



## OUGHTON PRIMARY & NURSERY SCHOOL

### Exclusion Policy

**Policy Approval Date: September 2025**

*Approved by the Full Governing Body Meeting please see minutes dated September 2025*

**Review Date: September 2027**

*This Policy links to the Promoting Positive Behaviour Policy, Equality Policy 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, Behaviour Curriculum 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. 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

We promote 3 key principles:

- Everyone has the right to feel safe.
- All adults have the right to teach.
- Everyone has the right to learn.

#### **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.

## **Behaviour Curriculum**

At Oughton Primary and Nursery School we have introduced a behaviour curriculum that is a clear and structured framework which sets out the behaviours, routines, and social norms that children are explicitly taught in order to support a calm, safe, and respectful school environment. The behaviour curriculum outlines the expected ways children should conduct themselves in different settings—such as in the classroom, during transitions, in the playground, and online—ensuring that expectations are consistent and clearly understood by all. By proactively teaching these behaviours, rather than relying solely on reactive approaches, the curriculum helps to build a positive school culture, supports learning, and prepares pupils for life beyond school.

## **Links With Home: Support for Parents and Carers**

At Oughton Primary and Nursery School, we work closely with Parents/Carers.

We aim to:

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

Our Assistant Headteacher for Inclusion and our Pastoral Manager 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 monitor and track pupil behaviour in order to identify triggers/ key areas/times of the day in which pupils are finding things difficult. We use the Therapeutic Thinking Graduated Approach (see Promoting Positive Behaviour Policy).

### **2. Plan: Promoting Positive behaviour:**

An Emotional Regulation Plan / Safety and Support Plan / Risk Reduction Plan may be used 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.

#### **Teaching points to improve behaviour:**

All staff use positive strategies for handling any inappropriate behaviour by helping children to find solutions in ways which are appropriate for the child's age and stage of development. For example, acknowledgment of feelings, explanation as to what was not acceptable and supporting children to gain control of their feelings so they can learn a more appropriate response in the future.

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?

Staff will always try to divert children's attention positively before conflict occurs. If there is conflict, or inappropriate behaviour, the child will not be humiliated or isolated. Staff are mindful of the child's individual circumstances, their level of development and any other contributing factors. We believe that a child showing inappropriate behaviour must be given the opportunity to consider and take responsibility for their actions. The consequences given to the child will vary according to age and the type of inappropriate behaviour observed.

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

- Missing playtime, part of playtime or lunchtime in order to discuss the behaviours as part of the repair and restore process.
- A lunchtime reflection time with a Senior Member of staff and the member of staff involved. Parents/Carers will be informed of this. An incident record filled in and then entered into the Arbor computer system.
- Internal suspension are given and on some occasions.
- Suspension / Exclusion - when a child behaves in an extreme way.
- 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 on our Arbor internal system. The incidents recorded on Arbor gives an account of the behaviour seen and consequence given. These are monitored by Class Teachers and Assistant Headteacher for Inclusion and the Pastoral Team. Behaviour (positive and negative) is discussed during Open Evenings with Parents and Carers and during individual meetings if necessary. Records of internal suspensions or exclusions will be logged onto CPOMS.

## **Support and Training for all Staff**

Behaviour management training and physical intervention skills are taught to staff as part of the Hertfordshire Therapeutic Thinking training (formerly known as STEPS) plus Paul Dix approach. 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'. 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 learning.

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**

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

## Appendix 2

### Oughton Primary and Nursery School

Examples of types of inside school building & school grounds & trips behaviour:

<b>Type of behaviour - examples</b>	<b>Strategies / Consequences</b>
<ul style="list-style-type: none"><li>• Continual Bullying, Racism / Incident involving direct discrimination towards a characteristic of a child</li><li>• Stealing</li><li>• Physical violence against pupils and adults</li><li>• Fighting or physical violence with intent</li><li>• Biting with intent</li><li>• Persistent disruption to learning over a period of time</li><li>• Absconding school site</li><li>• Incident involving drugs, alcohol &amp; smoking</li><li>• Significant damage to property</li></ul> <p><b>Everyone has the right to feel safe.</b> This is not an exhaustive list; there may be other behaviours.</p>	<p><b>Parents/Carers will be contacted and requested to come straight into school.</b></p> <p><b>Head / Assistant Headteachers to decide consequences.</b></p> <p><b>Possible consequences:</b></p> <ul style="list-style-type: none"><li>• Police contacted</li><li>• Internal suspension / External suspension</li><li>• Exclusion</li></ul> <p><b><i>Specialist response if deemed necessary.</i></b></p>