



Exclusion Policy

September 2025

Newlands Junior School seeks to avoid exclusions whenever possible. 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 Head Teacher and staff will identify pupils whose behaviour places them at risk of exclusion, and seek additional provision to meet their individual needs, which could include working with the appropriate support staff or 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 or threatening an adult
- Racist verbal abuse
- Sustained bullying
- Frequent high level disruption to lessons
- Frequent high levels of non-compliance
- Frequent high levels of disrespect to adults who work in school

The well-being of all involved must be taken into account and staff/other children should not have to be the subject of persistent physical violence or verbal attacks.

Classrooms must be places where teaching and learning are 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 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 visually. 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. It is clearly laid out in our Behaviour Policy.

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 by the Head Teacher, SENCo, Mrs Walters (Pupil Well-being and Family Support Lead), Miss Haywood (Well-being and Mental Health Lead), Mrs Matthews and possibly external agencies.
- Triggers or antecedents established and minimised where possible.
- 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 Nottinghamshire guidelines.
- 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 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 Head teacher etc.
- Include some form of self-assessment – e.g. chart to grade own behaviour during a session – to encourage responsibility for own behaviour
- 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 for the safety of all involved.

When a pupil receives an exclusion, this is recorded electronically on CPOMs so there is a log of all related events and forms part of the pupil's records. NCC and the chair of governors will also be informed.