



Arnold Mill Primary School

Exclusion Policy

Summer 2023 - Summer 2025

Approved by: S&P Committee

Date: 17th May 2023

Last reviewed on: May 2023

Next review due May 2025

Rationale

Arnold Mill Primary School and Nursery seeks to avoid exclusions. The decision to exclude a pupil will be undertaken in accordance with the school Behaviour Policy.

Exclusions take place only for very serious incidents or when other strategies have been tried and have failed over time.

Classrooms – teaching and learning

Classrooms must be places where adults teach and children learn. Learning must be able to take place – if this is prevented from happening by an individual or group, the behaviour will be tackled.

The aim of our positive behaviour policy is:

- to help pupils realise the appropriate behaviour and provide strategy/guidance on putting it right
- to reward positive behaviour
- to help support behaviour modification if pupils persist in making 'wrong' choices with their behaviour

To support the children, we have a clear sanctioning process that is shared with the children verbally and pictorially. It is regularly reinforced to ensure that the children are clear about the levels of expectation of their behaviour, and reviewed to ensure consistent use across the whole school.

In most cases exclusion will be the last resort after a range of measures have been tried to improve the pupil's behaviour and after a range of strategies have been put in place to address the inappropriate behaviour which may lead to exclusion.

The Head Teacher and staff will identify pupils whose behaviour choices place them at risk of exclusion, and seek additional provision to meet their individual needs, which could include working in partnership with other agencies.

Internal exclusion, fixed term and permanent exclusions are used when other strategies and sanctions have not been effective over time or when there has been a single clear and serious breach of discipline.

In-school exclusions

If a pupil does not respond to the sanctions within the behaviour policy they may receive an internal exclusion which places the pupil in a different Key Stage for between 1-3 days. Work will be provided by the class teacher for the duration. A telephone call or letter home will inform parents that this is to be carried out.

Fixed period exclusions

A pupil who gets into serious trouble may be excluded from school for a fixed period of time if they have seriously broken school rules or allowing them to stay in school would seriously harm the education or welfare of themselves or others.

A fixed term exclusion is always for a set number of days. A child can sometimes be excluded for lunchtimes only if behaviour during this period is inappropriate.

During the first five days of a fixed term exclusion your child must remain at home. It is your responsibility to make sure your child remains at home and is not present in a public place during school hours. From day six of a fixed term exclusion the school will organise alternative full-time education for him/her. The maximum amount of time that any child can be excluded from school for a fixed term is 45 school days in an academic year. This may be either a single exclusion of 45 days or a number of exclusions, which together total 45 school days. The child will be provided with work to cover the duration of the exclusion.

There will be a re-entry to school meeting with HT or DHT, parents and child on the first day of the return to school. This will clarify the expected behaviour, review possible sanctions if the behaviour does not improve and implement a behaviour support plan if necessary.

Examples of this behaviour:

- Violence/physical aggression towards an adult or pupil
- Threatened violence towards an adult or pupil
- Swearing at or verbal abuse of adult
- Racist verbal abuse
- Sustained bullying (**see Anti-Bullying Policy**)
- Indecent behaviour
- Damage to property
- Misuse of illegal drugs or other substances
- Theft
- Frequent high-level disruption to lessons
- Frequent high levels of non-compliance
- Frequent high levels of disrespect to all adults who work in school
- Unacceptable behaviour which has been previously been reported and for which school sanctions and other interventions have not been successful in modifying the pupil's behaviour

A serious offence alone could by itself justify a pupil's exclusion. If a pupil is deemed to be at risk of exclusion a Boxall Profile analysis will be undertaken and a Behaviour Support Plan implemented.

Permanent Exclusion

There are two types of situation in which a permanent exclusion may be considered. The first is when all available strategies have been exhausted without success and the misbehaviour remains persistent and defiant. The second is where there are exceptional circumstances and it is not appropriate to implement other strategies and where it could be appropriate to permanently exclude a pupil for a first or 'one off' offence. These might include:

- Serious actual violent assault of a member of staff or against another pupil
- Sexual abuse or assault
- Supplying an illegal drug
- Carrying an Offensive Weapon (defined in the Prevention of Crime Act 1953 - 'any article made or adapted for causing injury to the person; or intended by the person having it with him for such use by him'.)
- Arson

The school will consider police involvement for any of the above offences. These instances are not exhaustive but indicate the severity of such offences where permanent exclusion will be considered.

Managing serious or persistent problems

- We accept that it is the behaviour that is the problem and not the child.
- The behaviour of children giving cause for concern will be assessed.
- Triggers or antecedents established.
- Individual programmes will be planned to help modify inappropriate behaviour.
- The child may be placed on the Special Needs Register in accordance with the criteria in Nottinghamshire guidelines.
- Parents/carers will be invited to discuss their child's behaviour and an individual programme drawn up. They will be kept informed of progress.

Behaviour Support Plans

- Behaviour Support Plans will be used as a means to help support the pupil make correct behaviour choices.
- Identify objectives and address one target at a time.
- Include strategies for managing the environment, the class or group, the activities which give rise to the inappropriate behaviour.
- Emphasise teaching the child alternative positive behaviour.

- Specify the behaviour that is unacceptable and the consequence should it occur e.g. time-out, reporting to Head teacher etc.
- Include some form of self-assessment - e.g. chart to grade own behaviour during a session - to encourage responsibility for own behaviour.
- Include a timetable for review of progress.
- Should be applied consistently - all members of staff, supply teachers and parents/carers aware.

Exclusion

Each individual situation will be investigated according to need.

- The Head Teacher will gather evidence and ensure an appropriate investigation is carried out.
- Seek the opinions and advice of colleagues.
- The views of the pupil will also be sought to gain the full picture before action is taken.

If satisfied that, on the balance of probabilities, the pupil did what he or she is alleged to have done; the Head Teacher will exclude the pupil.

Low Level Disruption	Behaviour
	Low Level Disruption: <ul style="list-style-type: none"> calling out making noises not listening to instructions Distracting others
	Level of Disruption <ul style="list-style-type: none"> disrespect to adult answering back name calling throwing things deliberately damaging someone's property
	Level of Disruption <ul style="list-style-type: none"> behaviour stops others learning hurting others leaving classroom/ school premises without permission
	High Level Disruption: Behaviour <ul style="list-style-type: none"> extreme aggression swearing at an adult verbal bullying (including use of racist language)
High Level Disruption	Internal Exclusion
	Fixed term exclusion
	Permanent Exclusion

Low Level Disruption	Sanctions
	<ol style="list-style-type: none"> 1. Verbal warning and reference to rules/expected behaviour 2. 2nd warning and name recorded on the board 3. 3rd warning results in 'timeout' either in classroom or with 'buddy' classroom. During this period of reflection the child will review the 'Behaviour Checklist'.
	4. Yellow Card issued - teacher records reason in the Yellow card log on TEAMS. Child given target to work off yellow card - an age appropriate number of green cards
	<ol style="list-style-type: none"> 5. 2nd Yellow Card - teacher records reason in the Yellow card log on TEAMS. Child given target to work off yellow card. 6. Sent to SLT. Review of behaviour/ strategies/ self-assessment. SLT will telephone parents or see them in person to discuss concerns.
	<ol style="list-style-type: none"> 7. 3rd Yellow Card Sent to Mrs Oldfield - telephone to arrange review meeting with parents and formulate implementation of Behaviour Support Plan (BSP)
High Level Disruption	<ol style="list-style-type: none"> 8. Yellow Cards for persistent inappropriate behaviour may result results in 1-3 days in another Key Stage
	<ol style="list-style-type: none"> 9. If persistent inappropriate behaviour continues or if a serious offence could by itself justify a pupil's exclusion; <ul style="list-style-type: none"> • Violence towards an adult or child • Swearing at an adult • Racist verbal abuse • Sustained bullying (see Anti Bullying Policy)
	<p>Permanent Exclusion is a very serious matter. Only the Head Teacher can permanently exclude a pupil or a named deputy if the Head Teacher is out of school. The Headteacher may decide to permanently exclude a pupil only when he is sure that:</p> <ul style="list-style-type: none"> • the pupil has seriously breached the school's discipline policy. <p>if the pupil remains in school, it would seriously harm the education or welfare of the pupil or others in the school.</p>