



Behaviour and Exclusion Policy

Review Cycle	Date of Current Policy	Author(s) of Current Policy	Review Date
Annually	May 2025	KP	Spring 2027

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. Good behaviour supports enjoyment of school for pupils and staff and promotes good teaching and learning opportunities.

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 ensure that the Equality Policy is well supported

We care, we learn, we succeed

Teaching positive behaviour for learning: our core skills and abilities

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

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.

Responsibilities, Rules and Routines

We recognise that transition to and from the school and between classes is an important time to focus on behaviour. At the beginning of every year 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

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

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 share 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)

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 feedback 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
- Inappropriate use of technology eg. inappropriate posting online, use of mobile phone in school, inappropriate internet searches (reference Mobile Phone Policy)
- Theft
- Inappropriate requests
- Spitting
- Inappropriately exposing body parts
- Causing physical harm to others (hitting, kicking, pinching, biting, pushing, hair pulling, poking, fighting)
- Absconding
- Sexual harassment
- Bringing a banned item into school
- Deliberately breaching public health guidance (eg deliberately coughing or spitting in another's face) or not adhering to protective measures put in place by the school.
- Child on Child Abuse
- Refusing a consequence

Negative Consequences (sanctions)

Sometimes it is necessary to discourage pupils from behaving negatively and to teach them positive behaviours instead. 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 eg be involved in a conversation to resolve disputes and take responsibility for their actions.
- Writing a letter explaining why things went wrong
- Missing playtimes

- 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. 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.

We will contact the parents of all pupils involved and make a record of the incident.

Child on child abuse

Child on child abuse is any form of physical, sexual, emotional and financial abuse or coercive control, that takes place between children or young people. 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 and should not be brought into school 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 online behaviours

We teach children how to use technology safely and respectfully. Pupils are expected to behave online just as they would in person—being kind, honest, and responsible. Any misuse of technology, including cyberbullying or accessing inappropriate content, will be taken seriously and dealt with.

Pupil searches

The Education Act 2011 states that staff can search pupils and their belongings for prohibited items, including:

- Weapons
- Alcohol
- Illegal drugs
- Stolen property
- Pornographic images
- Tobacco and cigarette papers
- Fireworks
- Any item used to commit an offence, cause injury, or damage property
- Any item banned by the school rules
- Electronic devices (e.g. mobile phones) can be searched, and staff may examine and delete files if they believe there is good reason (e.g. cyberbullying, inappropriate images).

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 Headteacher 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

We recognise the importance of supporting and developing mental health and 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 by pupils

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.

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

When there is a behaviour incident, the school will use the following stages to support its approach. Depending on the severity, and after consideration of individual circumstances, the school may access this procedure at any stage.

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)

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. In line with the Special Educational Needs Code of Practice, the school will use their best endeavours to ensure pupils receive the support they need.

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.

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 who has been authorised to act on their behalf. In the case of a permanent exclusion, this can only be authorised by the Headteacher or, if absent, a senior member of staff acting on their behalf.

The 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.

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 suspension/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.

Use of reasonable force

The 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

or 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, and 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 negatively 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