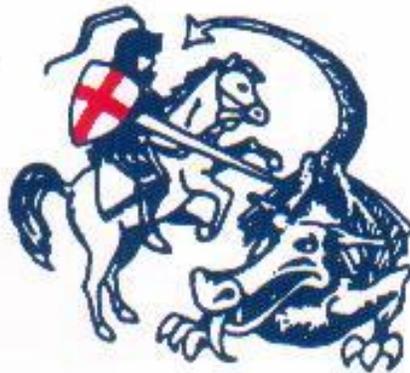


Exclusion Policy

**Reviewed on: January 2017
To be reviewed: January 2019**

St George's CEP School Wrotham Kent



Signed by: Mrs S Chapman

Position held: Chair of Worship, Inclusion & Safeguarding

Date: 13/1/17

Signed by: Mr D Jones

Position held: Headteacher

Date: 13/1/17

Rationale

At St. George's Primary School we ensure that all of our pupils in years 1 - 6 are taught the full National Curriculum and in doing so meet statutory requirements and Reception class work from the Early Years Foundation Stage Curriculum.

English and Mathematics teaching follow the basic structure of the National Curriculum while allowing flexibility for an individual teacher's professionalism to meet year group and individual needs. Pupils equipped with the key skills of literacy, numeracy and ICT are encouraged to develop an enquiring mind and to think rationally. A variety of teaching styles and learning opportunities develop our pupils' capacity to think and work both independently and collaboratively.

We provide a broad and balanced curriculum which is aimed at the pupils' individual needs to ensure that they are able to apply and develop a range of skills and understanding at their level. We do this through our Creative Curriculum which uses topic themes and ensures the National Curriculum end of year requirements are delivered in an engaging and relevant format to all of our pupils. Pupils should be able to think creatively and critically, solve problems and not be afraid to be innovative and enterprising.

We do, in addition to a thematic based approach, deliver some subjects discretely such as PE, Music and French. We also promote Outdoor Learning through Forest Schools as well as through our local community.

The school provides for the pupils' spiritual, moral, social and cultural education particularly through its RE and PSHE schemes of work. Citizenship is taught through a planned personal, social and health programme involving regular class Circle Times and outside speakers (e.g. police, drugs education, road safety officers). We seek to develop the well-being of the individual pupil through developing self-esteem and the value of good relationships at school, in the home and the wider community.

St. George's strives to ensure that our curriculum will result in happy pupils who are ready for the challenges of the 21st century culturally, socially and economically.

Aims

The minimum expectation for the quality of provision in each class is good. Management action including coaching and individual support will be offered to staff working below this expectation.

At St. George's C of E Primary School we want to uphold the Christian values and continue to focus on 'Learning to Learn,' through the six R's: Resilience, Respect, Risk-taking, Resourcefulness, Relationships and Reflectiveness.

We celebrate the success of all the children and will always endeavour to seek new ways to improve the quality of learning opportunities for our children. Learning should be a rewarding and enjoyable experience for everyone. Through our teaching we equip learners with the skills, knowledge and understanding necessary to be able to make informed choices. We believe that appropriate experiences help learners to realise their worth and lead meaningful lives.

To develop and support this we believe that effective learners:

- ✓ have appropriate self-confidence and a positive self-image;
- ✓ need to feel that their basic physical needs are being met;
- ✓ need to feel emotionally secure, safe, relaxed and mentally healthy;
- ✓ take responsibility for their own learning;
- ✓ are actively engaged, independent and reflective;
- ✓ are self-motivated and self-evaluating;
- ✓ are independent, show initiative and are willing to take risks;
- ✓ understand what they need to do to move forward in their learning;
- ✓ listen and communicate well;
- ✓ are able to access information, resources and the environment appropriately;
- ✓ are able to express their needs and feelings appropriately;
- ✓ interact with others positively;
- ✓ interpret and transfer skills in new contexts and remember and apply them to their learning;

We think that successful learners:

- ✓ Concentrate
- ✓ Don't give up
- ✓ Are cooperative
- ✓ Are curious

- ✓ Have a go/take a risk
- ✓ Use their imagination
- ✓ Keep improving
- ✓ Enjoy learning
- ✓ Ask questions
- ✓ Are proud of their work
- ✓ Learn from their mistakes
- ✓ Inspire others

As the children progress through the learning process we want to:

- ensure that all children are competent in basic skills;
- ensure that children experience a rich and challenging curriculum that allows them to apply and further develop basic skills;
- enable children to become confident, resourceful, enquiring and independent learners;
- enable children to become better thinkers so that they can solve problems creatively;
- foster children's self-esteem and help them build positive relationships with other
- people;
- develop children's self-respect and encourage children to respect the ideas, attitudes,
- values and feelings of others;
- show respect for all cultures and, in so doing, to promote positive attitudes towards
- other people;
- enable children to understand their community and help them feel valued as part of this community;

- help children grow into reliable, independent citizens capable of making a positive contribution.

Effective Lessons

At St. George's we believe that in an effective lesson:

- children are content and secure and are able to experience a sense of achievement
- children understand what they are learning and how to achieve their learning intentions – the objectives are shared with children
- everyone is included and all needs are met - provision is inclusive and lessons differentiated
- all children learn and make good progress - children achieve
- all children, including those with gifts and talents, face an appropriate degree of challenge
- children with AEN/SEN are supported well
- activities are pitched to match children's skills, knowledge and understanding - we start from where the children are
- the pace promotes high performance and allows thinking time
- activities are fit for purpose - activities are carefully chosen to optimise learning
- active learning is promoted through a variety of tasks
- children have opportunities to improve and move forward
- children have opportunities to be independent in their thinking and learning, make choices and take risks
- children are engaged and motivated
- behaviour is good and any inappropriate behaviour is dealt with effectively
- adults and children have high expectations of children's learning
- misconceptions are dealt with and are used as opportunities for learning

- resources are accessible, selected carefully, are appropriate and of a high quality
- teaching assistants and other adults are deployed well and impact positively on learning
- children receive effective feedback enabling them to improve their performance and have opportunities for self-evaluation and reflection

Effective Teaching

To achieve this, our teaching will be characterised by:

- Good planning and preparation, which will be clearly linked to the New Primary National Curriculum (see Curriculum Planning Folder and Subject Leaders Folders)
- Clearly identified Learning Intentions and Success Criteria
- Clear continuity and progression from previous lessons
- Effective deployment of teaching assistants
- Effective use of manipulatives and resources, including learning/working walls
- Excellent subject knowledge
- An awareness of the learning needs of the pupils in the lesson
- An appropriate pace to facilitate excellent learning
- A range of activities to engage the children and cater for different learning styles
- Positive behaviour for learning
- High levels of engagement
- Redirecting low level disruption
- Giving children time to talk about their learning through paired or group work
- Contextualised learning to 'hook' the children into a topic or lesson and make them curious

- A range of high quality questions which can elicit responses and help to reshape learning for children, as well as making the children think
- enthusiasm which will translate to children visibly enjoying their learning.

The Classroom

The classroom should promote effective learning. We expect that all children will experience consistently high quality learning environments. We expect that every aspect of the classroom should promote learning.

Consequently we do not expect to see anything in classroom that is not related to the children's learning experience

Our school we expect that every classroom should have:

A visual timetable in use

Reading/Book Area

English Resource Area

Maths Resource Area

Reflection Area

Also there should be the following:

- Quality displays celebrating the children's work and interactive displays that relate to current learning,
- Working walls,
- All classrooms will be clean, tidy and uncluttered. Everything in the room will promote learning, so we don't expect to see graffiti/stickers on trays or anywhere else in the classroom
- Everything should be stored in the correct storage units, no carrier bags of resources, e.g. under teachers' desks.

The Reading /Book corner should;

- Promote calmness
- Be inviting
- Have somewhere to sit
- Have quality storage
- Have books in good repair

- Have an extensive range of books – fiction, non-fiction, picture books, encyclopaedias, comics, magazines, newspapers
- Have a variety of different books at different levels
- It should be clean and well kept
- Have a range of dictionaries and thesauruses
- Have a range of comics, newspapers and magazines
- Books written by the class and individual children

Displays

In the classroom there will be working walls which demonstrate current learning and provide key vocabulary and learning support strategies

Celebration of children's best work will include:

1. Captions identifying the learning process and where the work originated from.
2. Work that is mounted to a high quality that shows the work to its highest level.

Outside the classroom

We expect...

Corridors and outside classroom working areas:

- All surfaces are clean and uncluttered.
- Cloakrooms tidy
- There is no litter.
- Displays change every half term which reflect and celebrate learning that has taken place in the classroom.
- "One off "displays eg "Sports day" should only be up for no more than a term or regularly reviewed

Hall

- Should always be left ready for the next teacher. We expect clear surfaces, no food left overs
- PE equipment stored correctly and generally no clutter so that all children can use the hall in a clean and safe environment.
- Displays in the hall should celebrate the work of the school and have class names

Playground

- Should always be clean and tidy and safe for use.
- Equipment should be out ready for children to use and tidied away after each break.
- Children use supplied equipment respectfully

Outside Children's Books/Folders

- All teachers will be expected to use the agreed books/folders as laid down by the Leadership Team annually
- Books and folders are labelled using subject labels with year group and child's name
- English, Maths and Science books will have clear front covers
- Children will not embellish their books at all.

Inside Children's Books

Expectation is on quality presentation where children show pride in their learning.

Use of pencils/pens, layout and marking can be referred to specifically within the Marking Policy and Presentation Policy. Further advice on feedback marking can be found in the Assessment Policy.

Monitoring of Teaching and Learning Policy

This is the main responsibility of the Teaching and Learning Leader and the Curriculum and Planning Leader, alongside the Headteacher, Governors and the Senior Leadership Team, as well as subject leaders. Regular work scrutiny by the Senior Leadership Team and Subject Leaders ensures that the policy is being adhered to and is implemented consistently across the school. This ensures that the policy leads to good practice in facilitating effective feedback, learning and teaching.

Equal Opportunities

All children have the same access and entitlement to high quality teaching and learning in this school, and we ensure this by rigorous assessment to check they are reaching their potential and achieving their individual targets. Particular vulnerable groups are monitored within this process to ensure their progress and wellbeing.

Our members of staff are treated fairly and are given information and support. We ensure equal access to training and CPD (professional development) to ensure that teaching, learning and assessment are very effective, and that skills are updated regularly.

St. George's CE Primary School seeks to avoid exclusions and they are extremely rare in this school. They 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 Head Teacher 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 Anti-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
- Include a timetable for review of progress;
- Should be applied consistently – all members of staff, supply teachers and parents aware.

Exclusion

Each individual situation will be investigated according to need. The Head Teacher 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 Head Teacher may exclude the pupil.

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 referred to The Den for some extra support, e.g. anger management training.
- Parents will be invited to discuss their child's behaviour and an individual programme drawn up. They will be kept informed of progress.

Individual Behaviour Support Plans

Behaviour Support Plans will be used to help pupils at risk of exclusion in order to support him/her to make correct behaviour choices. They will:

- 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

Teaching and learning must be able to take place undisturbed in classrooms. If this is prevented from happening by an individual or group, the behaviours must be tackled.

The aim of our positive behaviour management 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 good behaviour we have a clear process that is shared with the children. Class rules are established with each class. These are 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.

Types of exclusion

1. Fixed term exclusion (formerly known as being 'suspended')

This is used when persistent inappropriate behaviour continues over time or if a one-off serious offence is committed.

- Violence towards an adult or child (which is deliberate and/or causes serious injury)
- Swearing at an adult
- Racist verbal abuse
- Sustained bullying (see Anti-Bullying Policy)

2. Permanent Exclusion (formerly known as being 'expelled')

Permanent Exclusion is very rare as it is a very serious matter and is never undertaken lightly.

Only the Head Teacher can permanently exclude a pupil or a named deputy if the Head Teacher is out of school.

The Headteacher may decide to permanently exclude a pupil only when s/he is sure that:

- The pupil has seriously breached the school's discipline policy.
- If the pupil remains in school, it would seriously harm the education or welfare of the pupil or others in the school.

There is a formal process for all exclusions and these have to be reported to the Local Authority. The school is able to seek advice from the relevant LA officers, such as the Inclusion Officer and the Exclusion Officer if necessary.

Parents are able to seek advice from the local Dudley Parent Partnership service if they have concerns, and may also contact the school's governors following exclusion if they wish to.

Parents of all pupils who are excluded on a fixed-term will be invited to a reintegration meeting, usually on the pupil's first morning back into school, so that an appropriate way forward can be agreed. A Pastoral Support Plan will then be put in place to support the pupil. This is reviewed fortnightly with parents until it is no longer felt to be necessary or further measures are needed.