



# **OCKER HILL ACADEMY**

## **Behaviour and Exclusions Policy**

**Reviewed November 2023**

**To be reviewed in line with Ocker Hill Academy Policy Guidelines**

## **INTRODUCTION**

Ocker Hill Academy is committed to providing a stimulating and supportive learning environment based on mutual respect and trust. The Academy strives to offer equality of opportunity to all of its pupils and recognises the vital role that the educational establishment plays in promoting and furthering social inclusion.

The establishment of and adherence to safe conduct practices will also be key in maintaining the confidence of all stake holders that the Academy is a safe space to work. This in turn helps to preserve and promote positive mental health and well-being.

A lot of the support that is needed within the Academy is for pupils with Social, Emotional and Mental Health challenges which in turn impacts upon the behaviour of individuals - some of whom may or may not have an EHCP. Class teachers, SEN staff and the Learning Mentor offer individual support to pupils who experience Social, Emotional and Mental Health challenges and to their teachers - sometimes within the classroom. Children with specific behavioural difficulties, who appear on the Academy SEN Register, will have an Individual Education Plan to reflect their behavioural difficulties.

The Academy's ethos supports the premise that the establishment of a good teacher/pupil relationship is central to working effectively with all pupils- especially those who experience Social, Emotional and Mental Health challenges. Staff at the Academy work alongside pupils and families to establish why difficulties are occurring and work as a team to support individuals.

Teaching which exhibits differentiation, mutual respect and effective classroom management is conducive to building and maintaining good relationships between staff and pupils. Social, Emotional and Mental Health difficulties take many forms, i.e.

- a pupil may become withdrawn and unable to make friends;
- a pupil may be unable to concentrate on class work or homework;
- a pupil may become disruptive and/or aggressive in class.
- a pupil may willingly and knowingly seek to harm a peer through their actions, be that physically, emotionally or sexually.

In such cases the causes of the Social, Emotional and Mental Health challenges should be determined (see later section on 'Health' related causes) and strategies developed to identify the cause and a support package put in place. Counselling (non-directive) may be offered to encourage the pupil to express issues of concern and feelings and to determine appropriate actions to deal with the situation.

Close liaison with all concerned individuals and agencies, e.g. parents, teachers, School Attendance Improvement Officer, Academy's Psychological Service, Inclusion Support, Children's Services, etc. is essential for effective support for the pupil.

The Academy works closely with Inclusion Support through the SEN Lead once a potential need, including Social, Emotional and Mental Health has been identified. Through close liaison between the family, the Academy and first-hand observation, the child's individual needs are identified and support packages created. These are then shared with all stakeholders and closely monitored by relevant staff with successes shared at review meetings and adaptations made where and when necessary.

## **RATIONALE**

An effective policy to promote 'social inclusion' requires an awareness and understanding of the varied and complex issues surrounding 'social exclusion'. Social exclusion may result from association or lack of association with groups and places in society, examples of which include families and friends; neighbours and the neighbourhood; gender; culture; religion; language; accent; class; appearance; lifestyle and ability/disability. In addition, educational attainment, economic status and the degree of stratification between groups may also result in social exclusion.

In the Academy environment, we aim to minimise a pupil experiencing these factors as they can contribute to:

- feelings of alienation/ isolation;
- feelings of a lack of identity;
- feelings of low self-confidence and low self-esteem.

With the combined efforts of teaching staff, support staff, parents/guardians and the pupils themselves we aim to intervene as early as possible to help prevent problems from worsening and ensure that all pupils have the chance of a broad, balanced and rewarding education. Where support and advice is sought from other services/outside agencies we will work co-operatively to ensure the best possible outcome for the pupil.

### **AIMS:**

The Academy seeks to promote behaviour based on mutual respect between all members of the Academy community. At Ocker Hill Academy we aim:

- To develop in pupils, a sense of self-discipline and an acceptance of responsibility for their own actions.
- To promote the inclusion of all pupils regardless of their age, gender, race, religion, ability or disability.
- To create and maintain a culture of trust, where pupils know that they will be listened to and that positive action will be taken to support them when they share disclosures of incidents of poor behaviour that they have experienced from peers or other pupils in the Academy.
- To create the conditions for an orderly community in which effective learning can take place.
- To promote mutual respect for others and a proper concern for the environment.
- To define acceptable standards of behaviour.
- To encourage consistency of response to both positive and negative behaviour fairly and respectfully.
- To encourage the involvement of both home and Academy in the implementation of this policy.
- High standards are promoted and necessary support is given to ensure all children can achieve and thrive.
- To promote the ethos of the Academy and the planning of the broad curriculum, promoting the attitudes and values necessary for individual children to contribute positively to their own personal development and to that of the Academy. These attitudes and values are further encouraged by staff striving to understand the function behind behaviours and supporting children to manage.
- To treat problems when they occur in a caring, sympathetic manner in the hope of achieving an improvement in behaviour.
- **To have a culture of zero tolerance to peer on peer harassment and abuse, be that physical, emotional or sexual.**

### **GENERAL MANAGEMENT**

**The Academy employs the following general behaviour management strategies:**

- All pupils have a right to work in a calm, supportive and purposeful atmosphere.
- All pupils have the right to come to the Academy without the fear of being bullied - see 'Anti-bullying' policy.
- Guidelines are issued and discussed at the beginning of each Academy year outlining expected classroom behaviour, with reasons. **These are displayed in each classroom and referred to in setting daily and long term standards for classroom behaviour.** These rules prepare pupils for their eventual position in a place of work where procedures have to be followed.

- The Academy Council with pupil representatives helps to give the pupils a sense of involvement and citizenship.
- The introduction of a Year 6 whole academy responsibilities system e.g. Recyclers, Corridor Monitors, Equipment Monitors and Librarians etc. also helps to give the pupils a sense of involvement and citizenship.
- Pupils normally sit at the same place each lesson within a structured, working group. This helps to provide a safe, respectful environment.
- Class lists and details of pupils with special educational needs (located in class SEN Files and Class Teacher's Planning Files) are available for cover/supply teachers to quickly identify and use effective strategies to support children.
- Agendas for Staff Meetings have a regular slot for staff to share problems that they have with specific pupils and information about the pupils and strategies for dealing with the specific problem/individual. This information is fed into Senior Leadership Team Meetings and actions are confirmed to support such pupils.
- All pupils have the right to ask to see the Learning Mentor during any time of the academy day. The Academy adopts this policy in order to remove any barriers to learning at the earliest possible opportunity, but also to support specific behaviour IEP targets. However, the timing of this does remain at the discretion of the class teacher.

## **HEALTH RELATED CAUSES OF Social, Emotional and Mental Health challenges**

Many instances of Social, Emotional and Mental Health challenges are caused by undiagnosed medical/psychological problems such as speech and language difficulties, hearing loss, visual impairment, depression, anorexia, or bulimia. A known medical condition, such as epilepsy or asthma, even when effectively managed by medication can cause Social, Emotional and Mental Health challenges. Indeed, the treatment itself can sometimes cause side effects that may lead to Social, Emotional and Mental Health challenges. This is often severe in the case of treatment for children with terminal illnesses when treatment inevitably leads to prolonged periods away from mainstream Academy. In such instances there must be close co-operation between the Academy, parents and the Local Health Authority to improve the situation for the child. In addition, conditions such as ADHD may also give rise to behavioural difficulties. In all such cases, the Academy SEN Coordinator would lead a request of a referral and the involvement of the LA/External Agencies (Educational Psychologist) in order to assess and support the pupil as soon as possible.

In addition to the SEN Co-ordinator, a Mental Health Lead has been appointed to facilitate additional INSET and support for staff and pupils.

The Academy recognises the importance of INSET in this area. Some INSET relating to Social, Emotional and Mental Health challenges has taken place, including positive handling of such pupils, and trained staff are willing to facilitate/provide further INSET if required.

## **STANDARDS OF BEHAVIOUR**

In seeking to define acceptable standards of behaviour it is acknowledged that these are goals to be worked towards rather than expectations, which are either fulfilled or not. Thus the Academy has a central role in the children's social and moral development just as it does in their academic development. Just as we measure academic achievement in terms of progress and development over time towards academic goals, so we measure standards of behaviour in terms of the children's developing ability to conform to our behavioural goals and to overcome, with support, any barriers to learning.

**The Academy holds a zero tolerance stance towards incidents of peer on peer harassment and abuse, be that physical, emotional or sexual.** Children are made aware of how they can report any concerns that they have for themselves or their friends through the PHSRE Curriculum and through assemblies/ special events and will be safe in the knowledge that they will be believed and a thorough investigation be conducted before consequences are given.

The children bring to the Academy a wide variety of behaviour patterns based on differences in home values, attitudes and parenting skills. At the Academy we must work towards standards of behaviour based on the basic principles of honesty, respect, consideration and responsibility. It follows that acceptable standards of behaviour are those, which reflect these principles.

## **ACADEMY ETHOS**

The adults encountered by the children at Academy have an important responsibility to model high standards of behaviour, both in their dealings with the children and with each other, as their example has an important influence on the children.

As adults we should aim to:

- Create a positive climate with realistic expectations;
- Emphasise the importance of being valued as an individual within the group;
- Promote, through example, honesty and courtesy;
- Provide a caring and effective learning environment;
- Encourage relationships based on kindness, respect and understanding of the needs of others;
- Ensure fair treatment for all regardless of age, gender, race, ability and disability;
- Show appreciation of the efforts and contribution of all.

## **ACADEMY COUNCIL**

The Academy Council exists to encourage greater participation for all in bringing together a sense of belonging. Teachers, the Learning Mentor and pupils are represented in regular half termly meetings. Pupil Councillors feed information from meetings back into PHSRE lessons where children can air their views, which will be taken to general meetings by their representative. A copy of all minutes is also received by Academy Governors for discussion.

## **THE CURRICULUM AND LEARNING**

We believe that an appropriately structured curriculum and effective learning contribute to good behaviour. Thorough planning for the needs of individual pupils, the active involvement of pupils in their own learning, and structured feedback all help to avoid the alienation and disaffection which can lie at the root of poor behaviour.

It follows that lessons should have clear objectives, understood by the children, interactive, stimulating and a rich, differentiated curriculum content to meet the needs of children of different abilities. Marking and record keeping can be used both as a supportive activity, providing feedback to the children on their progress and achievements, and as a signal that the children's efforts are valued and that progress matters.

## **CLASSROOM MANAGEMENT**

Classroom management and teaching methods have an important influence on children's behaviour. The classroom environment gives clear messages to the children about the extent to which they and their efforts are valued. Relationships between teacher and children, strategies for encouraging good behaviour, arrangements of furniture, access to resources and classroom displays all have a bearing on the way children behave.

Classrooms should be organised to develop independence and personal initiative whilst responding to the changing needs and medical advice provided by (but not limited to) DFE, Public Health England, LA advice and Academy policies. Furniture should be arranged to provide an environment conducive to on-task behaviour whilst maintaining the level of interpersonal contact deemed safe by the latest up to date medical advice. In doing so, aiding accessibility and reducing uncertainty and disruption. At least one display should help develop self-esteem through demonstrating the value of every individual's contribution, and overall the classroom should provide a welcoming environment. Other display boards and vocabulary boards should reflect the current learning of the children.

A behaviour board is displayed in every classroom displaying the Academy's Code of Conduct, three levels of positive recognition and the levels of consequence, as a visual reminder to children.

Teaching methods should encourage enthusiasm and active participation for all. Lessons should aim to develop the knowledge, skills and understanding, which will enable the children to work and play in co-operation with others. Praise should be used to encourage good behaviour as well as good work.

## THE CLASS TEACHER

The class teacher has prime responsibility for pastoral care. This includes:

- Giving rewards and sanctions.
- Watching out for children who are behaving out of character.
- Looking for signs of distress and upset.
- Through talking and listening to children - suspected occurrences of non-accidental injury or child abuse can be picked up and reported to the Principal and Designated Safeguarding Lead (DSL) for further investigation.

## RULES AND PROCEDURES

Rules and procedures should be designed to make clear to the children how they could achieve acceptable standards of behaviour:

- **They should be kept to a necessary minimum.**
- **They should be positively stated, telling the children what to do rather than what not to do.**
- Everyone involved should be actively encouraged to take part in his or her development.
- They should have a clear rationale, made explicit to all.
- They should be consistently applied and enforced.
- They should promote the idea that every member of the Academy community has responsibilities towards the whole.

## REWARDS

Rewards are a very powerful tool for teachers to use. Our emphasis is on rewards to reinforce good behaviour, rather than on failures. We believe that rewards have a motivational role, helping children to see that good behaviour is valued. The commonest reward is praise, informal and formal, public and private, to individuals and groups. It is earned by the maintenance of good standards as well as by particularly noteworthy achievements. This is as true for adults as for children. Rates of praise for behaviour should be as high as for work.

Basically, there are four broad categories of reward in order of power:

- Extrinsic rewards, e.g. social time, helping the teacher, time on a desired task.
- Tokens (less powerful forms of extrinsic rewards). e.g. Congratulations Certificates, House points.
- Rewards, which occur naturally in the classroom environment e.g. praise, getting work right.
- Intrinsic rewards i.e. the reward for doing something for its own sake or because it is the right thing to do.

**Never take a reward away from a child, unless this has been specifically stated.**

## REWARDS PROCEDURE

The value of praise by staff must never be underestimated. This can be a verbal or written comment by the teacher to the child. The general practice of classroom management involves many rewards being given to children on a daily basis. These include:

- Verbal praise, written remarks about good work, 'on target stamps', and sending children to a nearest teacher or the Principal/Assistant Principals for praise.

- Displaying pupils' work is a tangible reward available to the teachers. Staff try to ensure that SEN pupils' work is displayed if it deserves praise and in doing so, the pupil will experience pleasure and self-satisfaction.
- Identifying a pupil for a 'Congratulations Certificate,' or 'Daily recognition certificates' which help to give the pupils a sense of achievement and a chance to celebrate their successes in the Achievement Assembly and in the classroom in front of their peers.
- Reports, which are also seen as a vehicle for constructive criticism and praise.

## **OTHER BASIC AWARD SYSTEMS**

There are a number of basic systems of rewards given to children in recognition of outstanding work or behaviour:

### **a) House Points**

Additionally, children are also awarded points for their good behaviour/ good work. All children, on entry into the Academy, are divided into four teams (which meet to discuss achievements and targets on a weekly basis). They are encouraged to collect their points for their team totals as well as for themselves. The points earned will be rewarded with the presentation of certificates, and prizes as the children's point total grows. Achievement in Gold, Silver and Bronze awards is recognised by the children obtaining house points. Certificates are awarded for 100, 200 and 300 house points.

### **b) Incentive Stickers**

Incentive stickers are available on a daily basis as an additional reward system. To achieve a sticker, it must be as a result of their hard work and effort in class.

### **c) Daily Incentive Certificates**

Incentive certificates are available on a daily basis as an additional reward system. To achieve a certificate it must be as a result of their hard work and effort in class.

### **d) Congratulations Certificate**

Children will be selected as a result of their work, effort and behaviour and will take part in Achievement Assembly where the whole Academy will celebrate their success.

### **e) Lunchtime Supervisors Award**

Lunchtime Supervisors or Play Assistants may award special points for good behaviour, healthy choices and/ or mature, sensible attitudes towards free time and other children. The whole class will then be given a 'Pizza Party' by the Lunchtime Supervisors.

### **f) Attendance Award**

We pride ourselves on striving for a high level of pupil attendance and this emphasis needs constant reinforcement and support from parents. Pupils are rewarded for achievement and attainment through a trip to Drayton Manor Park in the summer term.

**Individual certificates celebrating achievements will be awarded throughout the year, for example, achievements in swimming or sports events etc.**

**The Principal is always pleased to see children who have worked well/tried hard and to reinforce teachers' praise and encouragement.**

## **SANCTIONS**

Although rewards are central to the encouragement of good behaviour, realistically there is a need for sanctions to register the disapproval of unacceptable behaviour and to protect the security and stability of the Academy community.

The use of punishment should be characterised by certain features:

- It must be clear why the sanction is being applied.
- Staff must work alongside the child to effect a positive change in behaviour
- It must be made clear what changes in behaviour are required.
- There should be a clear distinction between minor and major offences.
- It should be the behaviour rather than the person that is punished.

Under normal circumstances a clear distinction is made between minor and more serious offences, e.g. problems with pupils' class work should initially be dealt with by the class teacher, and then, if necessary, by a member of the Senior Leadership Team. The staff use sanctions which are appropriate to the particular offences in a flexible manner, i.e. by considering individual circumstances. The staff discourage the punishment of a whole group unless this is unavoidable or appropriate. Only in severe cases or those exhibiting no signs of improvement should the senior teachers become involved. **Over reference to the Principal for punitive measures to be taken against pupils (rather than support for the teacher) can lead to these key people being forced to occupy a purely punitive role.** If this occurs then it is likely to increase disorder and disruption in the Academy because:

- (i) It encourages some classroom teachers to abdicate their proper professional responsibility for maintaining order and discipline in the classroom;
- (ii) Punishment is delayed and therefore loses some of its effectiveness;
- (iii) Senior Leaders cannot carry out their proper function of investigating in depth the reasons why some pupils are unresponsive to the usual methods of reassurance, encouragement, control and punishment.

## **ACTION TO BE TAKEN**

Sanctions can be particularly effective if they are seen by the peer group and the offender to match the offence. An effective way of accomplishing this difficult task is the involvement of pupils in the discussion and structure of a 'code of behaviour' and the Academy rules. In many cases of bad behaviour there are **offenders** and **victims**. In such a case we talk to the suspected victim, the suspected offender and any witnesses (if appropriate). If any bad behaviour is confirmed, the following action will be taken:-

Help, support and counselling will be given as is appropriate to both the victims and the offenders:

We support the **victims** in the following ways:

- By offering them an immediate opportunity to talk about the experience with their class teacher, or another teacher if they choose;
- Informing the victims' parents/guardians;
- By offering continuing support when they feel they need it; (e.g. Learning Mentor)
- Arrange for them to be escorted to and from the Academy premises; (if necessary)
- By taking one or more of the sanctions described below to prevent more bad behaviour by the offenders.

We also discipline, yet try to help the **offenders** in the following ways:

- By talking about what happened to discover why they offended. Sometimes this can be best conducted in private or public (within the class or an assembly) or possibly with the victim present - great care, experience and knowledge of the individuals is necessary for an appropriate choice to be made to avoid damage to relationships and pupils' self-esteem. The most powerful sanction is the disapproval of individuals who an offender respects, e.g. his/her peers, a parent or particular teacher. Teachers should also have opportunities to learn from what has happened. The pastoral team should make every effort to create a climate in which any sanctions will:
  - a) have the greatest effect;
  - b) preclude any re-offence.
- By continuing to work with the offenders in order to get rid of unsocial attitudes as far as possible (this may involve the assistance of outside agencies);
- By taking one or more of the Academy sanctions described below to prevent more bad behaviour.

## **SANCTIONS PROCEDURES**

- Children may be asked to repeat/finish work at playtimes **ONLY** by staying in. They must not be left unsupervised (The supervision is the responsibility of the class teacher)
- Poor behaviour **should initially** be dealt with by the class teacher (e.g. missing social time/see Responsibility Hierarchy for additional strategies) Class teachers should ensure that children who



persist in bad behaviour are reported to Phase Leaders initially, who will chastise them accordingly. This may mean that they may miss their playtime. However, in the event of poor behaviour leading to a yellow or red card, they must be sent directly to a member of SLT.

- The Learning Mentor/Assistant Principal will monitor the behaviour log on a regular basis. This will be used to look for patterns in behaviour and finding possible trigger points. This information will be fed into support packages for regular offenders and to inform the SLT and governing body of patterns in behaviour at the Academy.
- Children may be asked to take 'Time Out' at lunchtimes and stand/sit a designated time out area, following an incident of negative behaviour. **It is only the Principal Lunchtime Supervisor who can sanction this** and thus monitors the behaviours of such pupils. Persistent misbehaviour at lunchtime is brought to the attention of the Assistant Principals and may result in the loss of playtimes. Parents will be informed if there is no improvement in behaviour and the child may have a lunchtime detention (See below) or be excluded from the premises at lunchtime for a fixed period. This will be followed, if necessary, by permanent exclusion. In all instances exclusion at lunchtime has to be recorded and reported to the LA (ref: Primary Protocol (Hard to Place Pupils))
- Sanction Procedures are reviewed in accordance with need. If at any time staff members feel that the sanctions laid out in this policy are either inappropriate or ineffective then a review will take place.

## **CONFISCATION OF INAPPROPRIATE ITEMS**

The following criteria may be used when determining if it is deemed necessary for staff to confiscate an item from a pupil (not an exhaustive list and each situation will be considered in terms of severity, frequency:

- an item poses a threat to others: for example, a laser pen is being used to distract and possibly harm other pupils or staff
- an item poses a threat to good order for learning: for example, a pupil uses an electronic device for entertainment or communication in class outside the parameters of a lesson or in contraventions of expectations of good behaviour.
- an item is against Academy uniform rules: for example, a pupil refuses to take off a baseball cap on entering a classroom.
- an item poses a health or safety threat: for example, a pupil wearing large ornate rings in PE may present a safety threat to other pupils.
- an item which is counter to the ethos of the Academy: for example, material which might cause tension between one community and another.
- an item which is illegal for a child to have: for example, racist or pornographic material; protocols for how to deal with such items are agreed with local police.

### **Confiscating items of clothing, jewellery or technology:**

Staff should take particular care when deciding whether to confiscate items of clothing, jewellery or technology. In particular, they should have appropriate regard to whether the item in question has religious or cultural significance to the pupil and should avoid physical contact or interference with pupils' clothing of a kind that might give rise to child abuse allegations. In order to minimise such risks, teachers must ensure that if an item of clothing, jewellery or technology is confiscated, that this is done by a staff member of the same gender as the pupil and with another staff member present where possible.

**Confiscation of any item that would leave the pupil only partly dressed must be avoided.**

### **What to do with confiscated items:**

The Academy may keep records of confiscated items and the grounds for the action, so that they can be justified later if challenged. Teachers will be required to inform SLT, a slip informing the parent of the item that has been confiscated may be sent home, and/ or the parent may be spoken to individually if deemed necessary.

Pupils have a right to expect that confiscated items, especially those of monetary or emotional value, will be stored safely until they can be returned. For items of obvious value, we should ensure that the appropriate storage arrangements are made (for example in the Academy safe) If similar items have been confiscated from several pupils, such as mobile phones or personal music-players for example, the Academy will ensure that steps are taken to identify which item belongs to which pupil.

For some items, Academy staff should seek specialist advice, for example, suspected illegal drugs or items which might be used as weapons (e.g. ref Academy Drugs Policy). We have effective relationships with the local police.

### **The Academy policy on confiscation of pupil mobile phones or electronic device and the safety of pupils on their journey home:**

'If a child has a mobile phone or electronic device for a specific purpose or a parental concern, these phones should be handed in (or confiscated) at the start of the academy day but staff should ensure that they are returned to the pupil at the end of the academy day.'

### **How long items should be confiscated for?**

In most cases, confiscation is a sufficient sanction, and return of the item at the end of the day is adequate time to reinforce the Academy rule. This also limits the chance of problems with loss of items while in the care of Academy staff.

There may be some instances when the Academy chooses not to return an item to the pupil:

- Items of no value, such as an inappropriate message scrawled on a piece of paper, may simply be disposed of. However, staff should keep in mind that some items of seemingly no value may have emotional value to the child — staff should establish if this is the case before deciding whether or not to dispose of the confiscated item.
- Items of value which the pupil should not have brought to Academy, or has misused in some way, might, if the Academy judges this appropriate and reasonable, be stored safely at the Academy until a responsible family adult can come to retrieve them. For example, there is no acceptable reason why a pupil should bring a cigarette lighter to Academy. In such circumstances, retention is a reasonable step both to protect property and to enable discussion about whether the pupil is smoking and how this can be addressed.
- Other items which the pupil should not have had in their possession, particularly of an unlawful or hazardous nature, may be given by the Academy to an external agency for disposal or further action as necessary. This should always be followed by a letter to the parents confirming that this has taken place and the reasons for such action.

### **PROCEDURES FOR DEALING WITH MAJOR BREACHES OF DISCIPLINE**

- Verbal warning by the Principal or Assistant Principal
- Investigation by a senior member of staff in line with Academy policies.
- Involvement of the Police (if appropriate after informing parents)
- A letter to parents informing them of the incident/ problem
- A meeting with parents, and either a warning given about the next stage (which may be exclusion) unless there is an improvement in the child's behaviour, or implementing a Report System (See below)
- Lunchtime Exclusion (See below) *if applicable (These must now be reported as exclusions ref Primary Protocol- Hard To Place Pupils)*
- Involvement of external support agencies (if applicable) e.g. Behaviour Support Team
- If the problem is severe or recurring then exclusion procedures are implemented after consultation with the Governing Body.
- A case conference involving the parents and support agencies to discuss possible exclusion
- Permanent exclusion after consultation with the Governing Body/ LA.
- Parents have the right to appeal to the Governing Body against any decision to exclude and to be assured that the exclusion has been dealt with in accordance of the parameters of the policy.

**The Academy and Governing Body is aware that should the procedures not be followed that the decision to exclude can be overturned by an Independent Appeal Panel.**

NB A very serious problem or incident may result in the normal procedure being abandoned and parental involvement straight away.

## **EXCLUSIONS**

**There are two types of exclusion – Fixed Term or Permanent**

### **Fixed Term**

A decision to exclude a pupil for a fixed period will only be taken on a balance of probabilities, in response to breaches of the Academy's Behaviour Policy, including persistent disruptive behaviour, where these are not serious enough to warrant permanent exclusion and lesser sanctions such as detention are considered inappropriate. Individual fixed period exclusions should be for the shortest time necessary.

**EXAMPLES OF ACTS FOR FIXED TERM EXCLUSIONS** (not an exhaustive list – each act will be considered individually in relation to circumstance, severity and/ or frequency)

1. A wilful contravention of the Academy rules and measures, which puts peers, staff or any other full-time or part-time member of the Academy team, any contracted staff or volunteers in jeopardy.
2. A wilful contravention of the Academy hygiene rules and measures, which puts peers, staff or any other full-time or part-time member of the Academy team, any contracted staff or volunteers in jeopardy. For example (but not limited to): refusal to follow hand washing procedures, spitting, smearing of bodily fluids, etc.
3. Continued disruption to lessons in the Academy.
4. Defiance.
5. Verbal abuse to pupils, staff or others.
6. Racial abuse to pupils, staff or others.
7. Physical harassment or abuse to pupils, staff or others.
8. Emotional harassment or abuse to pupils, staff or others.
9. Sexual intimidation or harassment to pupils, staff or others
10. Bullying either physical or verbal (in person or virtually)
11. Physical abuse with a weapon, actual or implied.
12. Sexually inappropriate behaviour to pupils, staff or others.
13. Possession of drugs.
14. Theft.
15. Vandalism.
16. Arson.
17. Extortion.
18. Possession of a weapon, fireworks or alcohol.
19. Threatening behaviour.
20. Smoking.
21. Setting off fire alarms or fire extinguishers.

During times of national pandemic where the State may reintroduce times of social distancing or remote learning for some pupils, children who demonstrate that they cannot safely attend the Academy due to their repeated transgressions of the code of conduct and the Behaviour Policy may be requested by the Academy to conduct their learning from home, using the Academy's chosen online learning platform. This will be for the safety of themselves, their families, their peers and all of the Academy staff with whom they have contact.

Where families are unable to access the online learning platforms readily due to the unavailability of suitable hardware, the Academy will make suitable efforts to loan a family equipment, subject a guarantee of its safe and working return to the Academy at the end of the emergency or when the child

ceases to be a pupil of Ocker Hill Academy (for instance; at transition to Key Stage 3). In situations such as these, the Governing Body will be consulted and the period of temporary exclusion will cease once the imminent danger caused by their choices and behaviours has passed according to Public Health England, the DfE and other leading bodies.

## **Permanent Exclusion**

A decision to exclude a pupil permanently will only be taken:

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

There will, however, be exceptional circumstances where, in the Principal's or Assistant Principal's judgment, it is appropriate to permanently exclude a child for a first or 'one off' offence. These might include:

- a) endangerment of others by inferring or actually exposing another pupil or a member of staff to dangerous microbial and viral pathogens.
- b) serious actual or threatened violence against another pupil or a member of staff;
- c) sexual abuse or assault;
- d) supplying an illegal drug; or
- e) carrying an offensive weapon (for advice on what constitutes an offensive weapon, see *Academy Security – Dealing with Troublemakers – Chapter 6*)

**These instances are not exhaustive, but indicate the severity of such offences and the fact that such behaviour can affect the discipline and well-being of the Academy community. Each incident will be considered in individually in relation to circumstance, severity and frequency.**

## **DRUG-RELATED EXCLUSIONS (see Drugs Policy)**

Ocker Hill Academy has a drugs policy that clearly states that illegal and other unauthorised drugs have no place within our Academy and which defines any circumstances where authorised drugs may legitimately be in Academy.

In making a decision on whether or not to exclude for a drug-related incident the Principal or Assistant Principal will consult the Academy's drug policy and will consult the designated senior member of staff responsible for managing drug incidents. Where the misuse of authorised drugs is concerned, Principals/Assistant Principals; will conduct a careful investigation to judge the nature and seriousness of each incident before deciding what action to take.

**Exclusions can only be imposed by the Principal (The Assistant Principal may do so in the Principal's absence)**

If exclusion is deemed the only course of action following the implementation of the rest of this policy the Academy will follow the Primary Protocol (Hard to Place Pupils)

The Academy follows the guidance set out in the Summary of Exclusions Guidance (Circular 212)

**Whatever sanctions are imposed the staff insist that they are applied without infringement of the Academy's ethos and aims - indeed their application should reinforce the Academy's ethos and aims e.g. some sanctions such as collection of litter are constructive and useful to the Academy community.**

## **PUPILS WITH SEN**

The Academy recognises that the number of children with SEN who have been excluded, it is disproportionately higher than those without. Statutory guidance on identifying, assessing and making provision for pupils with SEN, including those with behavioural, social and emotional needs, is given in

the Special Educational Needs Code of Practice. Ocker Hill Academy follows the guidance set out by this code.

We ensure that early identification and intervention, accurate assessment and the arrangement of appropriate provision to meet pupils' SEN is put in place swiftly and effectively.

Where anti-social, disruptive or aggressive behaviour are deemed to be part of a child's Special Educational Need then the process above is followed as part of the Academy's SEN Policy and pupils will have an appropriate Individual Behaviour Plan (IBP) to help manage their behaviour. The IBP's will include appropriate rewards and sanctions.

## **PUPILS WITH DISABILITIES**

Ocker Hill Academy has a legal duty under the Disability Discrimination Act 1995 not to discriminate against disabled pupils by excluding them from Academy because of behaviour related to their disability. This applies to both permanent and fixed period exclusions. A disabled person is defined as someone who has a physical or mental impairment which has a substantial adverse effect on his or her ability to carry out normal day to day activities. The effect must be:

- substantial (that is, more than minor or trivial);
- long term (that is, have lasted or is likely to last for at least a year, or for the rest of the life of the person affected);
- adverse

The definition includes people with sensory impairments, and also hidden impairments (for example, mental illness or mental health problems, learning difficulties, dyslexia and conditions such as diabetes or epilepsy). The definition of disability is not the same as the definition of special educational needs but there is likely to be a large overlap between those pupils who have SEN and those who are disabled.

## **ANTI-SOCIAL BEHAVIOUR**

Where anti-social, disruptive or aggressive behaviour is frequent sanctions alone are ineffective. In such cases careful evaluation of the curriculum on offer, classroom organisation and management, and whole Academy procedures should take place to eliminate these as contributory factors. Staff should always work alongside children and families to identify the route cause of the behaviour. The Learning Mentor (LM) is available to assist the class teacher on such occasions. Additional specialist help and advice from the Educational Psychologist or Child Guidance Service may be necessary. This possibility should be discussed with the Principal and SENCo.

## **BULLYING (Ref: Anti-bullying Policy)**

Bullying is considered to be anti-social behaviour and affects everyone; it is unacceptable and will not be tolerated. We have a separate Anti-bullying policy, which outlines identification, statutory duties and strategies for dealing with this issue.

## **RACISM (Ref: Anti-bullying Policy)**

Like bullying this too is considered to be anti-social behaviour and will not be tolerated. All incidents of racism should be reported to a member of the SLT, so that they can be recorded and subsequently reported to Governors at the Termly Meeting.

At Ocker Hill Academy we need to:-

- do everything in the Academy's power to combat racism of all forms and treat it as a challenge to civilised living.
- provide for the individual needs of the learners, having regard to their ethnic, religious, linguistic, cultural and historical background.
- ensure that the learning experience is free from bias in its portrayal of either ethnic minorities or the majority culture.

- prepare all pupils for life in a multi-cultural society, building upon the strengths and richness of cultural diversity.
- promote mutual understanding, tolerance and respect among pupils of all backgrounds.
- counter racism and combat discriminatory practices.
- challenge any claims linking any ethnic groupings with the prevalence, transmission or fault of COVID-19.

### **STRATEGIES FOR DEALING WITH RACISM (Ref: Anti-bullying Policy)**

- Involve parents and others, from other cultural and ethnic backgrounds, in activities at the Academy e.g. class visits, craft groups etc.
- To make it clear that bullying of a racist nature will not be tolerated.
- Children to be exposed to books, art, food etc., from minority cultures.
- Recognise in the Academy - through R.E. and assemblies - the worth of the world's major religions.
- Cultural events within the Academy.
- Liaise with the PREVENT team to ensure that support for the wider family is available, should it be required

### **BEHAVIOUR OUTSIDE THE ACADEMY**

Guidance states that an Academy's behaviour policy may regulate pupils' behaviour where the pupils are neither on Academy premises nor in the charge of Academy staff, where it is reasonable to do so.

This policy outlines where this statement is applicable, for example;

- A pupils' behaviour outside the Academy on Academy business e.g. on Academy trips, away Academy sports fixtures,
- For behaviour outside the Academy, but not on Academy business, a Principal or teacher in charge may exclude a pupil if there is a clear link between that behaviour and maintaining good behaviour and discipline among the pupil body as a whole.
- Pupils' behaviour in the immediate vicinity of the Academy, or
- On a journey to or from the Academy, can be grounds for exclusion.
- Where pupils engage in inappropriate behaviours with their peers using communication technology. Ocker Hill Academy reserves the right to refer actions of online abuse and cyber bullying to the appropriate authorities.

### **POSITIVE HANDLING**

The aim of the staff of Ocker Hill Academy is to provide an environment that is safe and secure and through a whole academy approach to behaviour, be able to minimise the need for positive handling. However, any situation that threatens the safety of the student, his/her peers, the staff team or the fabric of the Academy will be responded to in a method that is appropriate, reasonable and proportionate whilst limiting the damage to those concerned and enabling the student to recognise the possible need for positive handling and how they will be supported in acknowledging anger; how this affects others and the strategies that will be put in place to help manage negative behaviour.

#### **The purpose of applying positive handling techniques**

- To restrain the student in the event of losing self-control and becoming unsafe.
- To alleviate the significant risk that students are exposing themselves, and/or others to, by losing self-control.
- To demonstrate to the student that adults are able to support and manage, using the minimum amount of force necessary to contain the situation.

#### **Management of serious incidents**

- Ocker Hill Academy consider any incident where positive handling has been used to prevent possible harm to be a serious incident.
- All staff are authorised to administer positive handling techniques. However, a number of Ocker Hill Academy staff are MAPA trained. These members of staff will always administer the positive handling techniques unless there is a situation where none are present and there is a risk to safety.
- To reduce incidents where positive handling techniques are used, pupils who are at risk of displaying potentially unsafe behaviours will have an individual, dynamic risk assessment. In addition, any children who have needed positive handling, or whose behaviours indicate that the techniques may be necessary, have an individual Positive Handling Plan which is signed by both Academy staff and parents. The plans and risk assessments are adjusted when necessary, depending on changes in children's behaviours.
- In the event of positive handling techniques being used, the following sequence of events will happen after the intervention has taken place:
  1. The child's physical and mental health will be monitored closely by key staff known to the pupil.
  2. The staff member/s administering positive handling techniques will be given time to reflect.
  3. The incident will be recorded in the Academy Positive Handling Log.
  4. Staff involved in administering the positive handling techniques will complete debrief with senior staff.
  5. Parents will be contacted to be informed of positive handling techniques being used. If the Academy is unable to contact parents, they will be informed through a slip going home, including full details of the incident, on the day that it took place.
  6. Staff involved in administering the positive handling techniques will have access to suitable PPE.
  7. Staff will consider, and if necessary implement, whether any changes need to be made to existing risk assessments/positive handling plans or whether new ones are needed.
  8. Senior Management team to review positive handling log on a half termly basis to inform future training.

## **INCIDENT RECORDS**

**An incident record should be filled in for any incident of negative behaviour resulting in being sent to a member of the Senior Leadership Team (SLT). SLT should then detail the relevant action taken on the form and pass these to the Learning Mentor to log on the computer database for tracking.**

**Incidents may give rise to disciplinary action, or legal action, or become a matter of public interest (e.g. confrontational issues, absconding etc) and should be LOGGED AT ALL TIMES.**

## **COMMUNICATION AND PARENTAL PARTNERSHIP**

We give high priority to clear communication within the Academy and to a positive partnership with parents, since we believe that these are crucial in promoting and maintaining high standards of behaviour. Where the behaviour of a child is giving cause for concern it is important that all those working with the child are aware of those concerns and of the steps, which are being taken in response. Early warning of concerns should be communicated to the Learning Mentor, Assistant Principal and/or Principal so that strategies can be discussed and agreed before more formal steps are required.

A positive partnership with parents is crucial to building trust and developing a common approach to behaviour expectations and strategies for dealing with problems. Parental participation of academy life is encouraged. This participation assists the development of positive relationships in which parents are more likely to be responsive if the Academy requires their support in dealing with difficult issues of unacceptable behaviour. The Academy will communicate policy and expectations to parents. Where

behaviour is causing concern parents will be informed at an early stage and given an opportunity to discuss the situation. Parental support will be sought in devising a plan of action to improve the situation.

## **PARENTAL SUPPORT AND A CODE OF CONDUCT**

At Ocker Hill Academy we like our children to feel secure and expect them in return to follow a code of conduct based upon considerations towards other members of our Academy community.

The discipline of a child is not solely an Academy responsibility but is a partnership between home and Academy. At Ocker Hill Academy we have established an Assertive Discipline Programme which is based on asserting the rights of the child to be educated and the rights of our teachers to teach. We greatly value parental co-operation in asserting these rights and their support is crucial.

A common approach is crucial and we expect that parents play their part in fostering a positive attitude towards their child's commitment to the Academy.

After consultation with the children, parents and governors of our Academy we have established a Code of Conduct that is distributed to parents and children as part of the Home-Academy Agreement

## **THE ROLE OF THE LEARNING MENTOR (see also Learning Mentor Handbook)**

The Academy employs a Learning Support Mentor (LM) who is timetabled to work with individual children and support staff where appropriate. The role of the LM is to:

- Monitor behaviour and discipline throughout the Academy
- Liaise with the Principal/ SENCO, Assistant Principal and staff regarding behaviour issues.
- Assist with drawing up and implementing an individual behaviour action plan for each child who needs support.
- Support staff and pupils in implementing and maintaining behaviour and discipline procedures throughout the Academy
- Keep a behaviour database of incidents and inform the Principal/staff of outcomes

## **THE ROLE OF THE PRINCIPAL AND SENIOR LEADERSHIP TEAM (SLT)**

The role of the Principal, Assistant Principals and the SLT is to take responsibility for behaviour and discipline procedures throughout the Academy and to support the LM and staff. The Principal will decide on whether more serious sanctions need to be applied e.g. timing and frequency of a modified timetable; lunchtime, short-term or long-term exclusion. However, the ultimate goal of the SLT is to work alongside other professionals, the family and the child to identify core reasons for issues and to devise a plan to improve the situation for the child.

## **OUTSIDE AGENCIES**

All Academies have a wealth of experience amongst the staff and by applying this valuable resource appropriately most problems can be resolved without the need for specialist help. However, on certain occasions help may need to be sought from outside agencies - see policy on 'liaising with outside agencies'.

The Academy will ensure that accurate data is collected to allow effective safeguarding of a child pertaining to their education in another setting (alternative Provision, Pupil Referral Unit, managed moves) is in place. As the Academy, child and their family work together to meet a child's identified needs, there will be an escalation in monitoring arrangements in order to have a clear picture of what is working well and rapid identification of where a support package/ actions towards agreed targets by key stake holders require review.

An initial meeting will then be held with the parent in order to find a way forward. The ultimate goal being to retain the child in a recognised educational setting.



The DSL team will liaise closely with the alternative education provider team to discuss and jointly monitor the child's progress towards agreed set targets with the ultimate aim to be reintegration into mainstream education where appropriate. The DSL would ensure that the Child Protection files, Pastoral Records, Previous Reports, and Academy Assessments held on paper form and electronically, including the Academy's online Safeguarding reporting platform (My Concern) are transferred to the receiving school at the earliest point to ensure the smooth and seamless transition of the child's safeguarding. Any paper documents will be required to be signed for before they leave the Academy

**See Anti-racist, Equal Opportunities and Anti-bullying policies.**

## **REVIEW OF POLICY**

The Academy will review this policy in line with Ocker Hill Academy Policy Guidelines and assess its implementation and effectiveness.

The following are strategies we use to determine how we can review if policy is working:

- Do staff always work to seek the root cause of an issue in the first instance?
- Do children behave on and off site?
- How many fights/cases of aggression have to be dealt with? Are they becoming more frequent?
- Pupils' views? Teachers' views? Parents' views?
- Are children well behaved because they understand the importance of this?

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