



Behaviour and Exclusion Policy

Review Cycle	Date of Current Policy	Author(s) of Current Policy	Review Date
Annually	04.01.2024	KP	Spring 2025

Signed: *K. Parr* Ms K Parr Headteacher

Values and beliefs

We believe that pupils have the right to be safe, be treated politely and learn without disruption. Pupils have a responsibility to care for themselves, each other and their school.

The school has a positive and inclusive approach to managing behaviour. We believe in encouraging good behaviour through a range of positive behaviour management strategies. We believe that good behaviour supports enjoyment of school for pupils and staff and promotes good teaching and learning opportunities.

Through this positive approach we aim to pre-empt inappropriate behaviour, thus enabling us to focus on good behaviour. We believe strongly in building positive and effective relationships so we can support pupils in managing their behaviour effectively and respectfully.

Our aims:

- To encourage a calm, purposeful and happy atmosphere within school
- To foster positive, caring attitudes towards everyone where achievements at all levels are valued
- To encourage increasing independence and self-discipline so that each child learns to accept responsibility for their own behaviour
- To have a consistent approach to behaviour throughout the school with parental co-operation and involvement
- To interact with others in a respectful way through speech, actions and relationships
- To raise pupil self-esteem
- To provide clear boundaries for acceptable behaviour and enable pupils to make appropriate choices
- To ensure physical and emotional safety
- To help pupils, staff and parents to have a sense of direction and feeling of common purpose
- To be fair to each other, however we recognise that by treating people fairly we may not treat everyone the same
- To strive for equity for all regardless any protected characteristics such as race, gender, religion, ethnicity or level of ability whether that is physical, emotional or educational.

We care, we learn, we succeed

Teaching positive behaviour for learning: our core skills and abilities

At Oaklands Primary School we believe that positive behaviour for learning stems from our PSHE curriculum, the modelling of high expectations to all and tailored individual support.

The core skills:

- Independence and organisation
- Self-image and self-esteem
- Motivation
- Reflection and self-management
- Forgiveness
- Attention
- Honesty
- Co-operation with adults
- Collaboration with other pupils
- Sociability
- Empathy
- Resilience and perseverance
- Pride
- Enquiry and curiosity
- Managing competition

Information about the progress of pupils and their behaviour will be included in the annual report to parents as well as termly meetings.

Positive behaviour interventions are used when pupils need further tailored support. These interventions include ELSA time (Emotional Literacy Support), Lego therapy and Nurture time and are part of our behaviour resources.

We recognise that transition to and from the school and between classes is an important time to focus on behaviour therefore behaviour at this time is a focus.

Responsibilities, Rules and Routines

At the beginning of each year the school reflects on the behaviour policy and teachers negotiate age appropriate rules with their class to provide a safe, happy and busy learning environment using the school's Child Friendly Behaviour Policy to support (see Appendix 1). The rules below are the basis of classroom, school and playground rules and routines.

- To have a positive attitude to learning where we try hard
- To be kind, polite and considerate to all members of the school community
- To listen and respond in an honest and appropriate way to all members of the school community
- To stop, think and take responsibility for our actions
- To take care of our school and everybody in it

Staff Responsibilities

- To treat all pupils fairly and with respect showing empathy and understanding
- To recognise and value the strengths of all pupils enabling them to reach their full potential
- To provide a challenging, interesting and relevant curriculum
- To create a safe and pleasant environment where pupils can learn without interruption
- To listen to, and form positive relationships with parents, pupils and members of the school community in a respectful way
- To communicate expectations of work and behaviour with parents and pupils providing informative feedback
- To provide clear boundaries and expectations for behaviour and learning
- To model and encourage others to model our core skills and values
- To offer a framework for teaching the personal, social and emotional skills that underpin the school's curriculum using positive and negative consequences to encourage the learning of appropriate behaviour.
- To model equality in all its forms and to create an inclusive environment for all pupils

Parents' Responsibilities

- To make pupils aware of appropriate behaviour and model it themselves
- To encourage and model independence, self-management and forgiveness
- To encourage and model tolerance and acceptance of all ethnicities and religions and all other protected characteristics
- To inform school of any significant events which may have an impact on their child e.g. bereavement, parental separation
- To show an interest in all their child does in school
- To monitor and support their child's behaviour both in and outside of school (including online)
- To be aware of the school rules
- To support the school in implementing this policy and the Parents' Code of Conduct & Use of Social Media Policy.

Parents are encouraged to take an active part in the school and are expected to work alongside the school to allow all pupils to establish trusting relationships with all adults. Parents and the school should work together and have honest discussions to best meet the needs of their child. Please read our SEND offer and our Equalities Statement on our website (or request a copy from the school office) www.oaklandsprimaryschool.co.uk

Positive Consequences (rewards)

At Oaklands Primary School we believe that pupils should be encouraged to behave well and work hard: we use a number of positive consequences. We would like pupils to work and behave well for the pleasure of the task but recognise that rewards are enjoyable as well. We use the following positive consequences:

- Non-verbal rewards such as a thumbs up sign or a smile
- Praise
- Showing work to another teacher and to the Headteacher
- Stickers

- Certificates for effort over and above normal expectations
- Displaying work
- Team points
- Cups, trophies and prizes
- Postcards home

We believe it is essential that all pupils are able to receive positive encouragement and have a fair chance to receive the positive consequences listed. Pupils' success both in their work and behaviour will be measured against their previous performance rather than against that of the other pupils in their class.

Negative behaviours

We recognise that negative behaviours disturb the learning of pupils and can cause hurt and upset. These can be individual incidents or a series of ongoing behaviours that cause concern.

Negative behaviours include:

- Disruption of learning (e.g. tapping, calling out or ignoring staff)
- Non-compliance and defiance (refusal to do as asked or complete work)
- Talking in an inappropriate or disrespectful way e.g. sarcasm, teasing
- Deliberately hurtful behaviour, repeated over a period of time (bullying - reference school's anti-bullying policy)
- Swearing or using inappropriate language (including gestures)
- Negative remarks or gestures that are against someone's protected characteristics
- Causing damage to property
- Theft
- Inappropriate requests
- Spitting
- Inappropriately exposing body parts
- Causing physical harm to others (hitting, kicking, pinching, biting, pushing, hair pulling, poking, fighting)
- Absconding
- Bringing a banned item into school
- Deliberately breaching public health guidance (for example coughing or spitting in another's face during a period of epidemic, pandemic or localised outbreaks such as flu/norovirus) or not adhering to protective measures put in place by the school.
- Child on Child Abuse

Negative Consequences (sanctions)

Sometimes it is necessary to discourage pupils from behaving badly and to teach them positive behaviours instead. If a child misbehaves, staff will ask him or her to stop the behaviour or discuss an incident with those involved. Whenever possible staff will encourage and support pupils, teaching them the skills to try to resolve disputes themselves and to take responsibility for their own actions.

Staff will endeavour to deal with inappropriate behaviours in school when appropriate to do so. For example, a child who talks in class and disturbs their classmates might have to work by their self for a short while. A child who does not work as hard as they are able to might have to miss out on their playtime to finish the work set.

These strategies are not always designed to punish the child but to teach them that there is a consequence to inappropriate behaviour and learning activities should be completed. The range of negative consequences that might be used in the school include:

- Withdrawing or limiting attention
- Completing work at break and/or lunch time or during free choice time

- Short periods sitting to reflect upon their behaviour
- Trying to make amends for upsetting or hurting others
- Writing a letter explaining why things went wrong
- Missing playtime
- Withdrawal of a privilege or extra-curricular activities
- Discussion with the Headteacher or other member of the Inclusion Team
- Internal suspension
- Suspension
- Permanent exclusion

(This is not an exhaustive list)

Prejudiced based behaviours including racism and other protected characteristics

We take prejudiced incidents very seriously and work hard with our families and pupils to encourage an environment of acceptance and inclusion; this is also embedded in our curriculum. If a prejudiced incident occurs, we will first contact the parents of both pupils and make a record of the incident. A prejudiced incident may be racist in nature. In legal terms “a racist incident is any incident which is perceived to be racist by the victim or any other person”.

Victims will be supported and pupils will receive targeted teaching and learning about why prejudiced behaviour is wrong and why this causes harm. All responses to these incidents will be dealt with in an age-appropriate way or in line with a pupil’s capability or understanding where there are SEND considerations.

Child on child abuse

Child on child abuse is any form of physical, sexual, emotional and financial abuse and coercive control, exercised between pupils and within pupils’ relationships.

During a response to child on child abuse we will treat all pupils involved as being at potential safeguarding risk – while the child allegedly responsible for the abuse may pose a significant risk of harm to other pupils, s/he may also have considerable unmet needs and be at risk of harm themselves.

Banned items and searches

Banned items are items that are illegal for a child to purchase or possess e.g. nicotine products, pornography, drugs and knives.

Searching, screening and confiscation is conducted in line with the DfE’s [latest guidance on searching, screening and confiscation](#).

Inappropriate cyber behaviours

The widespread access to technology provides a medium for cyber bullying. Inappropriate cyber behaviours can happen at any time of the day and if persistent, are classified as cyber bullying.

The wider search powers included in the Education Act 2011 give teachers stronger powers to tackle cyber-bullying by providing a specific power to search for and, if necessary, delete inappropriate images (or files) on electronic devices, including mobile phones. The school will endeavour to do this in collaboration with parents.

For more information on how to respond to cyber-bullying and how pupils can keep themselves safe, please refer to our website.

Inappropriate behaviour outside school premises

The Headteacher has a specific statutory power to discipline pupils for poor behaviour outside of the school premises. Section 89(5) of the Education and Inspections Act 2006 gives the headteacher the power to regulate pupils' conduct when they are not on the school premises and are not under the lawful control or charge of a member of school staff. This can relate to any incidents occurring anywhere off the school premises, such as online, on a pupil's route home, on school or public transport, outside the local shops or in the town.

Where inappropriate behaviour outside school is reported to school staff, it may be investigated and acted on. The head teacher may also consider whether it is appropriate to notify the police, Children's Social Care or other agencies. If the misbehaviour could be criminal or pose a serious threat to a member of the public, the police will be informed.

Mental health

Oaklands Primary School recognise the importance of supporting and developing mental health and also recognises that mental health can be a factor in behaviour. The Mental Health First Aider oversees the provision for mental health across the school including the self-harm policy. Intervention is put in place for individuals where necessary and referrals to other agencies are made where appropriate.

Malicious allegations

Where an allegation against a member of staff has been found to be malicious, the school will endeavour to find out the reason for this. The school takes this seriously and will teach the pupil about the impact of an allegation. Mental health support will be offered where appropriate (reference complaints process and safeguarding policy).

Monitoring of behaviours

The school records all significant behaviours and will monitor these for patterns and trends. The result of this could include individual support, curriculum adaptations for the class or whole school projects.

Procedures in place when there is concern about a child's behaviour

Stage 1*

- The class teacher supports the child and encourages them to develop strategies which will assist them to resolve their own difficulties. E.g. pupils are encouraged to use the language, 'Please don't do that; I don't like it,' and then tell if a teacher if this is unsuccessful.
- If there is no improvement, the child should be informed that parental contact will be made by a member of staff (e.g. the class teacher) and the reasons should be made clear.

Stage 2*

- Joint intervention by the class teacher and parents. The pupil should be included in discussions as appropriate.
- If there is no improvement, the class teacher should inform the parents and child that the matter will be referred to a senior member of staff or the inclusion officer stating the reasons why.

Stage 3*

- Discussions between a senior teacher / inclusion officer and parents involving the child as appropriate, to try and resolve the problem.

Stage 4*

- A contract or PSP (Personal Support Programme) may be agreed between school and home.
- A PHP (Personal Handling Plan) may be implemented by the school and include the parents' views (ref policy on the use of force to control or restrain pupils).
- Outside agencies may be asked to support the school and home e.g. educational psychologist.

- An EHA (Early Help Assessment) may be undertaken.
- Review behaviours and interventions with all parties (cross-reference the schools graduated response)

*Depending on the severity of the incident, and after consideration of individual circumstances, the school may access this procedure at any stage.

During discussions between parents and school staff, the school will find out if there are any factors that might be affecting the child (for example family breakdown, bereavement, or pupil conflict). The school will then discuss how they and home might help to support the pupils and help them to improve their behaviour.

The school appreciates that some pupils have SEND needs: in line with the Special Educational Needs Code of Practice, the school will use their best endeavours to ensure the pupil receives the support they need. This will be taken into consideration when applying the Behaviour Policy. The school will endeavour to ensure that vulnerable pupils, such as those with special educational needs, physical or mental health needs, migrant and refugee pupils, and looked-after pupils, receive sensitive and well-matched behavioural support matched to their needs.

Suspensions/Exclusions

Exclusions can take three forms. Internal suspension (the pupil remains in school but works away from other pupils or some members of staff), suspension (for an agreed period of time where the pupil is not allowed to access school or any public space during school hours for the duration of this period) or permanent exclusion (the pupil is no longer allowed to attend Oaklands School and will be removed from the roll). We recognise that nationally, suspensions/exclusions are less frequent when parents support the school; we aim to work collaboratively with families to support pupils in their continued full-time education.

Principles

The school may need to consider a suspension/exclusion when:

A serious breach or persistent breaches of the behaviour policy has taken place **or** where a pupil's behaviour is detrimental to the education or welfare of the pupil or others in the school.

Examples include:

- Verbal or physical assault of a child or adult
- Persistent and / or repetitive disruption (ref negative behaviours)
- Extreme misbehaviour which is deemed outside the remit of the normal range of sanctions

A suspension from the school can only be authorised by the headteacher or a member of senior staff acting on their behalf. If none are available to authorise the suspension, a decision should be deferred until the opportunity for authorisation is available.

In the case of a permanent exclusion, this can only be authorised by the headteacher or anyone acting on her behalf.

The school regularly monitors the number of suspensions/exclusions to ensure that no group of students are unfairly disadvantaged through their use and that any underlying needs of individual are being fully met.

The school uses its best endeavours to inform parents of a suspension/exclusion by telephone or through a face-to-face meeting and the exclusion is confirmed in writing. The pupil is informed of an exclusion in the most appropriate manner given the circumstance.

The governing body are informed of the number of suspensions/exclusions at termly meetings.

Permanent Exclusions

Oaklands School will usually only permanently exclude a pupil as a last resort, after trying to support the child to change their behaviour through other means. However, there are exceptional circumstances in which a headteacher may decide to permanently exclude a pupil because of ongoing issues or for a 'one-off' incident.

If your child has been permanently excluded, be aware that:

- The school's governing body is required to review the headteacher's decision and you may meet with them to explain your views on the exclusion
- If the governing body confirms the exclusion, you can appeal to an independent appeal panel organised by the local authority
- The school will explain in a letter to you how to lodge an appeal
- The local authority must provide full-time education from the sixth day of a permanent exclusion.

Use of reasonable force

Oaklands Primary School has a duty of care to protect pupils from harm. All school staff members have a legal power to use reasonable force to prevent pupils committing a criminal offence; injuring themselves or others; damaging property and to maintain good order and discipline amongst pupils. Please see the school policy on the use of force to control or restrain pupils.

In service training needs

Members of the school staff will undertake training to ensure methods of supporting pupils are most effective and up-to-date. This training may be provided by the Local Authority, independent parties or other members of school staff as appropriate.

Evaluation

The effectiveness of the policy will be measured by pupil, parent and staff surveys, the monitoring of behaviour logs and observations made around the school.

Child Friendly Behaviour Policy

At Oaklands our aim is for all pupils in school to be happy and to have a caring attitude towards each other. We expect a high standard of behaviour and in order to maintain this, the support and involvement of pupils, parents and staff is essential.

Child Responsibilities

You will:

- Have a positive attitude to learning where we try hard
- be kind, polite and considerate to all members of the school community
- Listen and respond in an honest and appropriate way to all members of the school community
- Stop, think and take responsibility for our actions
- Take care of our school and everybody in it

Staff Responsibilities

Staff will:

- Treat you fairly and with respect
- Help you achieve your full potential
- Create a safe and pleasant environment where you can learn

Parents' Responsibilities

Parents will:

- Show an interest in all you do in school
- Let school know if anything significant is happening at home.
- Make you aware of what is good behaviour
- Be aware of school rules
- Support you by working with the school

Positive Consequences

We use the following positive consequences to encourage you to behave well and work hard.

- Praise
- Stickers and team points
- Showing your work to another teacher and to the Headteacher
- Certificates
- Trophies, cups and prizes
- Letters home

Negative Consequences

We use the following negative consequences to discourage you from behaving badly and to teach you positive behaviours instead.

- Completing your work at break time or during free choice time
- Short periods out of class to reflect upon your behaviour
- Missing a playtime
- Withdrawal of a privilege
- Discussion with a senior member of staff
- Exclusion