wales) Regulations 2007
- Guidance for schools and local authorities on implementing effective staff disciplinary and dismissal procedures
- Safeguarding Children in Education - guidance on handling allegations of abuse against teachers and other staff
- Capability of headteachers – guidance for schools. Guidance document 153/2014
- Capability of school teaching staff - guidance for schools. Guidance document 111/2013

## **STATUTORY DOCUMENTS**

(Required by law that the MC and LA has a duty to produce, adopt and publish)

### **ACCESSIBILITY PLAN – to be reviewed every three years**

- The Equality Act 2010
- Planning to Increase Access to Schools for Disabled Pupils – WG Guidance 235/2018

### **ACTION PLAN FOLLOWING INSPECTION**

- The Education Act 2005 (Chapter 4, Sections 39 and 43)
- The Education (School Inspection) (Wales) Regulations 2006

### **ASSESSMENT ARRANGEMENTS – to be reviewed annually**

Statutory assessment arrangements for the end of Foundation Phase and Key Stages 2 and 3 - Welsh Government

Assessment and target setting – Welsh Government

Guidance 232/2018

### **CAREERS EDUCATION**

All secondary PRUs must provide work-related education during key stage 3 and key stage 4.  
Section 101 of The Education Act 2002

### **FREEDOM OF INFORMATION PUBLICATION SCHEME**

- Section 19 of The Freedom of Information Act 2000
- Freedom of Information Act – Model Publication Scheme for Schools – Circular No: 09/2004

### **INSTRUMENT OF GOVERNMENT**

- The Education (Pupil Referral Units) (Management Committees etc.) (Wales) Regulations 2014

### **MINUTES OF AND PAPERS CONSIDERED AT MEETINGS OF THE MANAGEMENT COMMITTEE AND ITS COMMITTEES**

- The Education (Pupil Referral Units) (Management Committees etc.) (Wales) Regulations 2014
- N.B. With the exception of references to business a MC deems to be confidential.

### **REGISTER OF PUPILS AND REGISTER OF ATTENDANCE**

- The Education (Pupil Registration) Regulations 2010

### **REGISTER OF BUSINESS INTERESTS OF TEACHER-IN-CHARGE AND MC MEMBERS– to be reviewed annually**

- The School Funding (Wales) Regulations 2010

### **DEVELOPMENT PLAN – to be reviewed annually**

The Education (School Development Plans) (Wales) Regulations 2014

School Development Plans – Guidance Document 155/2014

### **TARGET-SETTING**

- The School Performance and Absence Targets (Wales) Regulations 2011 and related guidance
- Assessment and target setting – Welsh Government

## NON-STATUTORY RECOMMENDED POLICIES

### LOOKED AFTER CHILDREN POLICY

*Making a difference – A guide for the designated person for looked after children in schools*  
*Raising the ambitions and educational attainment of children who are looked after*

### PREMISES MANAGEMENT POLICY

*The Education (School Premises) Regulations 1999*  
*Asbestos management in schools, Welsh Government*

### TOILET POLICY

*School toilets: guidance for schools in Wales - Welsh Government*

### SOCIAL MEDIA POLICY / E-SAFETY POLICY

### SUBSTANCE MISUSE POLICY

*Substance Misuse Education - Guidance Document No 107/201*

### SUSTAINABLE DEVELOPMENT

*Education for Sustainable Development and Global Citizenship*

### WHISTLEBLOWING POLICY

*Procedures for Whistleblowing in Schools and Model Policy – Circular No: 036/2007*  
*Public Interest Disclosure Act 1998*  
*Enterprise and Regulatory Reform Act 2013*

### FOOD AND FITNESS POLICY

*The Healthy Eating in Schools (Nutritional Standards and Requirements) (Wales) Regulations 2013*  
*Healthy eating in maintained schools: statutory guidance – Welsh Government*  
*Developing a whole school food and fitness policy – Welsh Government*

### DATA PROTECTION POLICY

- *Data Protection Act 1998* (with consideration to the eight data protection principles in Schedule 1) and  
*EU GDPR (General Data Protection Regulation)*  
- *Fact Files on Information Law - Governors Wales*

## NON-STATUTORY RECOMMENDED DOCUMENTS

### MC MEMBER DEVELOPMENT PLAN

### PRU SELF-EVALUATION REPORT

*<https://www.estyn.gov.wales/inspection/inspection-guidance/pupil-referral-units>*

### 3. Influence and monitor the development plan and monitor resources

Whilst PRUs do not have a delegated budget, LAs are advised to seek the views of MCs and consider them in relation to budget and expenditure. This will ensure that the PRU's aims can be achieved using the resources as effectively as possible.

### 4. Delivery of a curriculum

PRUs do not have to deliver the entire national curriculum but must ensure that it is broad and balanced. Please refer to Part 4.5 for further details.

### 5. Monitor and review the PRU's progress

The MC has clear responsibilities to make sure that pupil outcomes and wellbeing are improving or maintained at an appropriate and acceptable standard. The MC will need to review the way in which the PRU works to see whether strengths are being built upon and weaknesses addressed. This requires careful planning, observing the PRU in action, and making judgements about the quality of provision, assisted by professional expertise within and without the PRU.

## **6. Ensure individual pupils' needs are met, including additional needs**

Some children have specific learning needs and others may be particularly able or have very particular talents. It is the responsibility of the MC to make sure that the PRU pays attention to the needs of every child. Making special provision for pupils with very particular needs will need to be taken into account also.

## **7. Recruitment and selection of staff**

The LA is responsible for selecting the staff it wants to work at the PRU. However it is expected that the MC will play a role in key appointments (refer to Part 4).

## **8. Give parents/carers information about the PRU**

It is important that the MC keeps parents/carers and other interested local people informed about the progress of the PRU. Whilst there is no requirement for the MC to produce an annual report to parents/carers, it would be considered good practice. MCs can follow *The School Governors Annual Reports (Wales) Regulations 2011* for contents.<sup>13</sup>

## **9. Produce action plans for improvement following inspections**

All PRUs are inspected by Her Majesty's Inspectorate for Education and Training, Estyn, at least once every seven years. The inspectors will hold meetings with staff, parents/carers and MC members to report on what they have found. Where improvements to a PRU are necessary, the MC and LA must write an action plan to show how their PRU is to improve its performance.

## **10. Healthy eating**

PRUs can play a key role in developing healthy eating habits. *The Healthy Eating in Schools (Nutritional Standards and Requirements) (Wales) Regulations 2013*<sup>14</sup> specify the nutrient standards for lunches and food and drink requirements throughout the day, including breakfast and up to 6pm.

*The Healthy Eating Regulations are part of the Healthy Eating in Schools (Wales) Measure 2009*<sup>15</sup> and are based on the previous Appetite for Life Guidelines. MC members have the following duties under the Healthy Eating in Schools Measure:

- take action to promote healthy eating and drinking by pupils
- report on the actions taken in reports
- ensure that food and drink provided throughout the school day complies with The Healthy Eating in Schools Regulations
- encourage the take up of free school meals and milk

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<sup>13</sup> <http://www.legislation.gov.uk/wsi/2011/1939/contents/made>

<sup>14</sup> <http://www.legislation.gov.uk/wsi/2013/1984/contents/made>

<sup>15</sup> <http://www.legislation.gov.uk/mwa/2009/3/contents>

- take reasonable steps to protect the identity of pupils receiving free school meals or milk.

Estyn inspectors may speak to pupils, note any obvious breaches and will report on the arrangements made to promote healthy eating and drinking under Quality Indicator 4.2 relating to care, support and guidance.

The following resources may be useful for MC members:

- *A Guide for Head Teachers and Governors*<sup>16</sup>
- *Healthy Eating in Schools Evidence Toolkit*<sup>17</sup>
- *Healthy Eating in Maintained Schools: Statutory Guidance for Local Authorities and Governing Bodies*<sup>18</sup>

## **11. Establish and maintain positive links with the local business community and the wider community**

PRUs can benefit from good links with local businesses and there are often people from local business on each MC. Links between local businesses and PRUs, and its wider community can be of benefit to pupils, staff and parents/carers.

## **12. Support the day-to-day operational decisions taken by the teacher-in-charge**

The TiC will have the day-to-day responsibility for the staff, resources and pupils of the PRU, within the policies agreed by the MC and the LA. The TiC's decisions should reflect the particular policies that the MC and LA have previously agreed.

## **13. Promote the effectiveness of the MC**

On occasion, you may not agree with other members on the MC, the Chair or perhaps with the decision of the majority of your colleagues. Remember that MCs are corporate bodies and once a decision has been taken, all members have a duty to adhere to and support the decision. This is a rule which you must observe since individual members have no powers to act alone under the law.

All members will experience times when they feel that they don't have enough knowledge or the personal skills to deal with a problem properly and may be afraid to ask questions. Part of the problem is often one of confidence. Confidence comes from individual members feeling well prepared for the demands of the job and dealing with issues, as they arise, as part of the MC team. Attending relevant training will help build confidence, as will discussing any concerns you have with other members and learning from them.

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<sup>16</sup> <http://wlga.wales/healthy-eating-in-schools>

<sup>17</sup> <http://wlga.wales/healthy-eating-in-schools>

<sup>18</sup> <http://learning.gov.wales/resources/browse-all/healthy-eating-in-maintained-schools/?lang=en>

## **1.11 Public accountability and management committee members**

### **To whom is the MC accountable?**

MCs are accountable to the LA, but both are responsible for raising standards and are accountable to parents/carers and others in the community for the conduct and standards of the PRU. MC members, whether appointed or elected, are responsible for all matters related to their PRU and for decisions they take as members of the MC. They must be able to explain and justify their actions to anyone with a viable interest in the PRU.

#### **1. Parents/carers**

Parents/carers are responsible for ensuring that their children attend the PRU. It is the responsibility of the LA to ensure that parents/carers comply with this duty. The quality of a child's education depends considerably on the relationship that exists between parents/carers and the PRU.

#### **The responsibilities of the MC towards parents/carers**

The MC, acting in the best interest of pupils, discharges its general responsibilities through the PRU / parent partnership. These statutory responsibilities towards parents/carers include:

- providing, on request, specified information about what their child is taught
- providing, on request, a summary of the PRU's sex education programme so that parents/carers are aware of their right to withdraw their child from part or all of the programme
- providing, at least annually, a report on their child's progress and achievements
- maintaining accurate pupil records
- publishing policies for pupil behaviour
- making available for inspection at the PRU, all non-confidential papers which have been considered at meetings of the MC
- publishing a policy for making, and remitting, charges for those activities for which, exceptionally, charges are permitted
- dealing with complaints about the curriculum efficiently and fairly
- co-operating in inspections.

When the PRU is inspected by Estyn, the PRU must arrange a meeting between parents/carers and the Registered Inspector who heads the inspection team. When PRUs are notified of an inspection, they will receive information on how to conduct a confidential online pre-inspection questionnaire of all parents/carers. PRUs must also make available to parents/carers both the inspection report and the action plan drawn up by the LA and MC in response to the report.

## The PRU's relationship with parents/carers

MCs have to include a prescribed number of elected parent members.

Although the legal framework to support the PRU/parent partnership is important, many MCs have other arrangements in place by which parents/carers are informed, consulted and involved in the work of the PRU. Most of these arrangements are discharged by the TiC, as part of the day-to-day management of the PRU. It is the responsibility of the MC to review with the TiC how effectively these promote good PRU/parent relations. Certain aspects of the relationship deserve particular attention:

- dealing with parental concerns: the MC should ensure that arrangements are in place, through its complaints procedure, to enable parents/carers with a question or concern about their child's progress, behaviour or welfare to have the matter dealt with by staff effectively and efficiently
- the MC should ensure that it has a clear policy covering parental visits to the PRU.

## Rights of Parents/carers

- Exclusions: in the event of a decision to exclude a child, parents/carers have the right to make representation to the MC. For permanent exclusions, parents/carers may make an appeal to an independent appeal panel, if the discipline committee upholds the decision to permanently exclude the child.
- Special Educational Needs (SEN): under the statutory Special Educational Needs Code of Practice for Wales, parents/carers can make representations to the MC or the LA in relation to their child's SEN, which may involve consideration by the MC.

## 2. The regional consortium and challenge adviser

Regional Consortia provide school improvement services on behalf of LAs in the area they serve. The RC's role is to develop the capacity of schools and PRUs across the region by supporting teachers and leaders to learn from each other and secure the best outcomes for all learners.<sup>19</sup>

The role of the challenge adviser is to assist the TiC by providing an external perspective, constructive challenge and effective support to help TiCs and MC members in their work. Their role acts as a catalyst for change to secure better outcomes for learners and to provide access to innovative practice.

Challenge advisers will be primarily responsible for building capacity in education establishments and ensuring that they are equipped to sustain improvements in raising standards and providing high quality educational provision. Their role is focused on:

- supporting self-evaluation and improvement
- brokering effective support and intervention
- developing leadership
- building capacity to collaborate.

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<sup>19</sup> *National model for regional working*, Welsh Government

<http://gov.wales/topics/educationandskills/publications/guidance/national-model-for-regional-working/?lang=en>

### **3. Pupils**

The prime concern of the MC is the welfare and education of the pupils attending the PRU.

MCs might reflect, from time to time, upon the extent to which particular decisions they have taken have resulted in tangible benefits to pupils.

### **4. The community**

MCs are responsible for making decisions about the use of the PRU and offering additional activities<sup>20</sup>. MCs must also promote community cohesion.

### **5. The Welsh Government**

Members are volunteers and discharge their responsibilities without payment. Along with the LA, they are responsible for ensuring that Welsh Government policies for PRUs are implemented and must discharge their duties within the boundaries set by UK legislation. MCs must therefore:

- comply with Welsh Government regulations, policies and initiatives for PRUs and education
- co-operate with Estyn over the arrangements for the inspection of the PRU
- observe its responsibility to the Welsh Government where the PRU is subject to special measures following an inspection by Estyn
- set and publish targets
- act reasonably in the course of conducting its business and discharging its responsibilities.

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<sup>20</sup> *Community Focused Schools*, Welsh Government (34/03)  
[http://gov.wales/topics/educationandskills/publications/circulars/Community\\_Focused\\_Schools\\_Circ1?lang=en](http://gov.wales/topics/educationandskills/publications/circulars/Community_Focused_Schools_Circ1?lang=en)



## Annex A – Effective practice

Useful information on effective practice in PRUs can be found in the following:

Estyn

### **Effectively supporting pupils with social, emotional and behavioural needs**<sup>21</sup>

Over the past few years Ceredigion Pupil Referral Unit (PRU) has strengthened pupils' performance and improved wellbeing. A management committee monitors standards, curriculum and policies and challenges the PRU on performance. Self-evaluation is robust and a strong system is in place to track progress and monitor actions.

### **Helping young people to manage emotions and relationships**<sup>22</sup>

North Wales Adolescent Service, working under Dialectical Behaviour Therapy (DBT), has worked with psychology and social work colleagues to develop a skills group to help teach young people how to effectively manage their emotions, relationships with others and to cope with difficult situations.

### **Analysis of training and development needs of Pupil Referral Unit management committees**<sup>23</sup>

The quality of teaching, based on lesson observation, is an item in the Teacher in Charge's report to the MC.

The following extract demonstrates the types of questions MC members could ask relation to the TIC's report:

- what are the different categories that lessons are placed in?
- what criteria are used to determine categorisation?
- who undertakes the observations? And
- how is the categorisation moderated?

In relation to providing challenge, members could ask:

- was the cohort of teachers being observed the same for both years (to establish whether the same staff were now performing better or whether the improvement was due to new staff)?
- if the cohort was the same, were the same people responsible for the lessons categorised as less than good in both years?
- if it was the same people, what has been/is being done to improve their performance?
- what steps are being/will be taken in the event of no improvement in the quality of their teaching?

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<sup>21</sup> <https://www.estyn.gov.wales/effective-practice/effectively-supporting-pupils-social-emotional-and-behavioural-needs>

<sup>22</sup> <https://www.estyn.gov.wales/effective-practice/helping-young-people-manage-emotions-and-relationships>

<sup>23</sup> <http://gov.wales/docs/dcells/publications/170815-pru-management-committees-en.pdf>

Members could also ask if there is anything they could do to support the leadership of the PRU, particularly in relation to dealing with any persistent underperformance.

## **2.1 The corporate responsibilities of the Management Committee**

As mentioned in Part 1, management committee (MC) members have no powers to act as individuals, unless specific tasks have been delegated to them by their MC. The functions of the MC are exercised corporately. That is, the decisions taken are those of the MC as a whole, exercising collective responsibility. It follows that one of the most important tasks for a MC is to build itself into an effective team.

A good team is one whose members are aware of each other's strengths and support each other. They are eager to learn and develop. They know and abide by the rules that safeguard every individual's space. They accept responsibility for the quality of their work together. A team may be considered effective if:

- it builds on its strengths and appoints new members when it needs a better range of skills and experience, having a pro-active approach
- it focuses on the continuous training and development of all its members
- it shares the workload and gives individuals opportunities to develop specialist roles
- responsibilities are corporately exercised
- time is allocated to periodically review the team's effectiveness.

### **i) Working on Developing the MC's Strengths**

The effectiveness of a MC depends on the qualities, skills and experience its members bring to the service of the PRU. No MC can afford to have its effectiveness impaired by individuals who lack motivation or are unable to give the necessary commitment that the work entails. An even greater commitment is needed from some members, notably the Chair. Every member has to be ready to serve on committees, as well as attending MC meetings and participating in training and development.

The MC can create opportunities to encourage parents and others to offer themselves for election or appointment. However, the role of members must be positively presented. Too often, people who might otherwise be interested, undervalue themselves and their potential contribution. They may mistakenly suppose that PRUs only want people with skills in financial or personnel management. What is needed are people who understand that education is important and that PRUs need their time, commitment and experience.

### **ii) Continuous Training and Development**

For many, becoming a MC member is an unusual, even daunting experience. The MC should establish a procedure for the induction of new members that builds upon any induction arrangements and training that may be offered by the local authority (LA) / regional consortium (RC). Every new member should be encouraged to attend any relevant induction sessions. MCs should ensure that their new members receive an information pack containing:

- the Handbook for Management Committees of Pupil Referral Units
- the teacher-in-charge's (TiCs) most recent termly report
- the PRU development plan

- the latest Estyn inspection report
- PRU policy statements
- the current staff list
- a list of MC members, with pen portraits
- the timetable for the next year's MC meetings
- terms of reference for all committees
- briefing notes for members from the LA/RC
- a map of the PRU
- a policy statement about visits to the PRU
- PRU procedures
- the current programme of LA/RC training events.

It helps to assign an experienced colleague (a mentor) to each new member to whom they can turn to for help and advice. The Chair is best placed to choose members with the skills suited to performing the role of 'mentor' and the time to devote to it.

Most members gain a great deal from making an early formal visit to the PRU, provided they observe the protocols involved. This may also involve a meeting with the TiC and Chair. A first-hand impression of the PRU gives members a context and background to the papers and discussions at meetings and provides a secure basis for greater participation in decision making.

Every new member will soon appreciate that Welsh Government policies and regulations affecting PRUs, many of which the MC is directly responsible for, change frequently. Every member, therefore, should seek to update their knowledge and their skills at regular intervals. Participating in any update and briefing sessions will contribute to the effectiveness of every member and help make their experience of serving as a MC member more rewarding.

### **iii) Sharing the Workload**

It is not practicable for the MC to carry out all its tasks in the course of a meeting. Consequently, some of the work may be delegated to committees. Nevertheless, the MC retains corporate responsibility for everything that is done on its behalf. Some matters cannot lawfully be delegated (refer to section 2.6). The great virtue of committees is that, apart from sharing the workload, they give more people a chance to participate at a detailed level in smaller groups.

Establishing an effective committee structure is, however, not without its difficulties. Terms of reference need to be clearly understood and boundaries of authority established. The MC should review annually its committees and their terms of reference and membership. This is to ensure that the work of each committee remains relevant and effective and to give members an opportunity to change roles from time to time.

MCs may appoint individual members to take an interest in a particular aspect of the curriculum, for example, for literacy or numeracy, wellbeing etc.

An important aspect for the future success of the MC is to develop skills by encouraging members to take on positions of responsibility, for example, as chairs of committees.

## iv) Corporate Responsibilities

Individual members should never forget their corporate responsibility. Once made, decisions of a MC are binding upon all its members, including those who might have disagreed with the majority supporting a decision.

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Members should not, under any circumstances, dissociate themselves publicly from properly made decisions of the MC. Neither should members discuss confidential matters outside the meetings. Every member must be loyal to majority decisions and, in cases where particular members strongly disagree with the majority of their colleagues and find themselves unable to support the decision, they can request that their dissent is recorded in the minutes of a meeting.

## 2.2 The role of the Chair and Clerk

### The Chair of the MC

The Chair of the MC (elected annually) plays a key role in the effectiveness of the MC. The Chair leads the MC but does not have any power to act on the MC's behalf without instructions, except in certain cases of urgency.

The role of the Chair is primarily:

- to ensure that meetings are conducted efficiently following the correct MC procedures
- to consider and approve the agenda for each meeting and to ensure that it is manageable
- to maintain communication with the TiC and members between MC meetings
- to act as a spokesperson on behalf of the MC, where necessary
- to ensure that information and documents received are appropriately shared with the MC.

It may be helpful for Chairs to attend training offered by LAs which covers information on effective meetings, skills of the Chair etc.

### The Clerk to the MC

Meetings of the MC will be attended by the clerk to the MC. The role of the clerk and arrangements for appointment may vary from PRU to PRU. It remains the responsibility of the LA to decide who should act as clerk and to appoint the clerk. Broadly, the clerk must convene and attend the MC meetings and keep a record of the important matters discussed and decisions taken during the meeting (the record is called the 'minutes'). The clerk also ensures that each member, the TiC and the authority receives proper notice of forthcoming meetings and makes sure that the work of the MC is well organised, as well as maintaining a register of MC members and reporting on any vacancies.

The clerk is not a member of the MC and is not eligible either to participate directly in a debate or to vote. Usually, the cost of the clerk is met from the PRU's budget as agreed with the LA.

Further information is available in *The Education (Pupil Referral Units) (Management Committees etc.) (Wales) Regulations 2014*.<sup>24</sup>

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<sup>24</sup> [http://www.legislation.gov.uk/wsi/2014/2709/pdfs/wsi\\_20142709\\_mi.pdf](http://www.legislation.gov.uk/wsi/2014/2709/pdfs/wsi_20142709_mi.pdf)

## 2.3 What to expect at a Management Committee Meeting

As mentioned earlier in Part 1, MCs are required to hold at least one full MC meeting per term. However, you will find that members attend far more meetings than this, ranging from committees to working groups. The first MC meeting of the academic year is usually when the Chair and Vice-chair are elected, members are appointed to committees and terms of reference are agreed. It is always useful at this time to agree meeting dates for the year in advance.

For a MC to be effective it must handle its business efficiently. You can expect:

- to receive a written notice of the date, time and location of a meeting at least five clear working (school) days before the date of the meeting
- the notice of the meeting to be accompanied by an agenda which lists the matters to be discussed, together with supporting documentation
- that some of the business discussed by the members will be about important, but routine matters, for example, repairs to the PRU's building
- the overarching focus of the meetings will be to raise standards and pupil outcomes.

## 2.4 The agenda for meetings

The Chair, TiC and the clerk to the MC will prepare a list of the items of business to be discussed at each meeting. Members of the MC can ask the Chair to place an item on the agenda, provided adequate notice is given. If three or more members want to discuss an issue, they should inform the clerk in writing, who must arrange a meeting as soon as is reasonably practicable.

Meetings of the MC should also reflect the MC's strategic, challenge, support and accountability role in relation to PRU improvement and raising standards.

The way in which the agenda is structured will be underpinned by the decisions the MC makes around delegation of responsibilities.

The order in which agenda items are taken is important for:

- (a) reflecting the main focus of the MC's work
- (b) influencing the outcomes of decisions.

A timed agenda can contribute to the effectiveness of a meeting by focusing on key issues and reducing the time spent on routine, information items or those that can be delegated for more detailed discussions.

A lengthier description of an item on an agenda may help members to prepare and contribute more effectively to the discussion.

Typical agenda items will include:

1. Introductions – welcome new members (*if applicable*)
2. Apologies for absence – *received and accepted or not noted in the minutes*
3. Declaration of interest in items on the agenda
4. Approval of minutes from the previous meeting
5. Matter arising from the minutes
6. PRU improvement issues:
  - Report from the TiC
  - Monitoring and evaluating performance of the PRU
  - Attendance
7. Reports from committees - *feedback from Chair based on formal minutes from previous committee meetings*
8. Reports from staff
9. Reports from pupils / pupil voice
10. Safeguarding
11. Report / Update from the LA / RC
12. Training and development
13. Correspondence
14. Matters to be regarded as confidential – *for example, pupil exclusions*
15. Any other business (if agreed to be taken)
16. Date and time of next meeting

So that you know what to expect, the paragraphs which follow outline some important parts to remember about each agenda.

### **Apologies for Absence**

The official record of each meeting (the minutes) records the names of all members present at the meeting. The clerk will pass around an attendance book or list which each member signs to show that they have attended. Where a member has sent an apology, the minutes of the MC meeting should record the MC's consent to the absence. If a member has failed to attend MC meetings for six months without the consent of the MC, he or she can be disqualified.

It is very difficult for a MC to be effective unless its meetings are well attended. On the other hand, everyone accepts that there are occasions when you may be unable to attend, due to family, business or other commitments or because of illness. It is a good idea to warn the clerk or the Chair that you will be unable to attend a meeting and give your reasons for this. This is not only to be courteous to the Chair but, if several members of the MC are unable to attend a particular meeting, the number of members who do attend might be too few for the meeting to be able to take any decisions at all. The minimum number of members who must be present is known as the 'quorum'. The quorum for a meeting is one half (rounded up to a whole number) of the MC excluding any vacancy.

### **Minutes of the Last Meeting**

The minutes are the official record of the main matters discussed during a meeting and of any decisions taken. The minutes are taken by the clerk and it is very important that the clerk's written record of a meeting corresponds with the members' recollection of what took place. At the start of a meeting the Chair will ask members to confirm that the minutes of the previous meeting are a true

and accurate record of what was discussed, decisions taken and actions agreed. Sometimes, there may be an error in an item which you would bring to the attention of the Chair so that it may be corrected in the next set of minutes. In order to establish whether the minutes are a true record of the last meeting, there will be a proposer and a seconder to confirm this and the Chair must sign or initial each page of the minutes. The MC must provide a copy of the draft or signed minutes of a particular meeting where requested by the LA and must make them available for inspection at the PRU to anyone who requests to see them.

### **Matters arising from the minutes**

The Chair will take the members through the minutes, page by page. If there is an item that you need to query, or ask for further information on, you should do so at this stage.

### **Declaration of interest in items on the agenda**

There may be items to be discussed at the meeting that members have a conflict of interest with and will need to withdraw from the meeting. This would need to be declared at the meeting.<sup>25</sup>

### **PRU improvement issues (e.g. TiC report)**

This report will normally contain information about progress on the PRU's development, with an emphasis on planning and evaluation. It will refer to any matters which, at a previous meeting, the MC specifically asked the TiC to report on. It will also report on matters relating to, for example, health and safety, visitors to the PRU, pupil achievements and awards etc.

### **Monitoring and evaluating the performance of the PRU**

Feedback will be presented by the TiC on the development plan and the self-evaluation report (SER). Progress made to date will be discussed and evaluated. Members of staff at the PRU may be invited to give an update on their particular subject area or matters that they specialise in, e.g. pupil participation.

### **Pupil attendance**

The TiC will inform the MC on the attendance rates at the PRU and what the PRU is doing to improve this. More details on attendance can be found in Part 4.

### **Committee reports**

Much of the work of the MC is dealt with by giving specific tasks to small committees or working parties. However, their findings must be reported to the MC. Ideally these reports should contain a brief statement of the conclusions reached, the reasons for those conclusions and a concise summary of the main points which were discussed.

### **Reports from staff**

Members may receive reports from staff at the PRU regarding progress against targets set in the development plan, and information / updates on their curriculum area at the PRU.

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<sup>25</sup> [http://www.legislation.gov.uk/wsi/2005/2914/pdfs/wsi\\_20052914\\_mi.pdf](http://www.legislation.gov.uk/wsi/2005/2914/pdfs/wsi_20052914_mi.pdf)

## **Reports from pupils / Pupil voice**

Information provided on how the PRU consults / engages with the pupils within the PRU, or presentations from pupils.

## **Safeguarding**

The TiC should provide an update on safeguarding, and the effective application of the policy at the PRU, without giving specific details of pupils.

## **Report from the LA / RC**

The LA may provide an update for the PRU on their statutory responsibilities for the PRU, e.g. staffing, budget etc.

## **Training and development**

This item will usually report on any training and development programmes that are available through your LA or other provider. There will also be some feedback from other members about recent courses and update sessions they have attended.

## **Correspondence**

You should receive a brief report on any correspondence received by the PRU or the Chair since the last meeting. There may be letters from your LA, RC, the Welsh Government or other bodies or persons.

There may be decisions or action to be taken, but some correspondence may simply give information to the PRU or its members. Whereas the MC may note this information, no immediate decisions or action may be necessary, for example:

- circulars published by the Welsh Government
- information from the LA / RC

From time to time there will be changes in the legislation that may affect a MC. Details of these and other specific guidelines are usually distributed by the Welsh Government to the LAs to be copied to you.

## **Items deemed to be confidential**

Meetings of the MC are considered to be 'public' meetings, insofar as the agenda, the approved minutes (signed by the Chair as a true record) and any other document considered at a meeting must be made available at the PRU to anyone who wishes to inspect them. However, the MC may decide that certain information is confidential, for example, the minutes relating to a staffing matter. It is for the MC to decide whether members of the public or the press may attend their meetings. However, when the MC is considering matters which are of a confidential nature, at this point in the meeting, any members of the public and press will be required to leave.

Minutes are usually in two parts, with the confidential items in the second part. When the confidential part of the agenda is reached, all non-members, apart from the clerk and the TiC (if not a member of the MC) should be asked to leave the meeting (as determined by the MC). It is important however, to note that even the confidential part of the minutes must be made available if requested under the



Freedom of Information Act 2000, although information will have to be blanked out to meet requirements in the Data Protection Act.

See further information on confidentiality in Section 2.5.

You will receive a regular report on the number of exclusions, reasons for which pupils were excluded and the results of any appeals. You will find that individual pupils are never identified by name in the records of the meeting.

Any matters relating to the staff of the PRU may be reported to you by the TiC or the Chair. If you have an 'interest' or personal connection in any matter raised, which may conflict with your primary duty to the PRU and influence the way you debate an issue, you must declare it and withdraw from the meeting.

### **Any Other Business (if agreed to be taken)**

Any other business (AOB) can allow urgent matters, which could not be included in the formal agenda circulated to all members in good time for the meeting, to be considered (if agreed). If AOB is allowed, it is good practice for you to ask the Chair before the meeting if you wish to raise an issue not on the agenda. If it is a serious matter, it would be unfair to expect members to consider it without prior notice, and the Chair may decide not to allow the issue to be discussed at that time. In this case, you should ask the Chair or the clerk for it to be placed on the agenda for the next meeting. If an urgent matter arises, the Chair has powers to call an emergency meeting of the MC.

### **Date of next meeting**

The Chair will invite the meeting to agree a mutually convenient date for the next meeting of the MC. However, many MCs now decide the date, time and place of its meetings, in advance, for the whole year. This may be agreed at the last meeting of the academic year for the following year. In this case you will simply be reminded of the date previously agreed. You will also be reminded of the date of your next meeting in the copy of the minutes and other documentation, which you will receive from the clerk.

## **2.5 Confidentiality**

As a MC member, from time to time you will be involved in discussions where very personal and sensitive information is exchanged. Because of the sensitivities involved, these kinds of discussions are regarded as confidential and any members of the public or representatives of the press who may be present at the meeting will be asked to leave.

Everyone in education services, whether employed by the local authority or otherwise, who comes into contact with children and their families has a role to play in safeguarding children. The Social Services and Well-being (Wales) Act 2014 strengthens safeguarding arrangements for children by placing a duty to report on relevant partners where there is reasonable cause to suspect that a child is at risk. Partners including Education Health, Police, Probation and youth offending teams are required to inform the local authority where they have reasonable cause to believe a child to be at risk of abuse, neglect or other kinds of harm.

On occasions, a parent or other member of the community may give you information which is relevant to your work as a MC member on the understanding that you will repeat it to no-one else, i.e.

the information is given to you 'in confidence'. This applies when information is given to you 'in confidence' whether you receive the information in the playground or the street, or during the meeting of the MC. It is essential to your personal reputation and credibility that you do not abuse the rule of confidentiality, however, the duty of confidentiality is not absolute and may be breached where this is in the best interests of the child and/or it places a child at increased risk. You should always seek to be transparent about the circumstances where you may need to share information with social services and/or the police.

Each PRU should have a Designated Senior Person (DSP) who will provide support to staff members to carry out their safeguarding duties and who will liaise closely with other services such as local authority social services. Where you suspect a child to be experiencing, or at risk of abuse, neglect or other kinds of harm the DSP should provide a first point of contact and a source of support, advice and expertise within the unit when deciding whether to make a referral by liaising with relevant agencies.

## **2.6 What can be delegated?**

The LA must delegate to the MC some of its functions:

- conducting the PRU, e.g. monitoring teaching and learning, day-to-day management of staff, pupils and resources, behaviour, wellbeing, attendance, etc.
- dealing with complaints exclusively relating to the curriculum
- responsibility for pupil discipline
- appraisal of teaching and support staff

The LA cannot delegate to the MC:

- the LA's intervention powers
- control of the PRU's premises
- direction by the LA concerning health and safety
- the appointment, suspension or dismissal of teaching and non-teaching staff
- the spending of the LA's money which was appropriated by the LA for the purpose of the unit

The MC may, if it so wishes, delegate some of its functions to a committee or the TiC. The following cannot be delegated to anyone:

- appointment or removal of the Chair or Vice-chair
- removal of members and the procedure for the removal of members
- appointment and removal of the clerk
- suspension of members
- setting up of committees

- the review of the instrument of government
- appointment of parent members, community members and sponsor members
- the MC's role in delegating functions.

The MC must delegate responsibility for pupil discipline to a committee.

Any other matters may be delegated to a committee or an individual. Where matters have been delegated, they must be reported back to the MC which is collectively responsible for all delegated matters.

Further information is found in Part 1, section 1.6.

## **2.7 Sub-Committees**

A committee or working party is a good place to exchange ideas and do the more detailed work of the MC. It is also a way of splitting up the work of the MC so that it is shared. You may be asked to be a member of one of these groups.

### **Establishing a committee**

The constitution, membership and reporting procedures of each committee must be determined by the MC. The membership can also include non-members (this does not apply to the pupil discipline and exclusions committee). The decision as to whether non-members can vote at committee meetings is taken by the MC. The powers delegated to each committee or working group are determined by the MC. Recommendations and decisions which are made by committees and working groups must be received by the MC in the form of a formal report.

MCs must have a committee set up to deal with pupil discipline and exclusions, consisting of three or five members (and the quorum is three), as well as procedures, and membership should also be in place for dealing with complaints relating to the curriculum.

Other committees can be established to discuss the detail of other matters such as:

- curriculum and standards
- premises, health and safety.

### **Terms of reference**

To ensure that the committees are 'fit for purpose', efficient and contribute effectively to the work of the MC, each should have agreed terms of reference. Terms of reference include two sets of information:

- statements giving the rules by which the committee is bound, including details of its composition, the number of members necessary to constitute a quorum so that decisions may be made and the frequency of meetings. There should be a minimum of three members appointed to non-statutory committees, and the quorum is 50% of the membership rounded up to the nearest whole number. It is good practice to have an odd number of members on committees as this helps with voting

- the duties and tasks to be undertaken by the committee, and an indication of the limits of its powers.

A Chair should be appointed to each committee either by the MC or, if the MC agrees, the committee itself can elect one.

## 2.8 Working in partnership

PRUs are expected to work closely with local schools and, in some cases, as part of a school partnership. The Welsh Government strongly recommends that most or all community member places should be taken up by local schools or, where the PRU is part of a school partnership, by representatives from these partnerships, e.g. head teachers, deputy head teachers and governors of schools.

In some cases the MC might comprise of representatives from a single local school as its community members. This would be appropriate where, for example, a high-performing school, including a special school, is working closely with a PRU, perhaps by sharing facilities or management expertise with a PRU that is judged by Estyn as needing to improve.

If a PRU is based in a hospital, one or more persons should be nominated by the local health board or the NHS Trust that manages the hospital, to fill community member places.

The local police and third sector youth organisations can also be community members.

PRUs will often work within a multi-disciplinary system – a multi professional team including social workers, nurses, psychiatrists etc. These teams are able to respond to the needs of pupils who require the help of more than one kind of professional.

## 2.9 How to survive your first meeting

- Remember – everybody was a new member once.
- At your first meeting you will need to get to know your member colleagues, some of whom will, like you, be new members. Sometimes arrangements are made for a new group of members to meet socially and introduce themselves prior to the MC meeting. You might even be allocated a ‘mentor’ member to support you through the induction process. Even if you do not meet your colleagues until the meeting, the Chair will, no doubt, welcome you and there may be an opportunity for each member to say something briefly about themselves. This part of the meeting should be very informal, so don't worry about it in advance. Try to concentrate on putting names to the other faces around the table, and make a note of who is sitting where, if that is helpful. If you are feeling uncertain and apprehensive, remember that it is likely that the others are probably feeling the same ... and we all need a ‘settling-in’ period whilst we get to ‘know the ropes’.
- You may wish to acclimatise yourself before making a contribution to the meeting. After all, it is not a competition to see who can speak first or the longest. Take your time!

- If you feel you have a contribution to make, you have just as much right as any other member to speak. No member is any more or less important than another – it's just that some are more experienced than others. Remember to speak through the Chair; that is, you give your comments to the Chair even though you are speaking to a colleague.
- You may be asked whether you are willing to serve on a committee or working party to examine particular matters about the life of the PRU. You may be asked at your very first meeting! You need to think very carefully about how comfortable you are about the focus of the particular committee or working party which you might be invited to join. There is a good case for becoming part of a group which is concentrating on a matter that is already familiar to you and with which you feel comfortable. If you are confident, however, don't forget that throwing yourself into a committee or working party is a very good way of learning very quickly about a subject which is very new to you. You need to think about which approach will be best for you ... and resist being pressured into something you are unhappy about.
- Don't worry if you feel you did not contribute fully at your first meeting. There will be plenty of other opportunities to get to know your colleagues and make your contribution to meetings.
- Attend induction training for new members – it is an excellent way to learn about your new role and responsibilities.

## 2.10 Effective Management Committee Meetings

In order for MC meetings to be effective, you might find the following useful:

<b>AS A MEMBER YOU SHOULD EXPECT:</b>	<b>AS A MEMBER YOU SHOULD:</b>
<ul style="list-style-type: none"> <li>• a clear agenda and all relevant documents which will reach you before the meeting (five school days minimum)</li> <li>• a clear understanding of the purpose(s) of the meeting</li> <li>• people to be punctual</li> <li>• a Chair who is sympathetic, keeps to the agenda, paces the meeting so that time is given to each matter in proportion to its importance, draws on all members for contributions, keeps discussion to the point</li> <li>• members to tolerate a variety of views and opinions</li> <li>• your contribution to be heard</li> </ul>	<ul style="list-style-type: none"> <li>• have read the agenda, minutes and other papers and noted the items you wish to say something about or ask questions to clarify issues</li> <li>• have the papers and notes at the meeting</li> <li>• be punctual</li> <li>• make relevant contributions</li> <li>• listen to and consider what others say</li> <li>• accept your share of the collective responsibility.</li> </ul>

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• others to contribute to the discussion</li> <li>• the decision-making process to be clear and fair</li> <li>• members to work together and to want discussions to be fruitful</li> <li>• members to be ready to take collective responsibility for the minuted record of views expressed and decisions reached.</li> </ul> |  |
|---|--|

## 2.11 Events or responsibilities of members which require attention annually

Certain issues arise every year which require particular action by the MC. At the first MC meeting of the academic year usually held in the Autumn Term, the MC generally:

- i) elects the officers of the MC:
  - Chair
  - Vice-chair.
- ii) appoints members responsible for:
  - additional learning needs
  - child protection / safeguarding
  - co-ordinating link members for curriculum development and other areas as agreed by the MC.
- iii) confirms the establishment or maintenance of committees of the MC.

Consideration must be given to:

- terms of reference of committees
- who is to serve on committees
- arrangements for committees to report their findings to the MC
- what arrangements will be made for determining the dates upon which the MC will meet during the year
- Every year, schools and PRUs will need to review their examination results. PRUs will also need to review teacher assessments for the curriculum in order to set targets, in the form of a learning plan for pupils.

Other items which the MC may consider every year are:

- review of the PRU development plan
- monitor the attendance of pupils and staff (for staff this would be issues that may generically impact on staff absence as opposed to individual circumstance)
- review of policies specific to PRUs
- review of the work of the MC

- performance management of TiC (carried out by the LA and reported to the MC).

It is good practice to establish a checklist of tasks for the MC at the first meeting of the academic year. This provides a clear focus for discussion at future meetings. The following example can be personalised to suit your MC.

<b>ACTION</b>	<b>WHO</b>	<b>WHEN (Insert meeting date)</b>
<b>TERMLY MATTERS</b>		
Identify and organise training for members and clerks		
Arrange members' visits to the PRU		
Management committee meetings		
Committee meetings		
Receive reports from committees		
Receive TiCs termly report (before MC meeting)		
Receive Link members' reports		
Action planning following inspection (where applicable)		
Monitor the PRU development plan		
Monitor the PRU self-evaluation report (SER)		

<b>ACTION</b>	<b>WHO</b>	<b>WHEN (Insert meeting date)</b>
<b>AT ANY TIME IN THE YEAR</b>		
Arrange self-review and link the resulting action plan with self-evaluation process of PRU		
Monitor membership of MC and arrange for any elections / appointments		
Induction of new members		
Preparation for inspection		
Review child protection policy		
Consider and report on the effectiveness of the PRU's work on behalf of children with additional learning needs		

Review the delegation of functions		
Review existing policies and amend as necessary		
Receive relevant staff reports		
<b>ACTION</b>	<b>WHO</b>	<b>WHEN (Insert meeting date)</b>
<b>AUTUMN TERM</b>		
Elect Chair and Vice-chair at first meeting		
Appoint committees / working parties and review membership and terms of reference		
Review link members, e.g. child protection, safeguarding, SEN		
Set dates of meetings for the year		
Set objectives for the MC for the year		
Along with the LA, ensure the delivery of the performance management policy with the TiC		
Draw up freedom of information guidelines		
Receive challenge adviser's annual note of visit		
Establish a budget and finance policy with the LA		
Update register of business interests		
Review PRU aims and objectives		

<b>ACTION</b>	<b>WHO</b>	<b>WHEN (Insert meeting date)</b>
<b>SPRING TERM</b>		
Agree curriculum plans for the next academic year		
Seek views from the LA regarding the consideration and agreement of service level agreements (SLAs)		
Receive challenge adviser's note of visit (if not received in autumn term)		
Consider progress against performance objectives		
Consider resource implications in discussions with the LA		



<b>SUMMER TERM</b>		
Review the MC's performance / procedures		
Monitor attendance of pupils / staff / MC members		
Review pupil exclusions for the year		
Review safeguarding incidents and arrangements for recording and responding to incidents		
Plan the annual work of the MC in the context of the PRU development plan		

## **ANNEX A – Contents of the teacher-in-charge report to management committee members**

The teacher-in-charge's (TiC's) report to the MC is one of the main vehicles used to inform the members of the PRU's activities and developments.

In addition to the report, MCs may have established committees or ad hoc working groups with responsibility to consider and discuss specific areas and to report their findings to the full MC for final consideration. The TiC's report may refer to these committees / reports but need not duplicate their content.

The content of the TiC report to the MC will vary from PRU to PRU and from one meeting to the next, to meet the PRU's particular needs and circumstances. Whatever the content and style of report, it is recommended (by Estyn) that it should contain information about:

- the development of pupils
- standards attained
- the efficiency of the management of the PRU's resources
- progress in implementing the PRU development plan and its agreed outcomes and targets.

The report should make reference to monitoring and evaluation information.

MC members should agree with the TiC the key information that should be made available on a regular basis. This should include:

- information on performance that ensures members are in a position to discuss the progress the PRU is, or is not, making
- performance data on the PRU
- information on local and national legislation and policy developments
- Information (for discussion and decision) on future developmental planning.

There is a legal requirement for MCs to meet at least once a term and that, at this meeting, the TiC gives a termly report. MCs which meet more frequently will still receive a report, but not for each meeting. The TiC report must be received by all members together with all other documentation for the relevant meeting i.e. at least five working days before the meeting.

Subject headings	Autumn Term	Spring Term	Summer Term	Points for information
<p><b>PUPILS</b></p>	<ul style="list-style-type: none"> <li>- number on roll</li> <li>- attendance rates and against targets set</li> </ul>	<ul style="list-style-type: none"> <li>- number on roll</li> <li>- attendance rates and against targets set</li> </ul>	<ul style="list-style-type: none"> <li>- number on roll</li> <li>- attendance rates and against targets set</li> </ul>	
<p><b>STAFFING</b></p> <p>Whilst staffing is the responsibility of the LA, MC members could still receive an update</p>	<ul style="list-style-type: none"> <li>- PRU organisation to include deployment of all staff, class sizes, etc.</li> <li>- Staff absences</li> <li>- Staff responsibilities - curriculum and non-curriculum</li> <li>- How staffing is used to reflect the demands of the workforce agreement.</li> <li>- Other specific issues that may need to be highlighted</li> </ul>	<ul style="list-style-type: none"> <li>- PRU organisation adjustments only</li> <li>- Staff absences</li> <li>- Other specific issues that may need to be highlighted</li> </ul>	<ul style="list-style-type: none"> <li>- PRU organisation adjustments only</li> <li>- Staff absences</li> <li>- Other specific issues that may need to be highlighted</li> </ul>	<p>Throughout the report it is recommended that no member of staff or pupil is referred to by name, unless in a congratulatory way i.e.</p> <p><i>I would like to thank Mrs Jones for ...</i></p> <p>It is good practice to anonymise all adults and pupils within the report</p>
<p><b>TRAINING</b></p>	<ul style="list-style-type: none"> <li>- Teaching and non-teaching training attended by staff, both on and off-site, outcomes within the PRU, how these will be monitored and evaluated</li> <li>- Planned staff development programme and comment on since last report</li> </ul>			<p>Members need to know the impact of Inset on the learner and in the longer term what effect it has had on standards</p>

Subject headings	Autumn Term	Spring Term	Summer Term	Points for information
<b>CURRICULUM DEVELOPMENT</b>	<ul style="list-style-type: none"> <li>- An outline of teaching and learning philosophy within the PRU</li> <li>- Priorities in learning</li> <li>- Impact of agreed developments</li> <li>- Topics undertaken within various classes</li> <li>- Include comments which relate to a previous decision made by members re: curriculum e.g. a decision to endorse a teaching approach</li> </ul>			<p>Whereas this may be the focus of a committee or working group, there is still a need to report as TiC. The report may refer to the relevant minutes of the committee</p>
<b>SEN</b>	<ul style="list-style-type: none"> <li>- Organisation of SEN</li> <li>- Deployment of staff</li> <li>- Statistical information - nos. of statements, pupils on School Action Plus and School Action</li> <li>- Identified areas of SEN within the PRU e.g. moderate learning difficulties, ASD etc.</li> </ul>	<ul style="list-style-type: none"> <li>- Update of information</li> </ul>	<ul style="list-style-type: none"> <li>- Update of information</li> </ul>	<p>All PRUs have an identified member with responsibility for SEN</p>
<b>PUPIL ATTAINMENT</b>	<ul style="list-style-type: none"> <li>- On entry information</li> <li>- Expected outcome</li> </ul>	<ul style="list-style-type: none"> <li>- Progress</li> </ul>	<ul style="list-style-type: none"> <li>- Progress</li> </ul>	<p>Reporting on assessment should be done termly with data reported to members at the first available meeting. Members should also be informed as regards outcomes from data analysis and interpretation.</p>

Subject headings	Autumn Term	Spring Term	Summer Term	Points for information
<b>TARGET SETTING</b>	<p>Targets and learning plans that are set for pupils as submitted to the LA reported at the first available meeting</p> <p>Comment on progress towards meeting targets</p>			
<b>OTHER CURRICULUM DEVELOPMENTS</b>	<p>e.g.  Healthy Schools Project  Eco Schools  Local Project ... cluster based  National Projects</p>			<p>This helps enable members see how the PRU develops the whole child and will contribute to understanding wellbeing as well as the provision of a broad, balanced curriculum</p>
<b>DEVELOPMENT PLAN</b>	<ul style="list-style-type: none"> <li>- Termly progress against stated outcomes</li> <li>- Revisions to development plan</li> <li>- Impact of stakeholders on construction and delivery of the Development Plan</li> </ul>			<p>Reporting on progress against the development plan is recommended to be included in each TiCs report</p>
<b>SELF EVALUATION REPORT (SER)</b>	<ul style="list-style-type: none"> <li>- Termly report on self-evaluation</li> <li>- Monitoring report</li> <li>- Comment of standards observed</li> <li>- Annual update against the three key questions</li> <li>- sharing outcomes and planned objectives against PRU improvement</li> </ul>			<p>Reporting on SER is recommended to be included in each TiC report</p>

Subject headings	Autumn Term	Spring Term	Summer Term	Points for information
<b>POST INSPECTION ACTION PLAN</b>	Termly update	Termly update	Termly update	There is a requirement to report on progress against the Estyn Report and its subsequent Action Plan termly in the event of an inspection.
<b>TRANSITION PLAN</b>	Termly updates on transition if relevant		<ul style="list-style-type: none"> <li>- Report on the evaluation of the current plan</li> <li>- Report on the compilation of the 'new' plan</li> </ul>	
<b>PERFORMANCE MANAGEMENT</b>	Termly update	Termly Update	Termly update	<p>Members need to be informed that the process is ongoing and where the PRU is within its annual cycle. This will include teaching and support staff as appropriate</p> <p>MC members do not have reported to them individual objectives against specific staff though may be informed of a whole PRU objective that is inclusive of all staff</p>

Subject headings	Autumn Term	Spring Term	Summer Term	Points for information
<b>BUILDINGS AND PREMISES &amp; HEALTH AND SAFETY</b>	<ul style="list-style-type: none"> <li>- Details of any health and safety risk assessments carried out</li> <li>- Any work to be carried out as a result of the risk assessment</li> <li>- Any modifications to the premises that are being undertaken</li> </ul>			
<b>PRU ACTIVITIES</b>	Termly update	Termly update	Termly update	
<b>VISITORS TO THE PRU</b>	Termly updates against who, why and when			
<b>LIAISON</b>	Include such things as: <ul style="list-style-type: none"> <li>- liaison with community groups</li> <li>- other PRUs / agencies</li> <li>- local primary / comprehensive school(s)</li> <li>- head teacher / TiC networks</li> <li>- professional learning communities (PLCs)</li> </ul>			

## 3.1 The three main roles of the management committee

### i) The strategic role

The statutory guidance clearly describes the respective roles and responsibilities of the management committee (MC),<sup>26</sup> there is also further information on this in Part 1 of the handbook. MCs play a strategic and advisory role working closely with the local authority (LA) / regional consortium (RC) and teacher-in-charge (TiC) to:

- set the aims and objectives
- identify and agree policies, targets and priorities
- set out arrangements for monitoring and reviewing aims and objectives
- determine whether the policies, targets and priorities are being achieved.

MC members should seek advice from the TiC before making decisions.

Working strategically, to raise standards, MC members should use any monitoring evidence to review and evaluate progress against any targets set to see whether a policy is working or needs changing.

MCs should understand the difference between intervention at a strategic level and interference in the operational management responsibilities of the TiC and staff of the PRU.

The starting point for strategic planning is a vision that makes it easy for staff to understand what the PRU is striving to achieve.

MC members should be left in no doubt about the significant role that the MC can play in both developing and achieving the PRU's vision, objectives and targets. The MC is responsible for ensuring the PRU delivers the best opportunities for every child, whatever their age or ability, to reach their potential in a caring and safe environment.

Once the vision has been confirmed, the MC, TiC and staff will determine the strategies and activities that will enable the PRU to progress towards it.

Members have an important role in ensuring that the PRU plans its development, and that when plans are put into action, clear improvement is the result. The targets and priorities for the PRU are usually contained within the development plan, which will list specific activities that the PRU hopes to achieve. The MC will then look for evidence that progress towards targets is being achieved. All targets and objectives should be SMART:

- Specific – make the objective clear and unambiguous
- Measurable – to facilitate monitoring of progress
- Agreed – with the person(s) expected to deliver the objective
- Realistic – stretching, but within reach and worth trying for
- Time-based – establishes clear expectations for when the objective will be completed.

At their regular meetings, members should receive reports and discuss the progress the PRU is making towards achieving the targets listed in the development plan and self-evaluation report (SER).

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<sup>26</sup> [Statutory guidance - The Education \(Pupil Referral Units\) \(Management Committees etc.\) \(Wales\) Regulations 2014](https://beta.gov.wales/sites/default/files/publications/2018-03/statutory-guidance-the-education-pupil-referral-units-management-committees-etc-wales-regulations-2014.pdf), Welsh Government



As well as discussion on the above, members need to be well informed and able to demonstrate a rigorous analysis of performance data. With support from the LA and RC, the TiC and MC should reach an agreed interpretation of the data to use in setting targets for improvement. Members need to be satisfied that their pupils are making satisfactory or better progress, given their starting points when they joined PRU.

## **ii) The support and challenge role**

The role of the MC, along with the LA, includes monitoring and reviewing the PRU's standards and curriculum. It is helpful if a timetable for monitoring standards and provision across the PRU is set well in advance, to enable all committee members to make the necessary arrangements to take an active role in the whole process. This will help to raise awareness and understanding of the provision and standards at the PRU.

The MC, along with the LA, provides the TiC and staff with support and constructive advice and challenge. Members should also seek information and clarification to arrive at the best decision for all concerned. The MC also acts as a sounding board for ideas, drawing on its members' knowledge and experience.

It is important that the MC provide the necessary balance between support and challenge, providing strategic leadership and providing challenge and support to the TiC. It is also important that members feel confident enough to undertake this support and challenge role; this will include challenging the leadership, LA and the RC.

It is good practice for MCs to identify specific committee members to be responsible for monitoring different aspects of provision. This will help the MC to increase its understanding of what and how pupils learn, and helps committee members challenge the PRU on its performance.

MC meetings should be structured to ensure that self-evaluation and monitoring of progress are central. A range of reports (internal and external) should be received during each academic year, to monitor progress against the PRU's development plan. If there are discrepancies between agreed actions and outcomes, strategies should be put into place to bring about improvement. The emphasis should always be on improving outcomes for pupils. The MC should challenge the findings should there not be a reasonable explanation.

It is the MCs responsibility for monitoring and evaluating the PRU's effectiveness, along with the LA, and the continual striving for improvement.

### **How can you help with improvement? Here are some points to consider:**

- being a good listener and problem solver can help the PRU improve ideas and proposals and reach sound decisions
- asking searching questions that help develop expectations and intentions, particularly when expectations are too low or actions do not match intentions. Sometimes, those key but often 'simple' questions: Why? How? Where? When? will give you the answer you need
- recognising and celebrating the achievements of the PRU
- knowing where the PRU is not achieving as well as it could
- providing support and encouragement when strategies to bring about improvement are being explored. Systems should be in place to monitor and evaluate the work of the PRU
- striking an appropriate balance between support and challenge.

Exemplar of support and challenge is available from Estyn:

- Ceredigion Pupil Referral Unit (PRU) - Effectively supporting pupils with social, emotional and behavioural needs.<sup>27</sup>

The National Leadership Development Board (NLDB) has drawn up a number of questions that governors can ask in their support and challenge role; some will undoubtedly apply to your role on the MC.<sup>28</sup>

### iii) The accountability role (refer to part 1)

Whilst the TiC and staff of your PRU are accountable to the LA and MC for the performance of the PRU, the LA and MC should be prepared to explain its decision and actions to anyone who has a legitimate interest. This could include staff, parents/carers, pupils, the local community and the Welsh Government.

## 3.2 Evidence management committees should look for and evaluate

Most TiCs will highlight successes in their reports to the MC but might not include information where the PRU has been less successful. However, it is for you and your member colleagues to decide exactly what kind of information helps you to know that your PRU is doing well, or not. So, what kind of information should MC members ask the TiC to provide in order that you and your colleagues can judge whether the PRU is doing its best for the pupils?

Some evidence which you can ask the TiC to provide will allow you to make comparative judgements. For example, you will want to know:

- how pupils in your PRU perform in teacher assessments, in the national reading and numeracy tests<sup>29</sup>, and in the case of secondary PRUs, the results of public examinations, for example GCSEs, AS and 'A' levels (if appropriate), and whether the pupils have succeeded equally well in each area
- whether pupils attend regularly, to what extent truancy is a problem and what actions are taken to resolve any attendance issues
- how many pupils have been excluded, in what circumstances, and whether any trends are indicated
- what happens to pupils when they leave the PRU. This may be especially important to MC members of secondary PRUs because pupils will enter further or higher education or find jobs
- what activities the PRU provides which are outside the formal curriculum (and perhaps provided at the beginning or the end of the normal PRU day, or in the evening or at weekends) and how many pupils benefit.

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<sup>27</sup> <https://www.estyn.gov.wales/effective-practice/effectively-supporting-pupils-social-emotional-and-behavioural-needs>

<sup>28</sup> <http://gov.wales/docs/dcells/publications/140901-questions-for-governors-en.pdf>

<sup>29</sup> Pupils who are dual registered at a PRU and a mainstream school, unless a disapplication decision has been applied. Pupils solely registered at PRUs are not required to sit the tests.

Remember, it is important to contextualise the information received when making judgements. For example, as the pupil intake is likely to change during the academic year and performance will vary significantly on a year-on-year basis, you will need to compare data for the current academic year with similar figures for previous years. You will also find the data provided by the LA / RC helpful.

## **Value added**

You should attempt to identify how your PRU is contributing to the development and progress of its pupils, by focusing on the knowledge, skills and values which pupils take from the PRU when they leave, compared with those they brought with them when they entered the PRU. In other words, you will need to measure what the PRU has added to the development and progression of its pupils. This will include personal skills, their emotional, health and wellbeing needs, as well as their academic progress. This kind of 'value added' assessment is more difficult to achieve than it sounds.

The MC and TiC need to devise ways to monitor and assess factors such as:

- pupil behaviour and attitudes
- pupil wellbeing
- staff morale / professional development
- what parents/carers want for their children and if parental engagement is effective
- how the PRU relates to the community in which it sits (in the broader sense, not geographical)
- how the curriculum reflects local history, culture and social values, and the Welsh language.

Some of these aspects may only be able to be assessed as a result of individual MC members directly observing the life of the PRU and reporting their personal impressions at meetings of the MC. Here, your personal qualities, experience, insights and common sense will be essential.

Progress should also be reviewed on a regular basis with individual pupils, through pastoral care programmes to assess whether their provision remains appropriate and whether they are able to be reintegrated into mainstream school.<sup>30</sup>

You will also need to be satisfied that there is a consistent level of performance throughout the PRU. Information which will allow you to work out performance includes:

- differences between year groups (as appropriate)
- differences in the effectiveness of teaching in different subjects in the curriculum provided at the PRU
- progress in wellbeing and behaviour across the PRU
- attendance
- differences between the successes of different subject areas (in a secondary PRU)
- differences between the achievements of boys and girls

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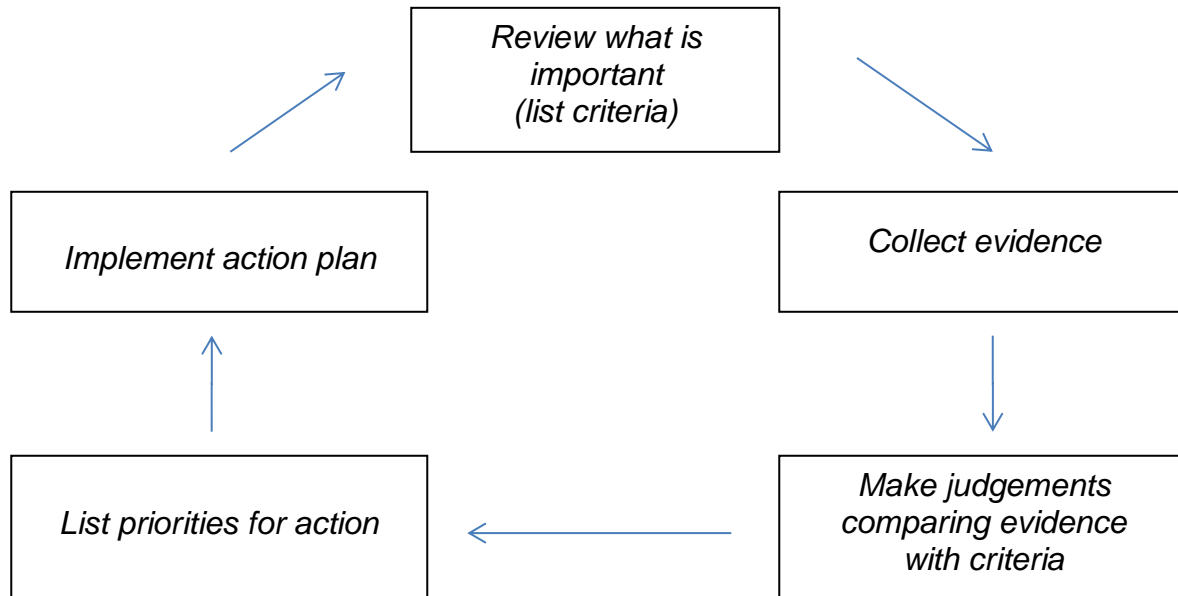
<sup>30</sup> Further information can be found in Part 6 of the Inclusion and Pupil Support guidance - [https://beta.gov.wales/sites/default/files/publications/2018-05/guidance-inclusion-and-pupil-support\\_0.pdf](https://beta.gov.wales/sites/default/files/publications/2018-05/guidance-inclusion-and-pupil-support_0.pdf)

- particular features arising from pupils with different ethnic backgrounds, special ability, additional needs etc.

Other important areas to look at include:

- pupils' journeys of progression
- pupil voice
- safeguarding data
- reintegration rates.

### The cycle for monitoring and evaluating PRU performance



### 3.3 The PRU development plan

#### What is it?

A development plan is a key document setting out the priorities and strategies for a PRU's development over a rolling 3-year period, linked to the self-evaluation report (SER). Improvement should be a central feature in the preparation and implementation of each PRU's development plan.

#### Who draws it up?

The LA and MC must prepare the development plan in accordance with The Education (School Development Plans) (Wales) Regulations 2014.<sup>31</sup> The PRU's development plan must include criteria that are specific to that region. As well as the regulations which may help, LAs / RC may have their own agreed guidance and format that the PRUs can use. The MC has a major role in drawing up the PRU's development plan, in conjunction with the TiC and staff. It will determine the priorities for what the PRU aims to achieve in the next few years.

#### What areas does it cover?

The development plan must contain as a minimum:

- improvement priorities for the current year and the next two years, such priorities taking into account the national priorities
- a brief statement setting out the improvement targets and expected outcomes and the MC's strategy to meet those targets
- details of the MC's strategy for the current academic year on how it will further the professional development of staff at the PRU in order to meet the improvement targets
- details of how the MC will seek to meet the improvement targets for the current year
- details of how the LA and MC will make best use of the current staff at the PRU and resources (including its financial resources); in addition to the staff and resources (including financial resources) it anticipates will be available to it
- a brief statement setting out the extent to which the improvement targets for the previous year were met and where they were not met fully, and a brief explanation of the reasons why they were not met<sup>32</sup>

All MC members need to have a copy of the development plan.

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<sup>31</sup> <http://www.legislation.gov.uk/wsi/2014/2677/regulation/3/made>

<sup>32</sup> Schedule - The Education (School Development Plans) (Wales) Regulations 2014 - <http://www.legislation.gov.uk/wsi/2014/2677/schedule/made>

## **How is the development plan drawn-up?**

The MC needs detailed knowledge of the PRU, either obtained at first hand or from information provided by the TiC, to allow MC members to play an active role in designing a development plan along with the LA/RC.

Examples of the kinds of information which the MC should seek may include:

- outline financial forecasts (this information should be provided by the LA), for the next three years or more, based on trends in pupil numbers, staff salaries and the costs of maintaining buildings and resources
- the results of internal reviews of the PRU's work
- previous development plans
- any observations and recommendations made by external assessors, such as the LA or Estyn
- details of pupil achievements, such as results of external examinations and teacher assessments
- the TiC's recommendations for building upon existing strengths and achievements and rectifying weaknesses
- the views of parents/carers, the local community, and the staff about their PRU.  
- 0845 6020100 75

The plan will be more detailed and specific for those priorities for change identified for the coming year, than for subsequent years. The detailed plan for the first year should include targets for improvement and an outline of the action, monitoring and evaluation processes needed.

Target setting is a vital part of any effective development plan because it specifies what is intended and when it is to be achieved. Effective targets with clear performance criteria can make it easier to sequence the action necessary to achieve the desired aim and to monitor and evaluate progress.

In most cases it will not be for the MC to consider detailed tasks for each priority. The TiC and the senior team will usually be best placed to do this. However, the MC will need to be satisfied that the planned tasks are clear and effectively implemented and that they are sustainable and are able to withstand sudden changes e.g. staffing levels, funding etc.

The final approval of the development plan rests with the LA, in discussion with the MC.

## **Does the MC have to consult on the development plan?**

The LA / RC and MC must consult with the following when preparing or revising the PRU development plan:

- the TiC (if that person is not a member of the MC)
- pupils at the PRU
- parents/carers of pupils
- staff
- any other person the MC considers appropriate

## **Who receives a copy of the development plan?**

The plan is primarily a working document for MC members and all staff employed at the PRU. However, the MC, in conjunction with the LA, must publish the PRU development plan by providing copies to each member of the MC and all members of staff at the PRU. The LA will also retain a copy.

## **Who monitors, evaluates and reviews the development plan?**

The MC is responsible for monitoring, evaluating and reviewing the development plan. The 2014 Regulations<sup>33</sup> state that the MC must monitor the development plan at least annually. However, it is recommended that this is carried out on a termly basis. Some MCs prefer to provide for monitoring by giving each of their committees special responsibility for key elements of the development plan.

## **What does monitoring, evaluating and reviewing entail?**

It is important that the MC ensures that robust monitoring and evaluating systems are in place, this entails:

- setting a timetable for receiving reports and data from the TiC and staff at the school
- asking questions and gathering relevant information
- commissioning regular reports from TiC, senior staff, subject specialists and others, as appropriate
- ensuring that performance data is clear and unambiguous
- analysing performance data and drawing valid conclusions from it
- maintaining a thorough, up-to-date knowledge of the overall picture of the PRU by whichever means are appropriate.

## **To whom is progress towards the aims of the development plan reported?**

The LA shares a responsibility with the MC for raising standards and will, therefore, have an interest in receiving MC reports relating to the monitoring and evaluation of the development plan and its implementation.

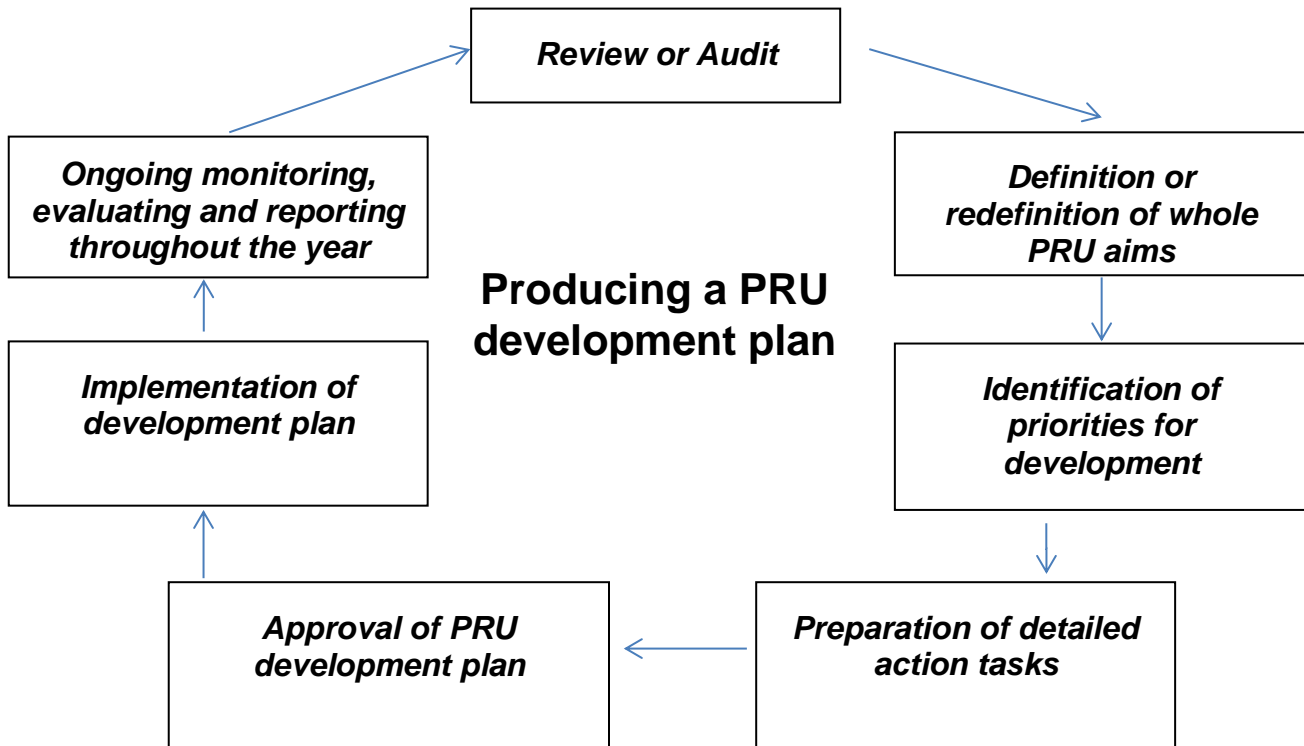
Further information on *School Development Plans* can be found in Welsh Government Guidance Document 155/2014.<sup>34</sup>

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<sup>33</sup> <http://www.legislation.gov.uk/wsi/2014/2677/regulation/3/made>

<sup>34</sup> <http://gov.wales/topics/educationandskills/schoolshome/school-development-plans/?lang=en>

The PRU development planning cycle is illustrated below:





### 3.4 The PRU self-evaluation report

Self-evaluation is one of the most important tools, along with the development plan, in contributing to improving quality and raising the attainment and achievement for pupils.

At the heart of self-evaluation are three questions:

- How well are we doing?
- How do we know?
- How can we improve things?

The process of self-evaluation should be continuous and a regular part of the PRU's working life, and be based on a wide range of information about strengths and areas for improvement. PRUs should use information from self-evaluation to plan for improvements, undertake improvement work, and ensure a regular cyclical process of monitoring and evaluation that leads to further improvement.

Self-evaluation should also take account of the views of a wide range of stakeholders, including staff, MC members, parents/carers, employers and the community served by the PRU. When PRUs involve stakeholders, staff benefit from gaining a greater insight into the strengths and areas for improvement, as well as shared ownership, collaboration and effective partnership. Views can be sought from stakeholders using questionnaires and analysing the results. Estyn use questionnaires as part of the inspection process which MCs could use and adapt.<sup>35</sup>

The cycle of inspections by Estyn places self-evaluation at the centre of the work of PRUs and inspection. Estyn has produced a self-evaluation template that MCs may find useful.<sup>36</sup>

Questions that should be asked within the self-evaluation about the work of the MC members:

- How well do our MC members understand their roles?
- How well do they fulfil their statutory obligations and take account of relevant legislation and guidance?
- Do they have good information about the performance of our PRU and issues that affect it?
- Do they provide a sense of direction for the work of our PRU?
- Do they support and challenge our PRU, and hold us to account for the standards and quality we achieve?
- Do they take reasonable steps to inform pupils, members of staff, parents/carers or any other person of the procedures if they wish to make a complaint or appeal?
- Do they make sure that complaints are dealt with promptly?
- Does the PRU have a sensible balance between the responsibilities undertaken by MC members and those delegated to the TiC and staff?

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<sup>35</sup> <https://www.estyn.gov.wales/inspection/questionnaires>

<sup>36</sup> <https://www.estyn.gov.wales/inspection/inspection-guidance/pupil-referral-units>

## 3.5 Ensuring your management committee is effective

One of the most important functions as a MC member is to be close enough to the TiC, staff and parents/carers to provide support, yet able to take a step back when needed to look critically at what the PRU is trying to achieve and whether it is succeeding.

Making judgements about the PRU and whether a PRU is successful or unsuccessful, is about more than paying a short visit, or relying upon intuition or 'gut-reaction'. Most people, including the majority of parents/carers and especially LAs who allocate funding to PRUs, want more convincing evidence of a PRU's performance.

A much better starting point for a review of your PRU's progress is to look at the development plan and SER, which will list some specific things which the PRU hoped to do and, then to look for evidence that these targets have been achieved.

MC members have an important job to do by ensuring that the PRU plans its development, and that when PRU plans are put into action, improvement is the result. Increasingly, therefore, MC members use their meetings to receive reports and discuss the progress the PRU is making towards achieving the goals listed in the development plan.

MCs have a pivotal role to play in providing strategic direction, providing challenge and support to the TiC, and being accountable to parents/carers and the community they serve. MCs need to challenge themselves to be the best they can be. To do this they should take time to reflect on the impact of their decision-making and evaluate the effectiveness of their processes and procedures in improving outcomes for the PRU, pupils, staff and the community served. Therefore, MC self-evaluation that is robust, systematic and well established is essential if MC members are to ensure that their PRU achieves the highest standards of education and wellbeing for pupils and staff.

A MC needs to know whether it is being effective in its duty to conduct the PRU with a view to raising standards. As your MC devises ways to improve its effectiveness through training and working together, it is important to be able to chart progress. This will help identify areas where there is a need for further training and development.

You may already have come to certain conclusions about your current methods of working, based on information obtained from a variety of channels. Your LA may give some feedback on the performance of your MC. Parents/carers and staff will also have views about how well the MC safeguards their interests - and be quick to let you know when the MC fails to meet their expectations.

MC members should feel that the time and effort they are investing in the PRU is having a positive effect and that they have evidence to support their conclusion. The PRU too, needs reassurance that its MC is working effectively. Regular review and appraisal should be incorporated into the business of the MC in order to measure effectiveness and to allow the MC to build upon its strengths and rectify weaknesses.

Your LA and RC will be able to help your MC to assess its effectiveness from time to time. However, it will be necessary for the MC to agree to set aside sufficient time to devote to the process of review. An extra meeting or meetings may be necessary, but MC members often find this to be a worthwhile short-term investment which leads to improvements in efficiency in the long term.

## How our management committee works

### 1) *In terms of its role, my MC is ...*

	Yes	Not sure	No	Successes and solutions	Areas to be developed
1.1 fully involved in setting the aims and values of the PRU					
1.2 fully involved in discussing policy					
1.3 fully involved in making relevant policy					
1.4 well informed about important internal management decisions and events					
1.5 supportive of the work of the PRU					
1.6 constructively challenging in its dealings with the TiC					
1.7 a useful conduit between the PRU, its community and other bodies					

**2) In terms of relationships, my MC ...**

	Yes	Not sure	No	Successes and solutions	Significant problems
2.1 is clear about the TiC's role and duties					
2.2 is clear about the MC's role and duties					
2.3 is clear about the role of the LA / RC					
2.4 works as an effective team					
2.5 shares the work between members					
2.6 encourages individual MC member contributions					
2.7 understands how decisions affect what happens in the classroom					
2.8 visits the PRU 'in session'					

### 3) *In terms of organisation, my MC ...*

	Yes	Not sure	No	Successes and solutions	Areas to be developed
3.1 manages its business effectively					
3.2 makes good use of its time					
3.3 has clear, agreed delegation arrangements					
3.4 ensures committees have clear terms of reference					
3.5 has enjoyable meetings					
3.6 has a code of practice / principles of conduct which stipulates MC member behaviour and conduct which MC members review and agree annually					
3.7 ensures good attendance at meetings (better than 80%)					

#### 4) *In terms of self-development, my MC ...*

	Yes	Not sure	No	Successes and solutions	Significant problems
4.1 sets its own performance indicators and sets targets for improving the effectiveness of the MC					
4.2 gives high priority to MC member development					
4.3 feels responsible for its own training and development					
4.4 monitors its own performance					
4.5 knows its own training needs					
4.6 is up to date with current developments in education					
4.7 shares information and good practice with, and learns from, other MCs					
4.8 ensures that all new MC members are mentored for a period appropriate to their previous experience					

**5) In terms of outcomes, my MC can ...**

	Yes	Not sure	No	Successes and solutions	Significant problems
5.1 show how its decisions have impacted on PRU improvement and raised standards					
5.2 show that the PRU has consistently achieved the targets set over the last three years in all key performance indicators, or explain why targets were missed					
5.3 show how it has improved its own effectiveness over time					

**6) In terms of my own development ...**

	Yes	Not sure	No	Successes and solutions	Significant problems
6.1 I have attended relevant training necessary to fulfil my role					
6.2 my attendance at MC meetings over the last academic year is 100%					
6.3 I feel confident about asking questions in MC meetings and have the skills and knowledge to make a valuable contribution to discussions					

## 4.1 Admissions and processes

Pupil referral units (PRUs) are, in part, a response to exclusion from school. This might include formal disciplinary exclusion or a placement as an alternative to exclusion. PRUs may also be used for health and safety reasons where groups, such as pregnant young women, are not considered suitable for mainstream school education.

The Local Authority (LA), with the Management Committee (MC), determines the admissions policy for the PRU. There must be clear criteria for admitting pupils to the PRU, as well as clear targets for reintegrating them into mainstream or special schooling, or entry into further education or employment. Day-to-day decisions on admissions to the PRU may be handled by the LA or delegated to the MC or teacher-in-charge (TiC). The MC of the PRU must ensure that an admissions register is kept.

Admission in a PRU may be appropriate for some children who are not on the register of any school and who may not otherwise receive a suitable education. A LA may, therefore, name a PRU in a school attendance order.

Many pupils in a PRU will have special educational needs (SEN) and a significant number will have statements, usually for emotional and/or behavioural difficulties. LAs should consider carefully how best to meet the long term needs of pupils with statements. If a mainstream setting is best, a short term placement in a PRU to tackle immediate problems may aid reintegration into another mainstream school.

For pupils receiving special educational provision through School Action or School Action Plus, a period in a PRU might enable that assessment to continue. But if a pupil's long-term needs cannot be met in a mainstream school, a special school rather than a PRU should be named on a statement of SEN.

Attendance at a PRU is not appropriate for pupils excluded from special schools.

Extract sourced from *Pupil Inclusion and Support*, Welsh Government.<sup>37</sup>

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<sup>37</sup> <http://gov.wales/topics/educationandskills/schoolshome/pupilsupport/inclusionpupilsupportguidance/?lang=en>



## 4.2 Staffing

The management of people, particularly their recruitment, selection, deployment, motivation, development, discipline and, occasionally, their dismissal, are matters that are complex and need to be handled with care.

The LA has overall responsibility for staffing in a PRU, which includes appointment of staff, pay decisions, capability and conduct. However, it is strongly recommended that LAs work with MCs when fulfilling these roles.

The staff of a PRU, both teaching and support, represent its most precious resource, and the LA and MC will share a concern that every member of staff works effectively and that their knowledge and skills are being updated and developed. MC members will be conscious that teaching staff with the assistance of the support staff, need to work collectively so that the PRU can go about its day-to-day responsibilities for teaching and learning. The importance of the TiC as the leader of the staff is difficult to over emphasise, as is the need for a good working relationship between the LA, the TiC and the MC. Perhaps most important of all is that all parties share the same vision of the nature and development of the PRU and the standards which it strives to achieve.

Personnel decisions will not only affect the efficiency and effectiveness of the PRU, but also affect the roles and responsibilities of individual members of staff, their pay, self-esteem and future in the PRU and sometimes, their career prospects.

The LA and MC will wish to invest time and energy in ensuring that there is evidence of effective team work and team leadership. Although the performance of each staff member is important, in the context of a PRU, it is difficult to attribute particular achievements and outcomes to any one individual. On the other hand, weaknesses in the performance of individuals that are not rectified, or strengths that are not recognised, acknowledged, and exploited for the good of the PRU, will seriously weaken any team's effectiveness.

Good staff development can improve the performance of individuals and the whole staff team. But recruiting and selecting members of staff who are new to the PRU, to meet the PRU's particular needs at a particular time, can refresh the staff team with different experience and, perhaps, new ideas and approaches.

Pupils' education depends upon staff who are committed and capable, whether their role is teaching or non-teaching. It follows that the decisions made by the LA and MC about the recruitment and selection of members of the team and the allocation of roles within the team, are those which will have a direct effect upon the performance of the PRU.

Recruitment is, therefore, a crucially important responsibility. The LA and MC have an interest in ensuring that staff appointed to the PRU match the PRU's requirements at the time. The LA (with support where necessary from the PRU) must ensure that every member of staff joining the PRU will be qualified, experienced and effective in their role. It follows that the procedures adopted for recruiting and selecting staff must be systematic and designed to provide the conditions and evidence necessary to enable the appointment of the best candidate available to them.

There should be clearly defined policies and procedures for the recruitment and selection of staff, formulated by the LA with input from the MC.

The appointment of staff, including the TiC, must be carried out in accordance with employment and other legislation.

A careful assessment of the staffing needs of your PRU should be the starting point that may lead to the appointment of a new member of the staff. However, the relationship between the staffing plan and the development plan, the needs of the budget, the LA's priorities or needs arising from the delivery of a curriculum, may also be important factors.

## **Leadership**

Developing leaders at all levels is crucial to shape and lead change and to raise standards in schools and PRUs. The National Academy for Educational Leadership (NAEL) will ensure teachers and education professionals at different levels of leadership are able to access development opportunities, the required skills, knowledge and inspiration they need, to play a strategic system-leadership role across Wales, in conjunction with the professional teaching and leadership standards.

The NAEL enables leaders to support all schools and PRUs to deliver the new curriculum and the vision for education in Wales, with collaboration at its heart between schools, PRUs, local authorities, regional consortia and higher educational institutions. The Academy will focus initially on the critical needs of the next generation of head teachers, ensuring that they are well prepared for the important role of headship.

General information on the Academy can be found on the learning wales web-site via the following link:

<http://learning.gov.wales/resources/collections/national-academy-for-educational-leadership?lang=en> and the Academy's own website – <http://nael.cymru/>

## **Grievance, disciplinary/dismissal and capability procedures**

The LA, with input from the MC, has control over the conduct and discipline of staff, including grievance and capability issues, suspension and dismissal of staff. There will be procedures in place for these areas which must be followed.

As mentioned previously, personnel issues can be very complex and it is crucial that correct procedures are followed.

## **Resources**

Welsh Government - *Professional standards for teaching and leadership*  
<http://learning.gov.wales/yourcareer/professionalstandards/?lang=en>

Education Workforce Council - *Code of Professional Conduct and Practice for Registrants with the Education Workforce Council*  
<http://www.ewc.wales/site/index.php/en/documents/fitness-to-practice/157-ewc-code-of-professional-conduct-and-practice>

Welsh Government - *Professional learning communities*  
<http://learning.gov.wales/yourcareer/professional-learning-communities/?lang=en>

## **Performance management of staff**

Whilst LAs are responsible for the performance management of staff in PRUs, it is strongly recommended that the views of MCs are sought in all tasks relating to performance management, and that the MC and the TiC must be given responsibility to deliver the policy.

Fundamental to the effectiveness of the PRU is the quality of its staff. Inspection evidence shows that in the majority of PRUs, performance management is underdeveloped.

A powerful means of helping to focus the work of the staff in the PRU is the agreement of performance objectives. Performance objectives should be a joint process between the member of staff, TiC and the LA, and once agreed by the member of staff, should relate to:

- the staff member's job description
- any relevant pay progression criteria
- any relevant whole-PRU or team objectives specified in the development plan
- the professional standards for staff
- any national priorities for improvement
- the professional aspirations of staff
- improving the progress of pupils at the PRU.

In agreeing objectives, the following should be considered:

- 1) the objectives should relate to priorities identified in the development plan and post-inspection action plan
- 2) the objectives should be relevant to the needs of the PRU and the needs of the member of staff
- 3) performance indicators should accompany each objective so that everyone is clear about the kind of evidence that will be used to evaluate performance
- 4) there should not be too many objectives or objectives that are insufficiently focused. It is recommended that at least three but no more than five or six is appropriate
- 5) any resource implications
- 6) once agreed between the member of staff and their line manager, the performance objectives for the staff should be regarded as a confidential matter.

## **Monitoring progress**

The TiC is responsible for monitoring staff performance management with the LA responsible for the TiC. The Welsh Government has issued guidance<sup>38</sup> on performance management of staff which includes information on relevant targets that can be set.

Termly reviews are best conducted formally, and the agenda for the review designed to create opportunities for:

- (1) the member of staff to report progress towards the attainment of the objectives previously agreed
- (2) objectives to be amended or priorities changed in the light of particular circumstances
- (3) encouragement and praise to be given
- (4) the allocation of resources to be reviewed.

## **4.3. How to handle a complaint**

All parents / carers have a legitimate right to expect the PRU to provide for the particular needs of their child and that the child receives a broad and balanced curriculum. PRUs will have a procedure in place to deal with such concerns.

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<sup>38</sup> *Performance management for Headteachers, Teachers and Unattached Teachers*, Welsh Government  
<http://learning.gov.wales/resources/browse-all/performance-management-guidance/?lang=en>

However, if parents feel that an injustice is being done to their child or that they are dissatisfied with what the PRU is providing, they might bring their complaint to a MC member. If this happens, then there is a proper way of helping in this situation. You should:

- remember that you cannot directly solve the problem since the day-to-day management of the PRU is the responsibility of the TiC
- avoid giving the parent/person (or complainant) the impression that you can solve the problem as a result of being anxious to help. Never promise what you can't deliver
- refer the parent/person to the TiC who must be given an opportunity to solve the problem, hopefully to the satisfaction of the complainant. This applies unless there is a situation where the complaint is about the TiC
- where complaints are concerning those issues where the LA has authority, you should refer the complainant to the relevant officer at the LA
- if the complainant is not convinced that the problem has been satisfactorily resolved, you should remember that however much you wish to help, it is the TiC's responsibility to manage the PRU. Equally, MC members have no power when acting as individuals.

### General information on dealing with complaints

A complaints procedure *"is a way of ensuring that anyone with an interest in the PRU can raise a concern, with confidence that it will be considered appropriately and heard and, if upheld, that the matter will be addressed appropriately and without delay"*.<sup>39</sup>

- The MC must have in place a complaints policy that specifically relates to the curriculum provided at the PRU.
- Where a PRU provides additional services, the MC must establish and publicise procedures to deal with complaints relating to these services.
- It is also good practice to have a complaints procedure which sets out how complaints about any aspect of the PRU can be registered, with some issues being redirected to the LA as appropriate.
- The MC should consult staff, parents/carers and pupils on any future amendments made to the PRU's complaints procedures before implementation. Staff, parents/carers and pupils should have access to a copy of the complaints procedure.
- Prompt handling of a complaint is important. A delay may make matters worse. It is important to keep the complainant informed of progress. Concerns/complaints must be handled fairly, openly, with transparency and without bias.
- MCs should ensure that their complaints procedures contain the following:
  - Principles underpinning the procedure
  - Roles and responsibilities of those involved
  - Procedures for dealing with complaints of various types
  - Timescales
  - Procedures for recording and monitoring complaints, for implementing any actions arising from resolution of complaints or from monitoring trends

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<sup>39</sup> *School Governing Body Complaints Procedures*, Welsh Government  
<http://gov.wales/topics/educationandskills/publications/circulars/schoolcomplaints/?lang=en>

- How advocacy support can be accessed for pupils.
- The 3 stage approach to complaint resolution is recommended:
  - Stage A - concern/complaint dealt with by the designated/relevant member of staff at the PRU
  - Stage B - If the complaint is not resolved as Stage A, the TiC (or person delegated by the TiC) will consider it at Stage B.
  - Stage C - If the complaint is not resolved at Stage B, the MC complaints committee will consider the complaint at Stage C.
- If the complaint is about the TiC, the complaint should be forwarded to the Chair of the MC
- MCs will need to monitor the key issues or trends arising from complaints made, to amend procedures or policies if required.
- Advice and guidance on complaints can always be sought from your LA / RC.

## 4.4 The Management Committee and its budget

PRUs do not have a delegated budget, and it is for the LA to decide the budget for each of its PRUs. However, it is recommended that LAs should have a budget and finance policy for their PRU and MCs' views should be sought in deciding budgets.

MCs should be encouraged to undertake some of the associated tasks, e.g., to advise on any tendering exercises or discussions about contracts.<sup>40</sup>

MCs should be involved in monitoring of the PRU's budget, which include:

- assisting the LA in setting financial priorities to reflect the development plan
- complying with the provisions written into the LA's scheme of delegation on matters such as tendering, contracts, audit, and best value requirements
- monitoring expenditure
- being involved in adjustments to the budget during the year, for example through virement (movement of money from one budget heading to another)
- assisting the management of resources effectively and efficiently, including the PTA fund where applicable.

### Preparing the budget (i.e. the PRU spending plan)

The main headings in the budget cover:

- employees pay, national insurance, superannuation and sickness cover – teaching and support staff
- capitation – educational resources including books, stationery, equipment, etc.
- premises – buildings and grounds maintenance, cleaning, council tax, water
- energy – gas, electricity, oil
- other supplies – telephones, printing etc.
- service level agreements
- income from grants, donations, lettings fees etc. (this may be under the control of the MC but will be carefully monitored by the LA and may be redirected by the LA to cover one of the other headings).

### PRU development plan

There needs to be a close link between the development plan and the budget. This is especially important since the budget will normally be geared to the financial year (1<sup>st</sup> April – 31<sup>st</sup> March) whilst the development plan is usually based on the academic year (1<sup>st</sup> September – 31<sup>st</sup> August). The MC and LA should include cost implications of items in the development plan which must be spelt out, and new initiatives should be carefully costed before being approved.

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<sup>40</sup> *Pupil Inclusion and Support*, Welsh Government

<http://gov.wales/topics/educationandskills/schoolshome/pupilsupport/inclusionpupilsupportguidance/?lang=en>

## 4.5 The curriculum

A maintained school must provide access to the National Curriculum for all pupils on the school's register including those being taught temporarily at home, in a hospital school or in a pupil referral PRU. Where it is impossible or inappropriate to offer these pupils the full National Curriculum, aspects may be disapplied through a general direction or a special direction if a statement is being considered or amended.

TiCs have considerable discretion over directions for temporary disapplication, but should only consider a direction where pupils' present circumstances or conduct mean that they cannot fully participate and benefit from the National Curriculum. Disapplication should be limited to those aspects of the National Curriculum that are inappropriate for the pupil.

The regulations provide that the LA, the MC and the TiC must work jointly in agreeing a curriculum policy for their PRU and to review the policy from time to time, and it is recommended that this is reviewed at least once a year. The policy should also set out the procedures for the implementation and monitoring of the policy.

PRUs should offer a balanced and broadly based curriculum which promotes the spiritual, moral, cultural, mental and physical development of pupils in line with the expectations of society, and prepares pupils for the opportunities, responsibilities and experiences of adult life.

Curriculum flexibility enables LAs and PRUs to ensure that more time is spent on activities aimed at addressing pupils' individual needs. However, every effort should be made to ensure that all pupils receive sufficient education to maximise their opportunities to acquire formal qualifications. Delivery of this education should take into account the need for diverse learning styles, differentiation and/or a modified curriculum.

For some pupils, extra time spent on improving literacy and numeracy will be beneficial. This will help them to learn more effectively in a mainstream setting and, in due course, access a wider curriculum. If pupils are able to be successfully reintegrated into mainstream schools, it is essential that they have access to as wide a curriculum as possible. Where this is not possible, the curriculum should include English, Welsh (either as first or second language), mathematics and science.

For pupils in all key stages, consideration should be given to ensuring that the curriculum is as broad as possible and includes elements such as art, drama, design and technology, as well as physical education. Consideration should also be given to providing a balance between individual and group work and adapting this, as far as possible, to the individual pupil's needs.<sup>41</sup>

The LA must have a statement of curriculum policy for PRUs. The TiC must prepare a statement of the aims of the curriculum, having considered the LA's statement. In preparing the statement, the TiC must consider representations from the community and from the police. The TiC must also consult the MC. It is good practice for a PRU to have a clear statement of how staff intend to deliver the curriculum.

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<sup>41</sup> *Pupil Support and Inclusion guidance*, Welsh Government  
<http://gov.wales/topics/educationandskills/schoolshome/pupilsupport/inclusionpupilsupportguidance/?lang=en>

Assessing attainment and progress is crucial. Whilst PRUs are not obliged to assess pupils at the end of each key stage, assessment is expected, unless there is a good reason not to. Progress of the pupils attending the PRU should be included in the annual report to the LA. Pupils at Key Stage 4 should have access to a range of recognised, accredited qualifications that meets their needs, provides a balance between vocational and academic learning and adheres to the requirements of further educational and training providers and employers within the community.

A national record of achievement (NRA) provides a record of a pupil's achievements at the end of Year 11, which is not limited to academic attainment. The NRA can also reflect a young person's interests, skills, abilities and goals for future achievement and may be useful for schools and colleges.

As some pupils may only spend a short time in a PRU, the full annual reporting arrangements do not apply, but parents/carers should nevertheless be kept well informed of their child's progress. In the event of a pupil attending a PRU for a year (or longer), an annual report should be provided to parents/carers. PRUs must report on pupils when they transfer to other schools or leave compulsory education.<sup>42</sup>

### **The national reading and numeracy tests**

All pupils in years 2-9 must sit the National Reading and Numeracy Tests. This includes pupils who are dual registered at a PRU and a mainstream school, unless a disapplication decision has been applied. Learners who are solely registered at a PRU are not required to sit the tests; however, the PRU may wish to use the tests at their discretion, and can submit their data to Welsh Government. The tests can be used to support learning and teaching and provide reports to parents/carers, as well as helping to identify how best to challenge and support pupils in developing literacy and numeracy skills. Each pupil receives an individual report at the end of the summer term. Pupils are required to take the National Reading Test, the National Numeracy Test (Procedural) and the National Numeracy Test (Reasoning).<sup>43</sup> Tests must be taken during May.

### **Careers education and guidance**

Many pupils in PRUs have a disrupted educational background and may not have had careers education and guidance. High-quality careers education and guidance has a valuable role in helping to raise pupil motivation and achievement and promoting social inclusion. Section 43 of the Education Act 1997 requires PRUs to provide their pupils with a programme of careers education from Years 9 to 11. PRUs should work closely with Careers Wales in relation to this programme. Please refer to the *Careers and the world of work: a framework for 11 to 19-year-olds in Wales*, Welsh Government.<sup>44</sup>

### **Sex education**

Sex education must be included in the curriculum for pupils of secondary age in PRUs. The Welsh Government has produced guidance for schools and PRUs on developing policies for *Sex and Relationships education in schools*, Welsh Government.<sup>45</sup> In PRUs where there are pupils of primary school age, it is up to the TiC to decide whether it is appropriate to include sex education in the curriculum.

In both cases, the TiC must have a written statement of the PRU's policy about the content and organisation of sex education.

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<sup>42</sup> Extracts taken from *Inclusion and Pupil Support Guidance*, Welsh Government

<sup>43</sup> <http://learning.gov.wales/resources/collections/national-reading-and-numeracy-tests?lang=en>

<sup>44</sup> <http://learning.gov.wales/resources/browse-all/careers-world-of-work/?lang=en>

<sup>45</sup> <http://learning.gov.wales/resources/browse-all/sex-and-relationships-education-in-schools/?lang=en>



However, parents have the right to request that their child be wholly or partly excused from receiving sex education at the school, other than sex education contained within the national curriculum, for example in science.

## **Political issues**

The LA and TiC must ensure that, while in the charge of a member of staff, either on or off-site, pupils under the age of 12 do not take part in partisan political activities. For pupils of all ages, staff must also ensure that partisan political views are not promoted in the teaching of any subject and that, where political issues are raised; pupils are offered a balance of opposing views.<sup>46</sup>

## **Personal and social education**

Whilst Personal and social education (PSE)<sup>47</sup> forms part of the basic curriculum for all registered pupils aged 7 to 16 at maintained schools, PRUs could consider utilising aspects of this and integrate PSE into lesson plans. PSE prepares pupils to be personally and socially effective by providing learning experiences in which they can develop and apply skills, explore personal attitudes and values, and acquire appropriate knowledge and understanding. Specifically the aims of PSE are to:

- develop pupils' self-esteem and a sense of personal responsibility
- promote self-respect, respect for others and celebrate diversity
- equip pupils to live safe, healthy lives
- prepare pupils for the choices and opportunities of lifelong learning
- empower pupils to participate in their schools and communities as active, responsible citizens locally, nationally and globally
- foster positive attitudes and behaviour towards the principles of sustainable development and global citizenship
- prepare pupils for the challenges, choices and responsibilities of work and adult life.

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<sup>46</sup> Extracts taken from *Inclusion and Pupil Support Guidance*, Welsh Government

<http://gov.wales/topics/educationandskills/schoolshome/pupilsupport/inclusionpupilsupportguidance/?lang=en>

<sup>47</sup> <http://learning.gov.wales/resources/browse-all/personal-and-social-education/?lang=en>

## 4.6 PRU inspection

The summary below sets out the way Her Majesty's Inspectorate for Education and Training in Wales, Estyn, will inspect PRUs for the next inspection cycle. Detailed information and guidance about the inspection process is available.<sup>48</sup>

The MC has a very important role in making sure that the PRU provides a good quality education for its pupils. It shares this responsibility with the TiC, staff and the LA. The PRU's development plan and its self-evaluation report will help the MC judge the progress the PRU is making.

It is important that when judgments are made about the quality and provision of education in different PRUs, there is a consistent approach applied to those judgements and the same criteria are used. To meet these requirements, the Estyn Common Inspection Framework provides a systematic approach to inspections. Under Section 28 of the Education Act 2005 and related regulations, all PRUs will be inspected at least once every seven years by Estyn.

Inspections are conducted by a team of inspectors, led by a reporting inspector with other team members, all drawn from Her Majesty's Inspectorate (HMI) or additional inspectors (additional inspectors may be on secondment or contract to the inspectorate). Each team will also have a peer inspector (i.e. a member of staff from another PRU) and a lay inspector (who has not been involved in providing or managing PRU education, other than in a voluntary capacity).

The inspection team members will have satisfactorily completed a training and evaluation course organised and approved by Estyn. The inspection team should not have any connection with the PRU as this may cast reasonable doubt on their ability to inspect and report impartially. In addition to the above, the PRU being inspected will be invited to select a 'nominee' (a member of the PRU's senior staff) to work with the inspection team. The nominee will provide an important link between the PRU and the inspection team.

### Purpose of inspection

The inspection will cover all aspects of a PRU's provision. The current inspection arrangements were introduced in order to:

- provide a means of identifying strengths and weaknesses to help improve standards and quality
- provide an independent evaluation
- identify and promote good practice and strive for excellence
- keep the Welsh Government and public informed.

During the inspection, inspectors:

- will approach inspection with a positive mind-set to ensure it is the best possible professional learning experience for the staff in each provider
- will take a learner-focused approach to inspection
- will always focus strongly on the quality of teaching and learning
- will seek out well-considered innovative practice

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<sup>48</sup> <http://www.estyn.gov.wales/inspection>

- will tailor the inspection activities according to the circumstances in each provider using the increased range of inspection tools and approaches available
- should consider everything in the inspection framework, but only report on the key strengths and weaknesses.

PRUs will receive 15 days' notice of the inspection, and will be required to submit the following information:

- key background information about the PRU
- a copy of the PRU's most recent self-evaluation report and development plan
- details of:
  - (i) the PRU's timetable for the period of the inspection
  - (ii) staff members and responsibilities.

During the inspection, five inspection areas will be looked at, as noted in the Common Inspection Framework:

1. Standards
 

Aspects:

  - 1.1 Standards and progress overall
  - 1.2 Standards and progress of specific groups
  - 1.3 Standards and progress in skills
2. Wellbeing and attitudes to learning
 

Aspects:

  - 2.1 Wellbeing
  - 2.2 Attitudes to learning
3. Teaching and Learning experiences
 

Aspects:

  - 3.1 Quality of teaching
  - 3.2 The breadth, balance and appropriateness of the curriculum
  - 3.3 Provision for skills
4. Care, support and guidance
 

Aspects:

  - 4.1 Tracking, monitoring and the provision of learning support
  - 4.2 Personal development
  - 4.3 Safeguarding
5. Leadership and management
 

Aspects:

  - 5.1 Quality and effectiveness of leaders and managers
  - 5.2 Self-evaluation processes and improvement planning
  - 5.3 Professional learning
  - 5.4 Use of resources

## Self-evaluation report

Self-evaluation is at the heart of the inspection process. A self-evaluation report will form the starting point of the inspection, highlighting strengths and shortcomings and areas for development. As a MC member, it is important that you have a clear idea of what is happening within your PRU.

- Does your MC fulfil its strategic role?
- Do you support and challenge the PRU by asking questions about all aspects of its life and work?
- Do you ask those key, but often simple questions – Why? How? Where? When?
- Do you monitor and evaluate performance and standards?
- Do you play an active part in producing and reviewing the Development Plan?
- Does the MC have a clear vision for the PRU for the next five years?

Estyn has produced guidance on the inspections of PRUs including a self-evaluation template.<sup>49</sup>

## Before the inspection

The starting point for inspection is the PRU's evaluation of its own performance, supported by relevant evidence, which is submitted by the PRU via the Virtual Inspection Room (VIR). Inspectors will not inspect all aspects of work in depth during a core inspection. They will sample evidence to test the PRU's own evaluation of its work. The inspectorate will also obtain a briefing on the PRU from the LA/RC.

The reporting inspector will produce a list of 'emerging questions' based on the pre-inspection information received, which will be shared on the morning of the first day of the inspection.

The MC, along with the TiC and senior staff, are responsible for ensuring that:

- (i) parents/carers and stakeholders are informed of the date of the inspection
- (ii) a meeting is arranged between the reporting inspector and parents/carers of pupils of the PRU
- (iii) questionnaires are sent (on behalf of Estyn) to parents/carers, a sample of pupils, staff and MC members. The results of these surveys will form part of the pre-inspection evidence
- (iv) the various documentation requested is sent to the inspection team
- (v) the TiC, members of staff, pupils and PRU nominee are supported in preparing for the inspection
- (vi) a meeting is arranged with members of the MC and inspectors during the inspection period. Estyn is content for up to three members to attend this meeting. However, it is important to note that this offer does not need to be taken up and should not be taken as the default position. In practice, the chair and another member usually represent the MC at the inspection week meeting, although in some circumstances, for example where there has

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<sup>49</sup> <https://www.estyn.gov.wales/inspection/inspection-guidance/pupil-referral-units>

been a recent change in membership, up to three members have attended this meeting, as well as the feedback later in the week.

### **During the inspection**

The inspection team will:

- observe lessons
- listen to learners
- hold interviews and discussions with pupils and staff
- Scrutinise pupils' work, PRU documents and other relevant evidence.

The inspection team will also consider whether the PRU needs any follow-up activity, i.e.:

1. Estyn review
2. Significant improvement, or
3. Special measures.

Estyn will continue to share outstanding practice by inviting providers to write effective practice case studies when they have seen excellent work. This will also extend to ask providers to provide a case study where practice in a particular area is strong, even if the overall judgment for that inspection is good.

### **After the inspection**

- (i) The inspection team will evaluate the provision and make two overall summary judgments, linked to the five inspection areas, which in turn are based on a 4-point scale:
  - excellent – very strong, sustained performance and practice
  - good – strong features although minor aspects may require improvement
  - adequate and needs improvement – strengths outweigh weaknesses, but important aspects require improvement and
  - unsatisfactory needs urgent improvement – important weaknesses outweigh strengths.

The summary judgments will include an overall judgment on the PRU's current performance and on the PRU's prospects for improvement.

- (ii) The reporting inspector will provide oral feedback, on the inspection findings at the end of the inspection process to leaders and managers, including up to three representatives from the MC. However, it is important to note that this offer does not need to be taken up and should not be taken as the default position. In practice, the chair and another member usually represent the MC at this meeting. A representative from the LA should be invited to attend the meeting. This will convey the main judgments and the reasons for them.
- (iii) The inspection report will contain the following information:
  - Information about the PRU
  - A summary statement
  - Judgments
  - Recommendations
  - Main findings.
- (iv) The PRU will have five working days to consider a draft response to check for factual accuracies.

- (v) The reporting inspector must produce the inspection report within the statutory timescales after the end of the inspection. Copies of the report will be provided free of charge to parents.
- (vi) On publication of the report, the MC must produce a post inspection action plan (PIAP) within 20 working days. The action plan must show what will be done in response to the inspection recommendations. The MC must ensure that the recommendations from the report are built into the development plan and are monitored and evaluated.

## 4.7 Special Educational Needs

LAs are responsible for ensuring that PRUs have appropriate Special Educational Needs (SEN) policies.

The LA must inform the TiC, relevant staff and the MC (or a member of the MC with responsibility for pupils with SEN) about the particular SEN of pupils attending their PRU with a view to meeting their needs effectively.

*The Special Educational Needs Code of Practice for Wales*<sup>50</sup> advises the adoption of a range of strategies which help to ensure inclusive practice. It further suggests that any strategies used should recognise the various complexities of need, the different responsibilities to assess and meet those needs, and the associated range and variations in provision which will best reflect and promote common recognition of the continuum of SEN. The SEN of the majority of children and young people can and should be met effectively at School Action and Action Plus or Early Years Action and Action Plus. The graduated response outlined in the code allows for movement along a continuum of support to reflect needs and progress made.<sup>51</sup>

Where it is desirable to coordinate the provision for pupils who have SEN, MCs should consult the LA and local schools (including special schools) to ensure that effective provision is available for all such pupils in the area.

Meeting the special educational needs of individual children and young people requires flexible working on the part of statutory agencies. They need to communicate and agree policies and protocols that ensure that there is a 'seamless' service. Working supportively and in partnership with parents/carers and the children and young people themselves will ensure that everyone involved understands the responses of the professionals concerned and this in turn will lead to a better quality of provision.<sup>52</sup>

Where a child is considered to have SEN and is deemed to be requiring support at early years or School Action or School Action Plus they should have an individual development education plan (IEP). The IEP, which should be drawn up in partnership with parents/carers and the child, sets out the child's needs in detail and the actions that should be taken to ensure progress is made. The IEP will contain targets for the future and show how and when the pupil's progress will be reviewed.

For effective inclusion, PRUs and LAs should have:

- coherent plans for the development of inclusion linked to improvement strategies
- key personnel to drive forward inclusion and improvement

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<sup>50</sup> <http://gov.wales/topics/educationandskills/schoolshome/additional-learning-special-educational-needs/special-educational-needs/?lang=en>

<sup>51</sup> Page 12 - *Special Educational Needs Code of Practice for Wales*  
<http://learning.gov.wales/docs/learningwales/publications/131016-sen-code-of-practice-for-wales-en.pdf>

<sup>52</sup> Page 35 - Welsh Government's *Pupil Inclusion and support* guidance  
<http://gov.wales/topics/educationandskills/schoolshome/pupilsupport/inclusionpupilsupportguidance/?lang=en>

- a broad, balanced and relevant curriculum differentiated to meet the needs of all pupils, as well as access to and recognition of extra-curricular activities
- high expectations and targets for inclusion
- strategies to address the training and development needs of staff
- clear strategies to listen to the views of children and young people in order to best meet their needs
- proactive joint-working practices which involve parents/carers and partner agencies.<sup>53</sup>

## 4.8 Pupils and wellbeing

As part of their responsibility for the good management of PRUs, MCs have a duty to promote pupils' wellbeing and community cohesion. Like schools, PRUs are expected to play an active part in the development of local services, through engagement in children's trusts and by having regard to the local children and young people's plan – for example when making decisions on childcare arrangements.<sup>54</sup>

MCs and the TiC must prepare and regularly review the policy for behaviour and discipline. This should take into account the needs of all pupils within the PRU. In preparing or reviewing its policy, the TiC and MC may set out:

- the ethos and values of the PRU and its moral code
- the boundaries of acceptable behaviour
- positive and constructive rules of conduct
- the arrangements to ensure consistent application of rewards and punishments.

The statement should also include the principles of bullying prevention.

In drawing-up and revising the policy, the MC and TiC should consult with parents/carers of pupils at the PRU and take account of their views. The policy should include measures for promoting good behaviour, as well as the rules and arrangements for enforcement.

The PRU behaviour policy must be approved by the MC as well as being subject to formal review on an annual basis. The TiC must ensure that parents, teachers, support staff and pupils are aware of the policy and closely monitor its implementation.

The MC cannot delegate to an individual member of the MC overall responsibility for pupil discipline and exclusions. Staff working in a PRU will still have responsibility for applying disciplinary sanctions, in line with the PRU's behaviour management policy.

Any committee to whom a decision has been delegated must report to the MC in respect of any action taken or decision made. The MC can still perform functions it has delegated; this enables the MC to take decisions on matters that are discussed at meetings on functions that have been delegated.

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<sup>53</sup> Page 2 - *Pupil Inclusion and support guidance*, Welsh Government

<http://gov.wales/topics/educationandskills/schoolshome/pupilsupport/inclusionpupilsupportguidance/?lang=en>

<sup>54</sup> *Statutory guidance - The Education (Pupil Referral Units) (Management Committees etc.) (Wales) Regulations 2014*, Welsh Government

<http://gov.wales/topics/educationandskills/schoolshome/schoolsandpru/management-committees/?lang=en>

## **Pupil support**

Pupils who do not respond to the provisions of the PRU's behaviour policy may be at risk of being excluded. This is obviously a last resort after all alternative interventions have been considered.

### **Exclusions - overview**

Exclusion should be used only in exceptional circumstances, e.g. where a pupil poses a threat to their own safety or wellbeing, or that of other pupils or staff.

The TiC should notify the parents/carers and the LA immediately of any decision to exclude and must send written confirmation within one day.

There are two kinds of exclusion:

- a fixed-term exclusion is for a specific number of days, and gives a date when the pupil is to return to PRU. The TiC cannot exclude a pupil for more than 45 school days in any one school year. Where a learner is excluded on a fixed-term basis, the PRU has a responsibility to provide education to be completed at home. Parents/carers may make representatives to the pupil discipline committee against exclusion from a PRU, as per the PRU's behaviour policy. The pupil discipline committee will need to consider whether or not to confirm decisions to exclude the pupil. Where a pupil would lose the opportunity to sit an examination while on exclusion, the pupil discipline committee (this can be delegated to Chair / Vice-chair in urgent cases) must consider whether or not to lift the exclusion.
- a permanent exclusion removes the pupil permanently from the register of pupils enrolled at the PRU. If a pupil's behaviour is such that he/she cannot remain in the PRU and should be permanently excluded, the pupil may well have SEN for which a statement is needed. In such circumstances, the LA would need to consider whether to arrange a formal assessment of SEN. Parents may appeal to an independent panel against the permanent exclusion. Where a pupil is permanently excluded, it is the duty of the LA to make appropriate alternative provision for the pupil's education.

Further information on exclusion can be found in Welsh Government guidance on *Exclusion from Schools and Pupil Referral Units*.<sup>55</sup>

### **Pupil discipline committee**

The MC must set up a discipline committee, made up of three or five members from the MC, including a range of different categories of members, but not including the TiC, the quorum of which will be three. The MC must also appoint a clerk who can provide advice and deal with the administrative process. The pupil discipline committee may direct the TiC of the PRU to reinstate the pupil. All days referred to are school days. Weekends and school holidays are not taken into account.

### **The independent appeals panel**

Where a pupil has been permanently excluded and the discipline committee upholds this decision, the parents may appeal against its decision within a specific timescale. A representative from the pupil discipline committee should be prepared to present to the independent appeals panel its reasons for supporting the TiC's decision to exclude.

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<sup>55</sup> <http://gov.wales/topics/educationandskills/schoolshome/pupilsupport/exclusion/?lang=en>



The following can present their case at the hearing, either orally or in writing:

- i) the parent and pupil
- ii) the TIC
- iii) a nominated MC member
- iv) a nominated LA officer
- v) all the above parties, as well as the MC may be represented by a legal or other representative.

The independent appeals panel must have regard to the interests of other pupils and staff, and not only those of the excluded pupil, when reinstatement is considered.

The independent appeals panel will include three to five members including a lay person, an education practitioner, MC member (not from the PRU in question) who must be seen to be impartial.

## **PRU behaviour policy**

As with all policies, it is important that the PRU behaviour policy is reviewed and evaluated from time to time. Here are some suggestions of how this can be achieved:

- MC members receive a copy of the existing policy, any legal requirements and any other documents or procedures in current use.
- The MC meets and through discussion agrees the principles which should underlie a behaviour policy for the PRU. These are recorded.
- The MC agrees a process of consultation on the principles: staff workshop day; records of discussions amongst groups of pupils / PRU councils; presentations from local organisations, youth workers, police, LA officers and other experts; consultation with parents through presentations/discussions, at parent evenings, parent/staff association events etc.
- The monitoring and evaluation of the existing behaviour policy should feed into the review. For example, assessing the impact of the policy, the extent of rewards distributed and sanctions given.

Useful information relating to this section can be found in Section 3 of Circular No: 47/2006 *Inclusion and Pupil Support*.<sup>56</sup>

## **Pupil attendance**

PRUs are encouraged to develop a whole PRU policy on attendance. A pupil's success at the PRU is likely to be affected negatively by poor attendance. Those who do not attend regularly may not be able to keep up with their work and in a busy day it can sometimes be difficult for PRUs to find the extra time needed to help a child catch up,<sup>57</sup> Regular, sustained attendance is therefore vital to ensure learning. Improvement in attendance for pupils in the PRU compared with that before transfer is a key indicator of 'value-added' but should not replace the primary aim to attain a high level of attendance for all.

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<sup>56</sup> <http://gov.wales/topics/educationandskills/schoolshome/pupilsupport/exclusion/?lang=en>

<sup>57</sup> Page iii - All Wales Attendance Framework, Welsh Government -

<http://gov.wales/topics/educationandskills/schoolshome/pupilsupport/framework/?lang=en>

The MC of the PRU must ensure that attendance registers are kept and monitor attendance in the same way as for other schools. In some PRUs, attendance rates are very poor. Although many young people come to PRUs with a previous record of poor attendance, failure to attend should be pursued as diligently as unauthorised absence from any other school.

All parents / carers have a legal responsibility to ensure their child regularly attends PRU.

When a pupil attends a PRU on a regular basis, they take an important step towards reaching their potential, and are given the greatest opportunity to learn new things and develop their skills. Pupils who do not attend regularly can frequently fall behind with their work and do less well in exams. The more time a pupil spends around other children, whether in the classroom or as part of a team or club, the more chance they have of making friends and feeling included, boosting social skills, confidence and self-esteem.

Attendance in PRUs needs to remain a priority to ensure that children and young people are given the chance to achieve their potential. The statistical links between attendance and achievement are very strong. However reports show that strong and effective leadership can make a big difference to attendance levels in all areas. Further details can be found in Section 4 of Welsh Government guidance on *Inclusion and Pupil Support*.<sup>58</sup>

The Welsh Government introduced the ability for LAs to issue fixed penalties for regular non-attendance in September 2013. The associated guidance<sup>59</sup> provides advice and sets out responsibilities for LAs, schools, PRUs and the police. Penalty notices are one option among a number of different interventions available to promote better attendance. Attendance at a PRU is essential to improve children's educational prospects and to avoid putting them at risk of criminal or antisocial behaviour.

The MC may wish to appoint a MC member with specific responsibility for pupil attendance. The pupil attendance MC member is the link between the MC and the PRU in relation to attendance and should meet the designated staff lead regularly, probably on a termly basis. The nominated MC member should help the MC ensure that its statutory duties in relation to pupil attendance are met and that staff and MC members are appropriately trained.

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<sup>58</sup> <http://gov.wales/topics/educationandskills/schoolshome/pupilsupport/exclusion/?lang=en>

<sup>59</sup> *Penalty notices for regular non-attendance at school*, Welsh Government  
<http://gov.wales/topics/educationandskills/schoolshome/pupilsupport/penalty-notices-for-regular-non-attendance/?skip=1&lang=en>

## 4.9 Safeguarding

Everyone in the education service shares an objective to help keep children and young people safe by contributing to:

- creating and maintaining a safe learning environment for children and young people
- identifying where there are child welfare concerns and taking action to address them, where appropriate, in partnership with other agencies
- the development of children's understanding, awareness and resilience through the curriculum.

Achieving this objective requires systems designed to:

- prevent unsuitable people from working with children and young people
- promote safe practice and challenge poor and unsafe practice
- identify instances in which there are grounds for concern about a child's welfare, and initiate or take appropriate action to keep them safe
- contribute to effective partnership working between all those involved with providing services for children and young people.

There are specific roles and responsibilities of LAs, TiCs and staff with designated responsibility for child protection in making arrangements to enable people in the education service to play their full part in safeguarding children from abuse and neglect.

Further information can be found in Welsh Government guidance on *Keeping Learners Safe*.<sup>60</sup>

### Looked after children

Looked after children often have complex needs and require intensive support. Section 20 of the Children and Young Persons Act 2008<sup>61</sup> states that the governing body of a maintained school must designate a member of staff ("the designated person") as having responsibility for promoting the educational achievement of children who are looked after in the school. This duty applies regardless of whether or not there are looked after children on the school roll, as schools need to be sufficiently prepared to respond quickly to the needs of looked after children who they may receive at very short notice. Whilst section 20 of the Children and Young Persons Act 2008 does not apply to PRUs, and therefore there is no duty for the management committee in PRUs to designate a member of staff for looked after children, we would encourage PRUs to follow the good practice contained in statutory guidance - .

'*Making a difference*' which supports and promotes the role of the designated person for looked after children.

## 4.10 Pupil participation

The Welsh Government has adopted the United Nations Convention on the Rights of the Child (UNCRC) and aligned this with its Core Aims. Article 12 of the UNCRC says that "Children and young people have the right to say what they think should happen when adults are making decisions that affect them and have their opinions taken into account." Whilst there is no requirement for PRUs to have a school council, this would be a good approach through which to communicate with pupils at the PRU. The MC should encourage pupil participation in MC meetings in order that pupils' views are represented in the decision-making processes. This could be facilitated through the pupil council.

<sup>60</sup> <http://learning.gov.wales/resources/browse-all/keeping-learners-safe/?lang=en>

<sup>61</sup> <https://www.legislation.gov.uk/ukpga/2008/23/section/20>

The Welsh Government has issued guidance on school councils in NAFW Circular 42/2006 *Guidance for Governing Bodies on the Establishment and Operation of School Councils*<sup>62</sup> which contains information, advice and examples of good practice.

## **Role of MC members**

MC members and the TiC play a vital role in helping PRUs develop pupil participation. Where participation is taken seriously, it can have a considerable positive effect on pupils' personal and social development, and the whole PRU.

In order to help members in this process, it is important that they understand the following areas:

## **What pupil participation means**

Pupil participation is about children and young people having a voice about decisions that affect them and about that voice being taken seriously by decision makers. It is also about pupils learning about democratic processes, citizenship and having the opportunity to work alongside adults to improve their PRU's environment and ensure they get the best educational opportunities possible. Participation can happen in many ways and on many different levels, for example, through participative teaching and learning styles; through class, year and PRU councils; through regular consultation and activities linked to national initiatives such as healthy schools and eco-schools.

## **The reasons underpinning increased pupil participation**

By being involved in consultation and decision-making, pupils develop valuable personal and social skills such as listening, communication, negotiation, prioritising and working with others to achieve group goals. When given the opportunity to participate, pupils are found to become more engaged and involved, and pupil-teacher relationships improve. Where policies reflect pupils' needs and incorporate their ideas, they tend to be better and more grounded. Pupils' creative energy is harnessed towards working together with adults towards common goals.

## **How PRUs can go about developing pupil participation, according to their needs and circumstances**

A participative culture is not created overnight, and it's important that pupils and adults work together to decide the way forward. Pupils and staff need to understand how to develop participative approaches and structures. To help pupils, staff and MC members to gain the necessary knowledge and skills, the Children's Rights website<sup>63</sup> contains information and advice about councils and wider pupil participation.

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Pupil participation is just part of a wider picture in Wales. The Welsh Government is committed to ensuring that children and young people aged 0-25 can access the maximum possible opportunities to participate in decision-making locally and nationally on issues which affect their lives.

The Welsh Government is supporting the development of procedures and organisations which can help to facilitate effective participation, for example, local youth forums and third sector organisations such as the Children and Young People's Assembly for Wales<sup>64</sup>.

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<sup>62</sup> <http://gov.wales/about/foi/publications-catalogue/circular/circulars2006/1552974/?lang=en>

<sup>63</sup> <http://www.childrensrights.wales/participation>

<sup>64</sup> <http://www.cwvys.org.uk/member/cypaw/>

The PRU context is, however, vital. It is one of the settings outside of the home where children and young people learn how to interact with adults other than those in their families, and where they are supported to develop the necessary skills and attitudes to become responsible and active citizens. MC members can play a vital role in ensuring that all PRUs in Wales are places where young people can acquire democratic skills and practices.

## 4.11 Staff wellbeing

Staff are an important resource at the PRU and are to be valued, supported and encouraged to develop personally and professionally within learning and caring environment. Staff wellbeing can work towards personal and professional improvement, efficiency and getting the best out of staff. The LA has overall responsibility for staff in PRUs, however, it is important that staff find working in the PRU professionally rewarding, and that there are support mechanisms in place to achieve this. The MC need to ensure that the LA has put in the place the relevant policies that apply to staff in the PRU.

Examples of questions that the MC can ask:

- Are the staff aware of, and can apply, the procedures for safeguarding pupils?
- Do the staff receive support in managing the behaviour of pupils?
- Are staff familiar, and have been trained on safe and effective intervention?
- Do the staff have appropriate provision for their professional development?
- Do they understand their role in the PRU and their contribution to achieving the strategic Priorities?
- Are the staff involved in PRU self-evaluation?
- Are there mechanisms for staff to raise concerns?

## 4.12 Provision of facilities and assistance

MCs, with the consent of the LA, can provide additional services which meet the needs of the local community if they wish to do so, for example:

- decide to offer additional activities and to what form these should take
- put into place the additional services provided
- ensure delivery of services provided
- decide to stop providing extended school provision
- can provide advice to schools and LAs.<sup>65</sup>

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<sup>65</sup> [Statutory guidance - The Education \(Pupil Referral Units\) \(Management Committees etc.\) \(Wales\) Regulations 2014](http://gov.wales/topics/educationandskills/schoolshome/schoolsandpru/management-committees/?lang=en), Welsh Government  
<http://gov.wales/topics/educationandskills/schoolshome/schoolsandpru/management-committees/?lang=en>