

Baines' Endowed Primary School and Children's Centre
A Church of England Academy

EXCLUSION POLICY

This policy should be read in conjunction with;

- Behaviour Policy
- Anti Bullying Policy
- Pastoral Care & Child Protection Policy
- Care and Control of Pupils Policy
- Racial Equality Policy
- Equal Opportunities Policy
- SEN Policy
- Managing Allegations Against Staff Policy
- Valuing All God's Children document
- Children's promises

MISSION STATEMENT

With God's help we work, grow and succeed together.

PHILOSOPHY

The behaviour of pupils is influenced by every aspect of the school's organisation. Thus the exclusion policy as part of our behaviour management strategies influences and is influenced by all other policies and aspects of organisation. It requires the active, consistent, co-operative involvement of all those concerned with school: pupils, parents, governors, teachers, non-teaching staff, church, Cidari, LA (Local Authority) and external agencies.

The mission statement of the school is the starting point. This requires us to promote good behaviour in a positive manner in line with Christian values, encouraging pupils to value others and to develop self-control. The philosophy does however allow for sanctions, and one sanction would be exclusion.

AIMS

- To promote a caring Christian ethos.
- To provide a positive learning environment in which children can achieve maximum success in all they do.
- To ensure all are safe and happy within the school environment.
- To take positive action to reduce the possibility of individual children developing emotional and behavioural difficulties.
- Where children have emotional and/or behavioural special educational needs, to work together to overcome them.

CONTENT AND METHODOLOGY

Managing behaviour to prevent exclusion

- Children who feel secure within the school environment are more likely to behave well. For this reason continuity and stability in the organisation of the school are key and form part of our staffing decisions e.g. we appoint additional staff who will cover for staff absence to ensure children are taught whenever possible by someone they know.
- We encourage the children to move around the school in an orderly and polite manner. The children are encouraged to view themselves as jointly responsible, with teaching staff and support staff, in the care of our school environment.
- Children are made aware of the importance of treating each other and the adults in our school with respect - this is one of the 6 core values we hold (friendship, forgiveness, respect, truthfulness, courage and trust)
- The children are made aware of the importance of treating property with respect and the utmost care: cloakroom areas, toilet facilities, lost property and the movement of equipment. Lunchtimes are viewed as occasions for developing social skills; whether eating a cooked meal or packed lunch, appropriate table manners are encouraged.
- Behaviour problems are more likely to develop in children who do not have a positive self-image. For children to develop a positive self-image it is essential that they feel valued. The ethos of the school ensures that we value all people, promoting equality, respect and opportunity for all and that we work to develop the children's ability to do this.
- Teachers use a variety of teaching and learning methods within their classrooms. Communication and interaction between teacher and pupil allows the aims of the classwork to be met and teacher expectation of pupils' performance to be matched to their needs. Teachers have high expectations of pupils but appropriate to the child's level of ability. Teachers aim to raise the self-esteem of all pupils through supportive marking and emphasising work well done.
- Extra-curricular activities help to develop children's self-esteem, skills and interests as well as helping them to learn ways of spending their leisure time usefully. Involvement in these activities helps to build pupil-staff relationships and develops positive attitudes to school. A very high standard of behaviour is expected of children taking part in extra-curricular activities. Children's achievements outside school are recognised by encouraging them to bring awards into school and where their success is shared with other pupils either in class or in assemblies.

- All staff work together to develop behaviour management policy and practices. This results in commitment and consistency throughout the school. Consistency is seen as the key factor in promoting good behaviour in the children.
- The encouragement of parental interest, both in the school as a whole and of parents in the education of their own child, is a high priority at Baines. Parents/carers are encouraged to view their relationship with school as a partnership. This reduces the likelihood of behaviour problems arising, as boundaries for children are more clearly defined when parents and teachers are in agreement.

Avoiding and dealing with problems

Our behaviour systems are carefully structured and very positive and are sufficient to promote good behaviour in the vast majority of children. These are detailed fully in our Behaviour Management Policy. We operate a parallel, very structured sanction system, using traffic lights, as follows:

1. Reprimand/warning (care is always taken to ensure that it is the behaviour not the child which is labelled as wrong and that the reprimand does not hold the child up to public ridicule eg. That is inappropriate behaviour, please stop.....if you continue your name will be moved onto amber)
2. Repeat I have asked you to stop..... you have not and therefore your name now needs to be moved to amber. (Move name to amber) The child has the opportunity to move back to green by the end of the day for reverting back to good behaviour for the rest of the day.
3. Reprimand/warning eg. if you continue with poor choices your name will be moved onto red.
4. Repeat I have asked you to stop..... you have not and therefore your name now needs to be moved to red. (Move name to red)
5. If inappropriate behaviour continues the child should be warned that they will be separated within the classroom.
6. Separate within classroom.
7. If behaviour continues the child should be warned that they will be sent to the parallel class for time out.
8. If inappropriate behaviour still continues the child should be sent to the parallel class for a maximum of ten minutes and with their work to continue with. (BT - Behaviour Team/DHT - Deputy Head Teacher informed at this point via form PB).
9. Repetition of the inappropriate behaviour will then lead to the behaviour team being requested for either in class or out of class support as deemed appropriate (until the child is able to rejoin the lesson independently) - teacher to inform

parents/carers verbally - a log of this kept on individual child's behaviour chronology kept in class file.

10. Repetition of the above (point 9) three more within half-term
 - Teacher sends a letter home - (PB1)
 - Behaviour support by SENCo/BT
11. Further repetition (point 9) within half-term may result in
 - Teacher sending a letter home - (PB2) arranging meeting with parents (Plan - Do - Review cycle starts)
 - Agree means of regular communication
 - Setting up formal rewards and sanctions system (behaviour chart**)
12. If no progress throughout the Plan - Do - Review cycle the SENCo/BT review the provision put in place. This may lead to;
 - Further discussion with parents/carers
 - Observation by SENCo/BT
 - Involvement of external agencies
13. Plan - Do - Review cycle continues with support of external agencies
14. If no progress after another cycle, next steps will entail:
 - Observation by Educational Psychologist
 - Consideration of alternative educational setting for the child such as a SERF unit.

The ultimate sanction is exclusion. This is only used when the above strategies have been exhausted, it is never used lightly. In line with DfE guidance our practice is to exclude a child for the shortest time possible; we believe a child should be in school and learning and so minimise their time out of school.

A decision to exclude a pupil will be taken only:

- a) in response to serious breaches of the school's behaviour policy; and
- b) if allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Behaviours that could lead to exclusion

At Baines' we recognise that there are different types of behaviours and that they should be dealt with in different ways.

Low level behaviours (Amber behaviours)

- Calling out/ Silly noises
- Not following instructions
- Disruption of teaching and Learning
- Inappropriate language - low level name calling/disrespectful phrases (racist/homophobic/sexualised language)
- Wandering around class/ leaving classroom without permission

- Passing messages around class
- Silly noises
- Chewing gum/eating
- Mobiles in class/cloakrooms
- Feet on tables/chairs
- Poor attitude - rolling eyes at adults/back chatting/stamping round class/stropping
- Unwanted touch/hurting - pinching/poking/flicking/kicking under table
- Refusal to accept consequences
- Damage to resources/school property - snapping pencils purposely etc

**** This list is not exhaustive but a guide to these types of behaviours. These behaviours in themselves would not lead to an exclusion.**

More serious misbehaviour (Red behaviours)

Serious misbehaviour can be described as:

- Violent aggression towards another child - biting/punching/kicking/throwing things
- Inappropriate language - swearing at child or adult/more serious racist/homophobic/sexualised language
- More minor but repeated aggression towards other children
- Aggression towards adults, including verbal aggression if directed **at** the adult.
- Spitting
- Threatening behaviour
- Bullying behaviour
- Damage to resources/school property - electrical equipment/chairs/tables etc
- Repeated 'Amber' behaviours

**** This list is not exhaustive but a guide to these types of behaviours. These behaviours should always be reported to a member of the senior leadership team. It will be handled as appropriate to the actual behaviour; it may result in any of the following:**

- An explanatory letter or phone call to parent
- An appointment to meet with a parent
- Immediate contact with the parent requesting they come to school
- Internal exclusion break-time/lunchtime/class time
- Lunchtime exclusion from school
- Fixed term exclusion from school
- Permanent exclusion from school

Types of exclusion

Internal exclusion

This means the child is withdrawn from their classroom for a period of time to work in isolation either in the behaviour room or with one of the senior leaders in school. Parents are always informed if an internal exclusion has taken place.

Lunchtime exclusion

This means the child is not able to be in school over the lunchtime period for a day or a number of days. Parents are always notified by letter if a lunchtime exclusion is being considered.

Fixed term exclusion

This means a child is not able to be in school for a day or a number of days. Parents are always notified by letter if a fixed term exclusion is being considered.

Permanent exclusion

This means the child is no longer able to attend our school. Prior to making a decision to permanently exclude the headteacher will meet with parents and with the Local Authority to explore other options which could include a managed move to another school or moving into Educational Diversity through provision such as a SERF or PRU.

Exclusion is never imposed in the heat of the moment, unless there is an immediate threat to the safety of others in the school or the pupil concerned. Before deciding whether to exclude a pupil, either permanently or fixed term, the head teacher will:

- a) ensure that a thorough investigation has been carried out;
- b) consider all the evidence available to support the allegations, taking account of the school's behaviour and equal opportunities policies and, where applicable national policies;
- c) allow the pupil to give his or her version of events;
- d) check whether the incident may have been provoked, for example by bullying, including homophobic bullying, or by racial or sexual harassment;
- e) if necessary, consult others, but not anyone who may later have a role in reviewing the head teacher's decision, for example a member of the governing body.

All exclusions from school are logged and notified to the Chair of Governors, the CEO of Cidari, our Multi Academy Trust and the LA. Parents have the right of appeal against any decision to exclude their child. Such appeals will be heard by a committee of the Governing Body. LA guidelines and DfE regulations concerning the process of excluding a child are carefully adhered to:

- Teachers plan, prepare and mark work set for the child for the period of their exclusion from school.
- Parents are reminded that the child should not be in a public place during the time of the exclusion.
- Staff make plans for the child's return, looking specifically at any further support that can be put in place.
- When the child returns to school after a fixed term exclusion a return to school interview (reintegration meeting) is held between the head teacher/deputy head, parents and child to agree a means of working together to minimise the chances of the behaviour being repeated.

- School may consider with the parent whether a Pastoral Support Programme (parenting contract) would support the child's successful reintegration into school.

Again some children have very specific needs and they will receive support in an individualised way depending on those needs.

EVALUATION AND REVIEW

Monitoring and evaluation is carried out to enhance the procedures within our school to ensure all children are safe, behave appropriately and make the best possible progress.

Monitoring and evaluation takes place in a number of ways:

- personal evaluation by all members of staff involved with children;
- monitoring of incidences by the BT/DHT in order to identify any patterns
- discussion with individuals or groups of children;
- monitoring of behaviour around school through observations;
- monitoring the data around exclusions to identify patterns;
- discussion with all members of staff involved with children.

Policy last updated 27.03.15

The Exclusions Policy at Baines' Primary School and Children's Centre will be reviewed and modified every two years or before if there are any changes in legislation.

It is possible to add amendments to this document prior to a review and these will be incorporated into the next issue. To add comments please complete the information on this sheet adding the date and signing where indicated.

Name of person responsible for policy - Miss N Sawyer

Policy adopted by the Governing Body - May 2015

Signed: _____ Date: _____

Date	Proposed Amendment	Signed