

# Additional provision to manage behaviour and the use of exclusion

Briefing paper for section 5 inspection

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## **Additional provision to manage behaviour**

### **Systems to remove pupils from lessons**

Secondary schools, and sometimes primary schools, may use systems such as an 'on call' system to remove individual pupils from a lesson if they are disrupting learning. Some schools then place pupils in a 'remove room' or similar for the rest of that lesson or longer. In order to judge the impact and effectiveness of such systems on managing and improving behaviour, inspectors should ask senior leaders for their analysis of the impact and effectiveness of the school's strategies.

Inspectors should evaluate how well learning continues in the 'remove room' or equivalent and consider whether:

- clear records are kept of when and why pupils are removed from lessons, and any further action taken, such as informing parents, the involvement of learning mentors, or planned sanctions
- leaders are aware of any patterns, for example the same pupils being repeatedly removed or frequent removal from one subject or teacher
- records show that the 'remove room' is being used sparingly
- senior leaders use the records of removal from lessons to decide when pupils or staff may need additional support
- there is disproportionate representation of any group being removed from lessons or isolated, such as pupils who are disabled or who have special educational needs.

If a special school or pupil referral unit regularly removes pupils from lessons, similar questions apply.

### **Internal exclusion**

'Internal exclusion', where pupils spend a day or more working away from their peers on the school site, is sometimes used as an alternative to a formal exclusion from school. If the school uses this strategy, its effectiveness in improving behaviour should be evaluated. Ask similar questions to those you would ask about removal from lessons (above) and exclusion from school, bearing in mind different groups of learners.

### **Learning support units**

Learning support units are an in-school provision intended to be used for planned intervention for pupils displaying behavioural or sometimes emotional difficulties. This may involve the pupil attending the learning support unit for an extended period, sometimes of several weeks. If a school has a learning support unit, inspectors should ask about its purpose and for evidence of its impact.

Inspectors should consider:

- the extent to which pupils' behaviour improves during their time in the unit and the evidence for this
- whether improved behaviour is maintained once the pupil returns to their usual timetable
- how suitable the curriculum is while pupils are in the learning support unit
- what academic progress pupils in the learning support unit make.

Similar provision may also exist **away from the school site**, sometimes shared by different schools. It is important to find out how this is monitored and evaluated on a day-to-day basis and over time.

## **Nurture groups**

Nurture groups are mainly found in primary schools and special schools, although variations on the model are increasingly used in secondary schools. Nurture groups are intended for vulnerable pupils who may also display behavioural difficulties.

A traditional nurture group:

- is a small supportive class, providing a secure, predictable environment with an emphasis on catering for individual needs and focusing on emotional and social development as well as academic progress
- is traditionally staffed by two adults, usually a teacher and a learning support assistant
- is attended by the pupils for a substantial part of each week, though some time is spent in the mainstream class to maintain links.

Inspectors may find provision that is called a 'nurture group' but does not meet these criteria, for example it is only attended by pupils for a small amount of time each week.

If a school has a nurture group or any other provision to manage behaviour that results in pupils spending significant time away from their main class, consider:

- the impact of the provision on pupils' social, emotional, behavioural and academic progress
- whether there is sufficient emphasis on academic progress so that pupils do not fall behind
- how successfully pupils re-integrate into their mainstream class
- how the school involves parents to ensure continuity of approaches between school and home.

Useful links:

*Supporting children with challenging behaviour through a nurture group approach* (100230), Ofsted, 2011; [www.ofsted.gov.uk/resources/100230](http://www.ofsted.gov.uk/resources/100230)

The Nurture Group Network: [www.nurturegroups.org/](http://www.nurturegroups.org/).

## Exclusion

### Fixed-term exclusion requirements

- Work should be set and marked for the pupil from the first day of a fixed-term exclusion.
- From and including the sixth day, schools are required to make full-time and suitable educational provision for pupils. This may be within a partnership of schools, or may sometimes be in a pupil referral unit. It should not be on the site of the excluding school unless the provision is also open to other schools.
- For a pupil with a statement of special educational needs, suitable full-time provision must be appropriate to their special educational needs as set out on the statement.

On **every** inspection, especially where exclusion is used frequently or where records show that the school has excluded a pupil for more than five days, inspectors should find out from the school:

- what provision they make from day six of an exclusion
- how they monitor the suitability and quality of this, including the safeguarding aspects
- what impact it has on improving behaviour.

### Evaluating the use of exclusion

Inspectors should ask schools for their own analysis of exclusions data and consider whether:

- the groups represented in the exclusions figures are over-represented in comparison with other groups in the school
- any exclusion of looked after children takes place – statutory exclusions guidance states that this should be avoided if at all possible
- disabled pupils and those with special educational needs, including those with a statement, are being excluded – this can indicate unmet learning needs and/or a lack of strategies to support pupils with challenging behaviour
- fixed-term exclusions are repeated – if exclusions look fairly high but each pupil excluded is excluded only once for a short period (one or two days),

this may indicate that exclusion is being effectively used as a 'short, sharp shock', particularly if rates are reducing, whereas repeated exclusion of the same pupils shows that it is not an effective sanction, and support for improving behaviour may be lacking

- the school is aware of any patterns and trends.

## Exclusions from primary schools

An Ofsted survey in 2009 found that the vast majority of primary schools do not exclude children from the Early Years Foundation Stage or Key Stage 1. However, some schools were excluding children of this age, sometimes repeatedly. A number of these children were disabled or had special educational needs. These pupils are over-represented in mainstream schools in fixed and permanent exclusion figures.

A number of exclusions of young children were for 'sexually inappropriate behaviour'. Some schools had not made the appropriate referrals to social services.

Fixed-term exclusion of children in the Early Years Foundation Stage and Key Stage 1 should be extremely rare. However, 'unofficial exclusion' – where a child is sent home and this is not recorded as an exclusion – must **not** be used as it contravenes legislation.

If children are being excluded from a nursery or Reception class, find out:

- the frequency with which this occurs
- the number of children involved
- the reasons given for the exclusion(s)
- the range of strategies used to prevent exclusion
- the relationships the school has with parents
- parents' views.

If exclusion has been used for an incident of 'sexually inappropriate behaviour', investigate whether child protection procedures were instigated.

Frequent use of exclusion with this age group is likely to be an indicator of serious issues with the: curriculum; care and management of behaviour for children of this age; leadership and management of the school; or all of these.