



OUGHTON PRIMARY & NURSERY SCHOOL

Exclusion Policy

Policy Approval Date: September 2023

Approved by the Full Governing Body Meeting please see minutes dated September 2023

Review Date: September 2024

This Policy links to the Promoting Positive Behaviour Policy, Disability Equality Scheme and Accessibility Plan, Preventing and Dealing with Racist Incidents, Against Bullying Policy – Pupils, Online Safety Policy, Child Protection Policy and SEND Policy, Restrictive & Physical Restraint and the DFE guidance on Exclusions, Keeping Children Safe in Education, Mental Health and Behaviour in Schools.

The Exclusion Policy which follows our Promoting Positive Behaviour Policy at Oughton Primary & Nursery School is a clear structure to provide clarity of expectation for our school community; staff, parents and pupils at Oughton Primary & Nursery School.

Oughton follows the Government Guidance for Exclusion from Maintained Schools, academies and Pupil Referral Units in England 2022. A link to this document can be found on our website or contact the Office for a paper copy.

Aims and Values

It is our aim to promote positive behaviour in our pupils so as to:

- Establish a stable and safe social and learning environment for all
- Develop the self-discipline of our pupils by encouraging them to be responsible for their own behaviour and understanding that their actions have consequences
- Show appropriate respect for the school environment and its resources
- Involve pupils in discussing their behaviour

Rights

- We all have a right to feel safe and secure at all times
- We all will treat each other and the school environment with respect
- We all have a right to teach and learn together in a supportive and caring environment

Responsibility

A shared and consistent approach:

At Oughton Primary and Nursery School, every member of staff shares a responsibility to work together to implement the Positive Behaviour Policy, using a consistent and shared approach and acting as positive role models.

Pastoral Support Team

Headteacher, Assistant Headteacher for Inclusion, Pastoral Support Manager, Behaviour Support Teaching Assistant and Pastoral and Learning Teaching Assistants.

Teaching and Learning How to Behave: Prevention

At Oughton Primary and Nursery School we believe that pupils need to learn positive behaviours and take an active role in being responsible for how they behave and their actions. Every available opportunity is made to teach, model and promote positive behaviour, raise confidence and self-esteem and develop personal and social skills. Preventative planning and intervention at an organisational, classroom and individual level can help alleviate situations by allowing pupils to remain composed, maintain their self-esteem and continue their activities in a positive way.

Links With Home: Support for Parents and Carers

At Oughton Primary and Nursery School we have a Pastoral Support Manager who works closely with staff and outside agencies to help understand children's needs as well as those of parents and carers.

The aims of the Pastoral Support Manager are:

- To engage and build good working relationships with parents, children, staff and other agencies
- To work holistically and effectively with parents in ways that will help improve their children's well-being.
- To provide relevant information about the appropriate support services available for parents to improve their skills.
- To run coffee mornings
- To provide visual resources to use at home to promote and support positive behaviour.

Our Assistant Headteacher for Inclusion works closely with Parents to support their child's needs.

Procedures for behaviour support:

If a pupil is consistently displaying behaviour that is of a concern to staff, the following process can be implemented in order to support their behaviour.

1. Think: Analysing and Understanding Behaviour:

Staff teams monitor and track pupil behaviour in order to identify triggers/ key areas/times of the day in which pupils are finding things difficult. An Anxiety mapping pro forma is available for staff to track and record pupils' behaviour. In order to understand pupil behaviour a Roots and Fruits Tree should be completed to identify and discuss the reasons or experiences that are causing the behaviours.

2. Plan: Promoting Positive behaviour:

An Emotional Regulation Plan is put in place to support identified behaviour(s) of concern with agreed strategies/rewards/sanctions as appropriate. This is shared with all staff working with the pupils, the pupils' parents and (if appropriate) the pupil themselves. Plans are to be monitored and reviewed on a fortnightly/half termly/termly basis as appropriate.

3. Respond: Responding to challenging behaviours:

A graded approach must always be used when supporting pupils who are displaying challenging behaviour. These include:

- Early intervention/distraction/diffusion
- Behaviour reminders/use of voice intonation/visual cues/support:
- Positive phrasing e.g - "Stand next to me" - "Put the toy on the table" - "Walk

beside me”

- Limited choice e.g - “Put the pen on the table or in the box” - “When we are inside, lego or drawing” - Talk to me here or in the courtyard”
- Disempowering the behaviour e.g - “You can listen from there” - “Come and find me when you come back” - Come down in your own time”
- Use of a De-Escalation Script e.g - Use the person’s name – “David”
- Acknowledge their right to their feelings – “I can see something is wrong”
- Tell them why you are there – “I am here to help”
- Offer help – “Talk to me and I will listen”
- Offer a “get-out” (positive phrasing) – “Come with me and.....”
- Time Out: timed and supervised by staff in the classroom or if necessary a different classroom. Pupils may be supported to reflect on their actions during this time.

Consequences:

It is also important for pupils to learn that there sometimes need to be consequences for their behaviour e.g. when they hurt another child they need to apologise. Staff at Oughton Primary and Nursery will always ensure that an appropriate consequence follows an incident. It may simply involve asking the child the following questions;

- What happened?
- What were the people involved thinking and feeling at the time?
- Who has been affected and how?
- How can we put right the harm?
- What have you learned?
- What would you do differently next time?

A variety of consequences can be put in place, depending upon the behaviour exhibited.

- Missing playtime, part of playtime or lunchtime.
- Child being spoken to by a Senior Member of Staff.
- A lunchtime reflection time with a Senior Member of staff and parents informed of this. An incident record filled in and then entered into the Arbor computer system.
- Suspension - when a child behaves in an extreme way. Internal suspensions are given and on some occasions, external suspensions.
- The decision to permanently exclude a pupil is not taken lightly. This may be considered if it is felt that the school can no longer meet the pupil’s individual needs. Outside Agencies are involved at this point.

Working with External Agencies

When a child is displaying concerning behaviour, which is at risk of suspension, Oughton will refer to the Hitchin Primary Outreach Support Service for support.

Monitoring and Evaluation

All incidents, positive and negative are recorded and kept in a class file and on our Arbor internal system. The Incident Record recorded on Arbor gives an account of the behaviour seen and consequence given. These files are monitored by Class Teachers and Assistant Headteacher for Inclusion and Behaviour Support Teaching Assistant. Behaviour (positive and negative) is discussed during Open Evenings with Parents and Carers and during individual meetings if necessary. Records of positive and negative incidents will be logged on our internal Arbor system.

Support and Training for all Staff

Behaviour management training and physical intervention skills are taught to staff as part of the Herts Therapeutic Thinking Steps training. However, additional support and training can be offered as necessary to support staff in dealing with challenging pupils. This can be either delivered in house or outside of school, for example: sharing best practice, staff meetings, observing other teachers/staff or attending a course of specific behaviours

Suspension and Permanent Exclusion:

Oughton Primary and Nursery school follows the Hertfordshire Guidelines for suspensions and permanent suspensions. The school adheres to the DFE guidance specified in 'Suspensions and Exclusion from maintained schools, Academies and Pupil Referral Units in England: Statutory Guidance for those with legal Responsibility in Relation to Exclusion- September 2022'. Please see our website for this guidance.

Suspension:

A suspension, where a pupil is temporarily removed from the school, is an essential behaviour management tool that should be set out within a school's behaviour policy. A pupil may be suspended for one or more fixed periods (up to a maximum of 45 school days in a single academic year). A suspension does not have to be for a continuous period.

During a suspension, pupils still receive their education through the Headteachers ensuring that work is set and marked for pupils during the first five school days of a suspension. This can include the use of online pathways such as Microsoft Teams, Lexia, TT Rock Stars, Mathletics etc.

A suspension can also be for parts of the school day. For example, if a pupil's behaviour at lunchtime is disruptive, they may be suspended from the school premises for the duration of the lunchtime period. The legal requirements relating to the suspension, such as the Headteacher's duty to notify parents, apply in all cases. Lunchtime suspensions are counted as half a school day.

Permanent Exclusion:

A permanent exclusion is when a pupil is no longer allowed to attend a school (unless the pupil is reinstated). The decision to exclude a pupil permanently should only be taken:

- In response to a serious breach or persistent breaches of the school's behaviour policy; and
- Where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others such as staff or pupils in the school.

For any permanent exclusion, the Headteacher will take reasonable steps to ensure that work is set and marked for pupils during the first five school days where the pupil will not be attending alternative provision.

Procedures:

Suspensions and Permanent Exclusion are considered the very last resort and the decision is not taken lightly. The decision to suspend and permanently exclude must be lawful, reasonable, rationale, proportionate and fair. Wherever possible the school engages in early intervention to prevent challenging behaviour and support the pupil to remain in school. External agencies may be contacted to support.

Suspensions can be in response to a single, exceptional incident or as a result of a number of incidents, growing in seriousness over a period of time. If a child poses an immediate risk to the safety of others or themselves in school, a decision may be made to suspend. Repeated, inappropriate behaviour, which is not improved through recovery programmes, Parental involvement or sanctions may result in a suspension or permanent exclusion of the pupil.

The decision to suspend or permanently exclude can only be taken by the Headteacher. A letter is sent to Parents, detailing reasons for the suspension and the period of the suspension. When a suspension is issued, a date is set for an integration meeting with identified staff, Parents, child and the Headteacher.

The Headteacher may also take the pupil's views into account, considering these in light of their age and understanding, before deciding to exclude, unless it would not be appropriate to do so. They should inform the pupil about how their views have been factored into any decision made. Where relevant, the pupil should be given support to express their view, including through advocates such as parents or, if the pupil has one, a

social worker. Whilst an exclusion may still be an appropriate sanction, the Headteacher should also take account of any contributing factors identified after an incident of misbehaviour has occurred

If a pupil has a social worker, or if a pupil is looked-after, the Headteacher must, also without delay after their decision, notify the social worker and/or Virtual School Headteacher, as applicable.

If the Headteachers suspend or permanently exclude a pupil, they will also notify the local authority, without delay. This will be done regardless of the length of a suspension.

Reintegration after suspension:

The reintegration meetings are designed to offer the pupil a fresh start; helps them understand the impact of their behaviour on themselves and others; teaches them to how meet the high expectations of behaviour in line with the school culture; fosters a renewed sense of belonging within the school community; and builds engagement with learning.

Targets in a support plan summarises the meeting.

Pupils with disabilities and Special Educational Needs (SEN) including those with Education, Health and Care plans (EHC plans):

The Equality Act 2010 requires schools to make reasonable adjustments for disabled pupils. This duty can, in principle, apply both to the suspensions and permanent exclusions process and to the disciplinary sanctions imposed. Under the Children and Families Act 2014, governing boards of relevant settings must use their 'best endeavours' to ensure the appropriate special educational provision is made for pupils with SEN, which will include any support in relation to behaviour management that they need because of their SEN.

Schools will ensure that they engage proactively with parents in supporting the behaviour of pupils with additional needs.

Where school has concerns about the behaviour, or risk of suspension and permanent exclusion, of a pupil with SEN, a disability or an EHC plan the Headteacher and Assistant Headteacher for Inclusion, in partnership with others, consider what additional support or alternative placement may be required. This will involve assessing the suitability of provision for a pupil's SEN or disability.

Where a pupil has an EHC plan, school will contact the local authority about any behavioural concerns at an early stage and consider requesting an early annual review prior to making the decision to suspend or permanently exclude. For those with SEN but without an EHC plan, school will endeavour to review, with external specialists as appropriate, whether the current support arrangements are appropriate and what changes may be required. This may provide a point for school to request an EHC assessment or a review of the pupil's current package of support.

Right to appeal:

Parents can appeal against the Headteacher's decision by contacting the Governing Body, who will then follow the Government statutory guidance regarding appeals.

Appendix 1 - Acronyms

AH	Assistant Headteacher
HT	Headteacher
PST	Pastoral Support Team
SEN	Special Educational Needs
SIMS	Schools Information Management System
SLT	Senior Leadership Team
TA	Teaching Assistant

Oughton Primary and Nursery School

Examples of types of ***classroom & playground*** behaviour at each level and sanctions:

Type of behaviour	Sanctions
<ul style="list-style-type: none"> • Calling Out • Distracting others by muttering, fidgeting, fiddling etc. • Swinging on chairs • Pushing and talking in a line or queue or carpet • Drawing on books or dropping litter 	<p>You will be given a verbal reminder of expected pro social behaviours</p> <p>(see sanctions for persistent behaviour if it continues)</p>
<ul style="list-style-type: none"> • Being rude to an adult or answering back • Refusing to carry out a reasonable request or attempt work including homework 	<p>Time out within the classroom and discussion with class adults to repair and restore relationships.</p> <p>(see sanctions for persistent behaviour if it continues)</p>
Persistent:	<p>You will receive time out in another class</p> <p>Catch-up time from playtime/lunchtime.</p>

<ul style="list-style-type: none"> • For choosing not to change behaviours and persistently demonstrating the behaviour 	<p>Your parents will be informed of persistent behaviours and targets set.</p>
<ul style="list-style-type: none"> • Swearing at someone or offensive language • Damaging property intentionally • Confrontational behaviour • Choosing not to change behaviours. • Name calling – including racism, cultural and gender • Bullying behaviour 	<p>This is serious.</p> <p>You will have reflection time of 45 minutes with SLT at lunchtime. An Incident slip is completed and sent to the member of staff on reflection time duty.</p> <p>Your parents will be informed by class teacher by telephone and a meeting arranged if needed.</p>
<ul style="list-style-type: none"> • Bullying - continual • Stealing • Physical violence against pupils and adults • Fighting • Biting with intent <p>This is not an exhaustive list and there may be other situations deemed at this level by the Headteacher.</p>	<p>This is very serious. An Incident slip is completed to ensure a clear record of the behaviour is kept. Incident slip sent to Head / Assistant Headteachers.</p> <p>Your parents will be contacted and requested to come straight into school.</p> <p>Head / Assistant Headteachers to decide consequences.</p> <p>Possible consequences:</p> <ul style="list-style-type: none"> • Police contacted • Child to spend rest of the day in seclusion with HT/DH/SLT supervision. • Suspension for a fixed period • Permanent Exclusion <p>You may be at risk of being suspended or permanently excluded .</p>