



OUGHTON PRIMARY & NURSERY SCHOOL

Exclusion Policy

Policy Approval Date: September 2020

Approved by the Full Governing Body Meeting please see minutes dated September 2020

Review Date: September 2021

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 Exclusion.

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 2017. 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 behaviour 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:

A Behaviour Support 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 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 SIMS computer system.
- Exclusion - when a child behaves in an extreme way. Internal exclusions are given and on some occasions, external exclusions.
- 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 exclusion, Oughton will refer to the Hitchin Primary Behaviour Support Service for support.

Monitoring and Evaluation

All incidents, positive and negative are recorded and kept in a class file and on SIMS computer system. Incident Record Sheets are used to give more information. The Incident Record 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 SIMS system. Oughton is moving towards using CPOMS to record information.

Support and Training for all Staff

Behaviour management training and physical intervention skills are taught to staff as part of the Herts 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

Exclusion:

Oughton Primary and Nursery school follows the Hertfordshire Guidelines for exclusions, both fixed-term and permanent. The school adheres to the DFE guidance specified in ‘Exclusion from maintained schools, Academies and Pupil Referral Units in England: Statutory Guidance for those with legal Responsibility in Relation to Exclusion-September 2017’. Please see our website for this guidance.

Exclusion is considered the very last resort and the decision is not taken lightly. The decision to 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.

Exclusions 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 exclude. Repeated, inappropriate behaviour, which is not improved through recovery programmes, Parental involvement or sanctions may result in fixed term or permanent exclusion of the pupil.

The decision to exclude can only be taken by the Headteacher. A letter is sent to Parents, detailing reasons for the exclusion and the period of the exclusion. If the exclusion is a fixed term, a date is set for an integration meeting with identified staff, Parents, child and the Headteacher. Targets and a support plan is put into place at this time.

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

Promoting Positive Behaviour Policy – Behaviour During the Covid 19 Pandemic

When children return to school after a period at home, due to the Covid 19 Pandemic, school will be very different. Rules and systems will be in place to protect everyone.

These systems are in the Risk Assessments and Letters to Parents, plus the Home/School Agreement. All available on the website.

Our normal rules, as detailed above, apply where possible. However, some adaptations have been necessary to ensure we are keeping the whole school community as safe as possible.

There cannot be reflective and restorative conversations in an enclosed space. Children who are frustrated will be given the opportunity to go a safe staff or the field and 'blow off some steam'. However, if they are unable to calm down quickly and return to their class (or 'bubble') their Parents will be asked to come to assist.

If children become distressed by the different rules or environment, then we will make every attempt to distract them and calm them from a distance. However, if they are unable to calm down and remain distressed, their Parents will be asked to come and assist.

Some behaviours would lead to a fixed term exclusion. These would include unhygienic behaviour, such as spitting or coughing, intentionally or maliciously towards any child or member of staff.

Should these behaviours be repeated after a first exclusion, this could lead to a longer or permanent exclusion at the discretion of the Headteacher.

Our prime concern is keeping all of the staff, children and families at Oughton safe.

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 style="text-align: center;">You will be given a verbal reminder of expected pro social behaviours</p> <p style="text-align: center;">(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 style="text-align: center;">(see sanctions for persistent behaviour if it continues)</p>
<p>Persistent:</p> <ul style="list-style-type: none"> • For choosing not to change behaviours and persistently demonstrating the behaviour 	<p>You will receive time out in another class</p> <p>Catch-up time from playtime/lunchtime.</p> <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. • Exclusion <p>You may be at risk of being excluded.</p>