

Elm Park Primary School

Inspiring Learners, Enriching Lives, Achieving Together

Behaviour and Exclusions Policy



Written by	Sarah Lugg
Start Date	July 2026
Review date:	July 2028
Date ratified by FGB	23/9/26

Equality Impact Assessment (EIA) Part 1: EIA Screening

Policies, Procedures or Practices:	Admissions Policy	DATE:	July 2026
EIA CARRIED OUT BY:	Sarah Lugg	EIA APPROVED BY:	

Groups that may be affected:

Are there concerns that the policy could have a different impact on any of the following groups? (please tick the relevant boxes)	Existing or potential adverse impact	Existing or potential for a positive impact
Age (young people, the elderly; issues surrounding protection and welfare, recruitment, training, pay, promotion)		
Disability (physical and mental disability, learning difficulties; issues surrounding access to buildings, curriculum and communication)		x
Gender reassignment		
Marriage and civil partnership		
Pregnancy and maternity		
Race		
Religion and belief (practices of worship, religious or cultural observance, including non-belief)		
Gender identity		
Sexual orientation		

Any adverse impacts are explored in a Full Impact Assessment.

At Elm Park Primary School we are proud of our high standards of behaviour. We seek to create a safe, inclusive and nurturing school community where positive behaviour supports learning, wellbeing and mutual respect. Through clear expectations, positive reinforcement and restorative approaches, we help pupils develop the values, skills and self-awareness needed to contribute positively to our school and wider society.

Intent

- To create a safe, productive and harmonious environment focussed on learning and positive, respectful relationships.
- To enable every pupil to develop pride in themselves, their class and the school as a whole.
- To recognise, promote and reward the positive behaviours and achievements of all children.
- To enable each individual to realise that his or her behaviour has a direct effect upon other individuals.
- To encourage pupils to understand and accept that people are different but interdependent and to develop a respect for all, regardless of background.
- To enable each pupil to reflect on their choices and the impact of them in order to support them in making better choices in the future.
- To give every pupil the opportunity to make a fresh start after an incident of negative behaviour.
- To develop pupil self-esteem and ability to demonstrate caring, respecting and accepting behaviours.
- To establish constructive dialogue with parents about their child's behaviour.

Implementation

We have three simple rules, which are explicitly referred to by all members of our school community and displayed prominently in every classroom, so that pupils are clear about the minimum expectations of behaviour at Elm Park Primary School. These are our guiding principles for all elements of our conduct within the school community:

- Be **ready**
- Be **respectful**
- Be **safe**

The Role of the class teacher

- Demonstrate and model the school's values of Kindness, Honesty, Respect, Collaboration and Determination
- Deliberately and persistently catch pupils doing the right thing and praise them in front of others
- Knowing their classes well and developing positive relationships with all pupils
- Teach and model the school rules of 'Ready, Respectful, Safe'
- Relentlessly work to create a classroom culture of mutual respect and excellent behaviour at all times.
- Demonstrate unconditional care and compassion
- Remain calm while setting consistent boundaries and routines for their class throughout each day
- Have high expectations of the children in their class, believing they can behave well at all times
- Never walk past or ignore pupils who are failing to meet expectations.

The role of the Senior Leadership Team

- Demonstrate and model the school's values of Kindness, Honesty, Respect, Collaboration and Determination
- To be a visible presence around the school and encourage appropriate conduct
- Regularly celebrate staff and pupils whose efforts go above and beyond expectations
- Ensure staff training needs are identified and targeted related to behaviour
- Use behaviour data to target and assess interventions
- Support teachers in managing pupils with more complex or challenging behaviours
- Demonstrate unconditional care and compassion for children and staff

The Role of parents

Our school works collaboratively with parents so children receive consistent messages about how to behave at home and at school. We expect parents to support their child's learning, and to co-operate with the school to promote good behaviour. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable sanctions, parents should support the actions of the school.

If parents have any concerns about the way that the school has dealt with an incident, they should initially contact the class teacher. If the concern remains, they should contact a member of the Senior Leadership Team. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

The Role of the Governing body

The governing body has overall responsibility for ensuring that the school's behaviour policy is effective and supports the school's values, expectations and safeguarding responsibilities. Governors will monitor the implementation and impact of the policy through appropriate reports, visits and discussions with school leaders. This may include consideration of behaviour data, attendance and exclusion information, pupil and parent/carer feedback, and any relevant equality or safeguarding considerations. Behaviour is monitored through the Safeguarding, Attendance and SEND link governor. Governors will review the policy regularly and ensure that it remains appropriate, effective and compliant with relevant statutory guidance.

Governors will not normally become involved in individual behaviour incidents or disciplinary decisions, which remain the responsibility of the Headteacher and school staff.

Recognising and celebrating positive behaviour

We believe that positive behaviour should be recognised and celebrated to promote a positive, learning-focused environment. School staff use a variety of strategies to promote positive behaviour and these will be appropriate to a child's personal development stage. These include, but are not limited to:

- Verbal praise
- Star of the Week certificates
- Postcards home
- Stickers including from the Head teacher and Deputy head teacher
- House points
- Class points – Earn 25 to be rewarded with 10 minutes of extra playtime
- Hot chocolate Friday
- Elm Park Star certificate – 3 times a year

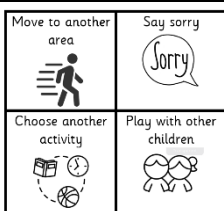
Our approach towards negative behaviours in class

At Elm Park Primary, we use a restorative approach to support children to make the right choices and reflect on the impact of their choices when their behaviour is not consistent with the school rules. The emphasis of this process is on supporting the child to get back on track in class so that it is not necessary to move to the next stage. Where all steps of the process are required due to repeated negative behaviour in any one session, the emphasis is placed on restorative conversations and communication between the child, staff and parents. Incidents of unacceptable and/or extreme behaviour may not follow every step of the process.

We use the Zones of Regulation approach to support pupils in developing an understanding of their emotions and behaviour and to promote effective self-regulation. Pupils are taught to recognise and communicate their emotional state, understand how this may influence their behaviour and identify appropriate strategies to support regulation. Staff use a consistent language and approach when supporting pupils to manage their emotions, with the aim of developing resilience, independence and positive behaviour for learning.

Classroom Behaviour		
Step 1 	Step 1: Support the child to follow the rules The staff member will try strategies to re-engage the child in the learning e.g. proximate praise (praising the good behaviour of a nearby child), offering the child a choice, working with the child, giving the child a job or giving the child a short break to refocus.	Unacceptable behaviours A child will be asked to reflect without a reminder if they hurt someone else on purpose, swear at someone, use racist or homophobic language or damage school property on purpose. As a consequence, after reflecting, the child will miss 10 minutes of the following playtime/lunchtime. If the adult dealing with the situation needs support, a member of the senior leadership team can be contacted.
Step 2 	Step 2: Verbal reminder – Make a choice If, after supporting the child, the behaviour continues, the child will be given an explicit verbal reminder to make a choice. The staff member addresses the behaviour with reference to the three school rules e.g. <i>I've noticed you are speaking unkindly to others. This behaviour isn't respectful and it needs to stop.</i> This is done privately where possible.	
Step 3 	Step 3: Warning The staff member uses a script (see appendix 1) to remind the child about their expectations, whilst making it clear that it is the behaviour rather than the child that is at fault. The staff member tells the child there will be a consequence if this behaviour continues. There is an emphasis on reminding the child of a previous occasion where they have been successful with their learning or behaviour.	
If Step 4 is reached, Steps 5 and 6 must be completed to ensure a restorative process.		
Step 4 	Step 4: Reflect The child is sent to a different part of the classroom or to a partner class to de-escalate and have some time out. If a child refuses as they are too distressed or disruptive/unsafe, <i>a member of the senior leadership team is contacted to support.</i> Once they are calm, they will be supported to reflect on the impact their behaviour had on themselves and others either verbally or in writing depending on the child's personal development stage (see appendix 2 or 3).	
Step 5 	Step 5: Repair After the child has had a chance to reflect, the child will later have a short restorative discussion with the adult who asked them to reflect. The questions and answers on the form are the basis of the discussion, encouraging a focus on what can be done better in future. This is done privately where possible. The teacher uses CPOMs to record the incident and the reflection.	
Step 6 	Step 6: Communicate The class teacher communicates with the parents/carers about the behaviour either via a telephone call or conversation at the end of the day. This is so that parents and carers can discuss the behaviour with their child and support them to improve their behaviour.	

Reflections may take place during the lesson, breaktimes or lunchtimes. Children may be asked to complete their learning during a breaktime or lunchtime if their behaviour choices have meant that they have not completed it.

Playground Behaviour		
Step 1 	Step 1: Listen and Remind The adult LISTENS to the child and then talks with them about what is happening. During this conversation, the adult reminds the child of the 3 school rules – be ready, be respectful, be safe. The adult then helps them to select an activity from the visual prompt. 	Unacceptable behaviours A child will go to Hazel Class and SLT will be called if they hurt someone else on purpose, swear at someone, use racist or homophobic language or damage school property on purpose.
Step 2 	Step 2: Warning The staff member uses a script (see appendix 1) to remind the child about their expectations, whilst making it clear that it is the behaviour rather than the child that is at fault. The staff member tells the child there will be a consequence if this behaviour continues. There is an emphasis on reminding the child of a previous occasion where they have been successful with their lunchtime behaviour.	
If Step 3 is reached, Steps 4 and 5 must be completed to ensure a restorative process.		
Step 3 	Step 3: Reflect A member of SLT is radioed to talk to the adult and the child. After a conversation to unpick what has happened with the child(ren) and the adult, they will be supported to reflect on the impact their behaviour had on themselves and others either verbally or in writing depending on the child’s personal development stage (see appendix 2 or 3).	
Step 4 	Step 4: Repair After the child has had a chance to reflect, the child will later have a short restorative discussion with the adult who asked them to reflect. If this is not possible, a member of SLT will have the discussion. The questions and answers on the form are the basis of the discussion, encouraging a focus on what can be done better in future. This is done privately where possible. The teacher uses CPOMs to record the incident and the reflection.	
Step 5 	Step 5: Communicate The class teacher communicates with the parents/carers about the behaviour either via a telephone call or conversation at the end of the day. This is so that parents and carers can discuss the behaviour with their child and support them to improve their behaviour.	

If children are finding playtime overwhelming and need support to calm down, they may be moved to Hazel room inside or may spend time with a senior leader.

Repeated negative behaviour

The senior leadership team will regularly monitor the number of times a child needs to reflect on their behaviour. If a child has needed to complete multiple reflection sheets within a short period of time, then any, some or all of the following strategies may be used to support the child to improve their behaviour:

- A phone call or email to parents
- A meeting with parents
- A behaviour support card (see appendix 4) to monitor the child's behaviour in every session
- Missed break times or lunchtimes
- An internal exclusion, where the child will complete their learning with a senior staff member.

Violent behaviour

If at any point, behaviour in school is either violent or severely disruptive, the staff member may need to send for assistance by contacting a member of the senior leadership team for support. Violence against any member of the school community will be dealt with directly by a member of the senior leadership team. In the event that school property is wilfully or maliciously damaged, then parents may be asked to pay the cost of repair or replace the damaged item(s).

The Victim

In an incident where a child may be the victim of another child's inappropriate behaviour the school recognises its responsibility to support that child in the following ways:

- Ensuring that they are safe and are not intimidated by the child who has hurt them;
- Let them know that action will be taken against the child who has hurt them;
- Contact their parent/carers to inform them of the situation and that action will be taken;
- The incident will be logged to monitor whether there are repeated incidents towards the victim and may have become bullying.

Early Years Foundation Stage (EYFS)

Behaviour expectations and responses in the EYFS will be appropriate to children's age and stage of development. Staff will use positive reinforcement, clear routines and consistent, nurturing approaches to support children to develop self-regulation, communication and positive relationships. Where behaviour presents a concern, staff will consider the child's individual needs and any underlying triggers, working with parents/carers where appropriate.

Equality and Protected Characteristics

The school recognises its duties under the Equality Act 2010 and is committed to ensuring that behaviour expectations and responses are fair, consistent and non-discriminatory. When responding to behaviour, staff will consider the individual needs and circumstances of each child, including whether a child's behaviour may be affected by a protected characteristic, disability or other additional need. Where appropriate, the school will make reasonable adjustments and provide additional support to enable children to meet the school's behaviour expectations. The school will monitor behaviour information to identify any patterns of disadvantage, discrimination or disproportionate impact and will take appropriate action where concerns are identified.

Discriminatory behaviour and bullying

All incidents of bullying (including online), racial abuse, inappropriate gender/sexual orientation comments, religious intolerance and disability discrimination must be reported via CPOMS to the head teacher or deputy head teacher, who will investigate, log and contact parents as necessary. Our approach to discriminatory behaviour is in the first instance to educate the perpetrator so they understand the impact their choices have on others. Please also refer to our separate 'Anti-Bullying Policy' and 'E-Safety Policy'.

Additional personalised support

For the vast majority of children, progression beyond this point will not be required. Where an individual is still struggling and showing distressed behaviours, a behaviour support plan, external specialist advice and personalised approach can be considered. The SENDCO, key professionals and parents will be involved in every step of a behaviour support plan (appendix 5).

Behavioural Support Plan
1. Action plan formulated After discussion of the child's behavioural/medical history with parents and all key professionals, personalised targets are set. Strategies are identified which will support the child to meet these targets. The South Glos Toolkit will be consulted. A review date will be set. SENDCO to receive a copy. Teacher must keep evidence and monitor progress.
2. Review Progress is reviewed. The behaviour may be resolved or new targets or strategies may need to be identified. A further action plan for the future may be established.
3. Referral After 3 terms of action planning, the SENDCO, head teacher or deputy head teacher may refer the child to an educational psychologist for advice, leading to a multi-disciplinary approach if this is thought to be necessary or beneficial. Parental consent must be obtained at this stage. In severe cases, this referral may be made at any stage.

Suspensions and Permanent Exclusion

Elm Park Primary School are fully committed to the South Glos Way and ensuring that support strategies and understanding a child's needs are crucial to tackling ongoing negative behaviours. Our school ethos underpins all we do in helping change a child's behaviour through altering the causes of the behaviour. Suspension is a last resort and will be avoided as far as possible but there are some instances where a behaviour is so impactful on the child, other children or staff surrounding the child, that suspension is necessary to ensure the emotional and physical safety of all members of the school community.

The guidance from the Department for Education [School suspensions and permanent exclusions - GOV.UK](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/612722/school-suspensions-and-permanent-exclusions.pdf) will always be followed in the event that a suspension or permanent exclusion is necessary.

Any decision to suspend will always come from the head teacher. All suspensions and permanent exclusions will be formally recorded. The local authority the Chair of Governors will also be informed of the decision to suspend or permanently exclude and this data is stored within our information management system which is accessed by the DFE. At this point, the South Glos and DFE protocol will be adhered to including a parent's right to challenge the decision. A formal letter will be written to the parent or carer without delay of the decision to suspend, informing the reasons and length of suspension as well as informing them of their right to appeal and drawing their attention to their legal rights and obligations during the period of suspension. If a child has a social worker, they will also be notified. If a child is looked after then the virtual school will be informed.

The head teacher must without delay notify the Governing Body of any permanent exclusion (including where a suspension is followed by a decision to permanently exclude the pupil); any suspension or permanent exclusion, which would result in the pupil being suspended or permanently excluded for a total of more than 5 school days (or more than 10 lunchtimes) in a term; and any suspension or permanent exclusion, which would result in the pupil missing a public examination or national curriculum test.

We are aware that there are a disproportionate number of children with SEND that are suspended across England which is why we seek to engage with external agencies, the SENCO, therapies and other professionals where behaviours reach this stage. We ensure that all our actions are acting within the Education Act 1996, The Equality Act 2010 and the SEND Code of Practice 2015. Links to these documents as well the South Glos exclusion protocol can be found in the appendices. In line with the reconciliation element of our behaviour policy, a positive and

constructive return to school meeting will always be scheduled for the start of the child's first day back after the suspension period expires.

In the event of a permanent exclusion, the South Glos local authority protocol will be adhered to and the high risk group comprised of leading professionals in the authority will be consulted.

Searching pupils:

At all times, we respect the privacy and rights of individuals. We will always ask permission to search or screen. If permission is not granted, we will approach parents to gain permission on the child's behalf. If there is a need for a physical search, this will be conducted in a private area with two members of staff. The school will ensure that it follows the DfE guidance on [Searching, Screening and Confiscation](#) .

Using reasonable force or other physical contact:

At Elm Park Primary, we aim to avoid the need for physical intervention and regard this as a last resort in a minority of situations. We always aim to deal with behaviour using a positive approach as outlined in this policy. Please refer to our 'Positive Handling and Physical Restraint Policy', which outlines our approach in using reasonable force as a last resort where this is required to prevent a child causing injury to themselves or others, committing an offence, damaging property or prejudicing the maintenance of good order and discipline. Please also refer to our 'Response to Physical Harm Policy'.

Pastoral care for school staff accused of misconduct:

Children will always be listened to, and supported, in the event of an accusation against a member of staff. Whilst a child's needs will be kept central, the school will also be mindful of the mental health and wellbeing of a staff member in this situation. The head teacher will, in accordance with 'Behaviour and Discipline in Schools Guidance for Governing Bodies' (July 2013), draw on the advice in the 'Dealing with Allegations of Abuse against Teachers and Other Staff' guidance when setting out the pastoral support school staff can expect to receive if they are accused of misusing their powers. Please also refer to our 'Managing Allegations Against Staff' policy and our 'Disciplinary and Grievances' procedure for staff.

Power to discipline beyond the school gate:

It is far harder to be consistent in enforcing school rules where incidents occur off site. Where it is brought to our attention, we reserve the right to deal with incidents of e-safety, discrimination and bullying that do not occur on the school grounds. We will seek to work with parents in the first instance and use a positive approach, as outlined in this policy. Please also refer to the online safety and acceptable use policy.

Unforeseen events:

Consistency is central to our behaviour policy, however, there are times and situations where the behaviour policy can no longer be implemented due to extenuating circumstances (e.g. Covid-19 crisis 2020). In these circumstances, any changes to this policy will be in keeping with the core intent. Certain procedural aspects, such as visiting another class for a reflection may need to be altered.

This policy should be read in conjunction with the following school policies, strategies and documents:

- SEND Policy
- EYFS Policy
- Online Safety and Acceptable Use Policy
- Anti-Bullying Guidance
- Safeguarding Policy
- Whistle Blowing Policy
- Managing Allegations Against Staff Policy
- Staff Code of Conduct
- Disciplinary and Grievance Procedure
- GDPR Data Protection Policy
- Positive Handling and Restraint Policy
- Response to Physical Harm Policy
- Equality Policy and Objectives

Additional links:

- Education Act 1996
<http://www.legislation.gov.uk/ukpga/1996/56/contents>
- Equality Act 2010
<http://www.legislation.gov.uk/ukpga/2010/15/contents>
- SEND Code of Practice 2015
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

Appendix 1: Script for adults

This is the language used by school adults at the 'warning' stage of the process.

Better Behaviour Script

Name, I have noticed that you are _____.

That behaviour isn't ready/respectful/safe.

If this behaviour continues, you will need to go to _____ to reflect on the impact of your behaviour.

Do you remember when _____.

(Give an example when the child succeeded with their behaviour for learning)

This is who I need to see now. I know you can do it.

Thank you for listening. (Walk away and give the child take up time. Do not respond to secondary behaviours)



Appendix 2: Reflection Conversation

Reflection Conversation

Which of our school rules did you not follow?

☐

Ready

☐

Respectful

☐

Safe

What happened?
What were you thinking/feeling at the time?
What impact did your actions have on others?
How could you do things differently next time?

Appendix 3: Reflection Form

BEHAVIOUR REFLECTION



Name: _____ Class: _____ Date: _____

Which of our school rules did you not follow? ☐ Ready ☐ Respectful ☐ Safe

I felt...

What did I do?

How did it make others feel?

What can I do to make it right?

What could I have done instead?

I have discussed this with the adult who asked me to reflect on my behaviour:

Child signed: _____

Adult signed: _____

Appendix 4: Behaviour Support Card

Behaviour Support Card



This card is to help support me to continue showing positive behaviour. I will receive a star for every lesson that I show positive behaviour by being **ready, respectful** and **safe**.

If I gain at least _____ stars this week, it will result in _____.

	9:00 – 10:30	Playtime	10:45 – 12:20	Lunch- time	1:15 - 2:25	Playtime	2:25 – 3:30
Monday							
Tuesday							
Wednesday							
Thursday							
Friday							

Appendix 5: Behaviour Support Plan

Elm Park Behaviour Support Plan			
Name:		Class:	Year:
SEND level:		SEND area of need:	
Related documents (please highlight):			
☐ SEND Support Plan ☐ Individual Health and Care Plan ☐ Annual review documents ☐ Individual risk assessment ☐ EHAP ☐ CP/CiN Plan		☐ PEP for Looked After Children ☐ Safeguarding and Child Protection Policy ☐ Health and Safety Policy ☐ Medical Needs Policy ☐ Administration of Medication Policy ☐ Risk Assessment Policy	
Regulated behaviours:			
Known triggers:		Preventative strategies:	
Dysregulated behaviours action plan			
Behaviour seen	Adult response	Consequence (when regulated)	
Extreme behaviours that lead to internal exclusion			
Extreme behaviours that lead to suspension			

Appendix 6: Playground Choices Card

Move to another area 	Say sorry 
Choose another activity 	Play with other children 



I will be ready, respectful and safe

What will happen if I don't follow the rules?

1. Support



An adult will support me to get back on track and follow the school rules.

2. Make a choice



An adult will remind me how to make the right choice and follow the rules.

3. Warning



An adult will talk to me about my choices and give me a final warning.

4. Reflect



I will have some time and space to reflect.

5. Repair



I will talk to an adult about what happened and what I have reflected.

6. Share



My teacher will tell my parents or carers, as well as the Head teacher or Deputy.

Unacceptable behaviours - I will always need to reflect if I...

- Hurt someone on purpose
- Use offensive language or swear
- Damage school property on purpose
- Show dangerous behaviour on purpose
- Am deliberately unkind