

**BOTLEY SCHOOL**  
**(Including Botley Out of School Hours Care and Daycare)**

**EXCLUSIONS POLICY**

July 2013

To be Reviewed by Community & Premises Committee Term 5 2013/14

Botley School (including Botley Out of School Hours Care and Daycare) seeks to avoid exclusions. These take place only for very serious incidents or when other strategies have been tried and have failed over time.

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

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.

A serious offence could by itself justify a pupil's exclusion. This may include an aspect of the following:

- Violence towards an adult or child
- Swearing at an adult
- Racist verbal abuse
- Sustained bullying (see Bullying Policy)
- Frequent high level disruption to lessons
- Frequent high levels of non-compliance
- Frequent high levels of disrespect to all adults who work in school

### **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 Oxfordshire guidelines.
- Parents will be invited to discuss their child's behaviour and an individual programme drawn up. They will be kept informed of progress.

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 behaviours;
- Emphasise teaching the child alternative positive behaviours;
- Specify the behaviour that is unacceptable and the consequence should it occur e.g. time-out, reporting to Headteacher etc;

- Include some form of self-assessment – e.g. chart to grade own behaviour during a session – to encourage responsibility for own behaviour;

### **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 behaviours;
- Emphasise teaching the child alternative positive behaviours;
- Specify the behaviour that is unacceptable and the consequence should it occur e.g. time-out, reporting to Headteacher etc;
- Include some form of self-assessment – e.g. chart to grade own behaviour during a session – to encourage responsibility for own behaviour;

### **Classrooms**

**Classrooms are places where teaching and learning must be able to take place** – if this is prevented from happening by an individual or group, the behaviours must 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

### **Exclusion**

Each individual situation will be investigated according to need. The Headteacher will gather evidence; seek the opinions and advice of colleagues. The views of the pupil/s 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 Headteacher may exclude the pupil

This policy was approved by the Botley School Governing Body on .....

Signed .....Chair of Governors

Next review by Community & Premises Committee Term 5 2013/14

Low Level Disruption	Behaviour	Sanctions
	<b>Low Level Disruption</b> <ul style="list-style-type: none"> <li>• Calling out</li> <li>• Making noises</li> <li>• Not listening to instructions</li> <li>• Distracting others</li> </ul>	<ol style="list-style-type: none"> <li>1. Brief eye contact/frown</li> <li>2. Verbal warning/phrase of disapproval, reminded of rules/expected behaviour</li> <li>3. 2<sup>nd</sup> warning as above</li> <li>4. Loss of privileges, referral to duty teacher/DHT/HT</li> </ol>
	<b>Level of Disruption</b> <ul style="list-style-type: none"> <li>• Disrespect to adult</li> <li>• Answering back</li> <li>• Name calling</li> <li>• Throwing things</li> <li>• Deliberately damaging someone's property</li> </ul>	<ol style="list-style-type: none"> <li>1. Verbal warning/phrase of disapproval, reminded of rules/expected behaviour.</li> <li>2. If repeated, loss of privileges, referral to duty teacher/DHT/HT. May involve separation from class if necessary.</li> <li>3. Parents informed by telephone/in person or in writing if more serious.</li> <li>4. Incident recorded in behaviour book for monitoring purposes.</li> </ol>
	<b>Level of Disruption</b> <ul style="list-style-type: none"> <li>• Behaviour stops others learning</li> <li>• Hurting others</li> <li>• Leaving classroom/school premises without permission</li> </ul>	As above
	<b>High level Disruption Behaviours</b> <ul style="list-style-type: none"> <li>• Extreme aggression</li> <li>• Swearing at an adult</li> <li>• Verbal bullying (including use of racist language)</li> </ul>	<ul style="list-style-type: none"> <li>• Immediate referral to DHT/HT</li> <li>• Isolation from class</li> <li>• Parents informed immediately</li> </ul>
	<b>Fixed Term Exclusion</b>	<p>If persistent inappropriate behaviour continues or if a serious offence could by itself justify a pupil's temporary exclusion:</p> <ul style="list-style-type: none"> <li>• Violence towards an adult or child</li> <li>• Swearing at an adult</li> <li>• Racist verbal abuse</li> <li>• Sustained bullying (see bullying policy)</li> </ul>
	<b>Permanent Exclusion</b>	<p>Permanent Exclusion is a very serious matter</p> <p>Only the Headteacher can permanently exclude a pupil or named deputy if the Headteacher is out of school.</p> <p>The Headteacher may decide to permanently exclude a pupil only when he is sure that:</p> <ul style="list-style-type: none"> <li>• The pupil has seriously breached the school's discipline policy.</li> <li>• If the pupil remains in school it would seriously harm the education, welfare or safety the pupil or others in the school.</li> </ul>
High level Disruption		

--	--	--

.