



Cotwall End Primary School

Cotwall End Road, Sedgley, Dudley, West Midlands, DY3 3YG

Tel: 01384 818730 Fax: 01384 818731 Email: info@cotwall.dudley.sch.uk

POLICY AND PROCEDURES

Title	Exclusions Policy
Purpose	To set out school policy regarding any incidents which may lead to an exclusion.
Policy author	Mrs N Anderton
File name and path	Write office>Shared Area>Policies and Procedures>Exclusion Policy
Consultation	Presented to staff: Presented to governors:

Policy adoption				
Revision number	Date	Amendment	Revised by	Review date
1	July 2013	Updated.	N Anderton	July 2016
2	March 2018	Amended for new behaviour policy	C Williams	March 2018

Adopted by Governors	
Adopted by Staff	
Signed by Chair of Governors/Headteacher	

COTWALL END PRIMARY SCHOOL

Exclusion Policy

Cotwall End 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

When making an exclusion the Local Authority policy is followed (see pupil exclusion manual kept in Headteacher's office).

There is no set pattern as to when exclusion is appropriate. A decision to exclude is made on a case by case basis. Usually an exclusion results from escalation of extreme behaviours where other sanctions from the behaviour policy have failed to address the behaviours exhibited in school. However in some cases behaviour is so extreme that exclusion is given immediately.

Exclusions can be short term i.e. 1, 2, 3, 4 days at a time. A child may be excluded for a number of short term exclusions. Work is always sent home and an exclusion leaflet and letter explaining the reasons for exclusion. On return to school at Cotwall End the child is always welcomed back by Head and / or Deputy.

Exclusions can be triggered by behaviours such as:

- Violence to a teacher or other adult working with children
- Violence to other children
- Health and safety issues to pupil involved and / or other pupils
- Gross defiance to all adults within school including refusing to co-operate with senior staff, deputy and/or Head teacher.

Permanent exclusion

In a situation where the behaviour policy and short term exclusions are having no positive impact then a pupil may be permanently excluded. In such serious cases advice is sought and guidance followed from the Dudley LA Exclusion Unit. When a child is permanently excluded the LA is duty bound to find alternative arrangements for the permanently excluded child.

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.

Behaviour Support

The school has a robust behaviour policy in place which is followed in all cases and for all pupils without exception. The policy makes clear rights and responsibilities of all parties regarding the managing of behaviour, and makes provision for the support available where necessary in order to maintain behaviour in school.

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.

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