

Behaviour Policy and Exclusion Procedures



Approved by: Governing Body

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Last reviewed on: July 2026
by Deb Thwaites

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All children at Ronald Tree Nursery School are aged 2, 3, or 4 years old. Our nursery provision is child-led; the activities are designed to promote choice making. Children join our nursery at different stages in their learning pathway and our practitioners plan next steps in each individual child's progression through observation and close partnership with families. We believe in providing children with opportunities for safe risk-taking, collaboration and problem-solving to promote learning and development.

We have a duty under the School Standards and Framework Act 1998 to have in place a behaviour policy that is annually reviewed, made available to all stakeholders and is consistently adopted throughout the school.

We believe this policy should be a working document that is fit for purpose, represents our school's ethos, and enables consistency and quality provision across the school.

THE CURRICULUM AT RONALD TREE NURSERY SCHOOL INSPIRES CHILDREN TO BE HAPPY, LIFELONG LEARNERS.

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AIMS

This policy aims to:

- Provide guidance to practitioners, parents and carers, governors, and other stakeholders on how to support our children
- Establish a whole-school approach to supporting students to self-regulate, co-regulate, manage their own behaviour, and feel safe so that they can engage in learning.
- Create an ethos that makes everyone in the school community feel valued and respected.
- To act as a guiding tool for practitioners to promote shared values and understanding of behaviour.

LEGISLATION, STATUTORY REQUIREMENTS, AND STATUTORY GUIDANCE

This policy is guided by legislation and advice from the Department for Education (DfE) on:

➤ [Improving behaviour in schools - GOV.UK](#)

[Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)

➤ [Searching, screening and confiscation in schools - GOV.UK](#)

➤ [The Equality Act 2010](#)

➤ [Keeping Children Safe in Education](#)

➤

➤ [Use of reasonable force in schools](#)

➤ [Supporting pupils with medical conditions at school](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils

- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

GLOSSARY

Our terminology reflects our professional stance to behaviour support.

AGENCY	The capacity to act.
BEHAVIOUR	Everything that we do. Behaviour is selected and defined by the environment.
BEHAVIOUR WHICH CHALLENGES	Behaviour which can be experienced as challenging to another person.
CRISIS	Loss of control. Support may be needed to keep an individual or others safe.
DYNAMIC RISK ASSESSMENT	Assessment of risk in a rapidly changing environment at an incident where decisions are sometimes made in fast-moving situations.
EMOTIONAL REGULATION	Recognising and responding to varying emotions.

LEADERSHIP AND MANAGEMENT

All incidents involving the use of Restrictive Physical Intervention (RPI) are currently reported [behaviour incident log on My Concern) by the member(s) of staff involved. Staff are required to log incidents on the day they take place and never later than 24 hours after the incident. Parents and Carers must be informed of all incidents which have required the use of RPI.

All incidents which cause self-injury, harm to others, destructive behaviours (such as throwing objects) or which require physical intervention will be recorded.

Physical prompts and guides may be required to aid communication, support personal care routines, or to meet sensory needs. Staff will not be required to report these instances unless the previous points require a member of staff to do so.

PROMPTS AND GUIDES

The use of touch to gain attention or direct movement as part of teaching and to guide people between places, rooms, or activities.

RESTRAINT

'The use of force to overcome rigorous resistance; completely directing, deciding and controlling a person's free movement' (Physical contact. Care, comfort, reassurance, and restraint – Bernard Allen, 2011).

A member of the Senior Leadership Team (SLT) will be alerted to all incidents requiring RPI.

Practitioners are responsible for their children and for adjusting their teaching and support to best meet the needs of the children.

The Leadership Team and Safeguarding Team are responsible for monitoring behaviour and interventions on a weekly basis.

The Headteacher reports to the Governing Body school's self-evaluation.

Whenever restraint has been used, staff and children should have separate opportunities to reflect on what happened, and wherever possible a choice as to who helps them with this.

STAFF INDUCTION, DEVELOPMENT AND SUPPORT

Staff will receive regular training on behaviour and approaches which create a safe environment for all children to learn and reach their full potential. This may include Team Teach Positive Behaviour Training and The Solihull Approach.

When a new member of staff joins the team or supply staff are used, their induction includes an overview of behaviour strategies and techniques are modelled by the staff. If a new member of staff or supply staff identify that physical intervention is needed, they will ask for support from a colleague.

Team Teach training is an accredited training framework designed to focus on positive behaviour support issues, with an emphasis on de-escalation, risk, and restraint reduction. The Team Teach code of practice states that professionals should always act in the best interests of the individual concerned, ensuring that responses to behaviours are reasonable, proportionate, and necessary.

At Ronald Tree Nursery School, our team works closely with our families to create a puzzle-solving culture which helps us to understand the behaviours of a child and how to support. Our Family Support Worker can signpost to behaviour support in the local area and run classes for select groups of parents. Practitioners also benefit from peer support and access to the specialist support service.

SCHOOL SYSTEMS

At Ronald Tree Nursery School, we seek to understand behaviour as communication. Behaviour is everything we do.

There are four basic functions of behaviour:

ESCAPE OR AVOIDANCE

To get out of / prevent something from happening

ATTENTION

To seek connection with others

ACCESS TO TANGIBLES

To access a preferred activity or item

AUTOMATIC OR SENSORY

To trigger an intrinsic response i.e., it feels good

Behaviour support must focus on the needs of the children, recognise the difficulties they may face and offer positive approaches to support positive behaviour. Responses to behaviour must never be punitive, aversive, threatening or compromise the rights of the child.

Practitioners are responsible for their students and for adjusting their teaching and support to best meet the needs of the students. This includes, identifying the function of the behaviour and then providing meaningful opportunities to teach functional communication.

Some children may require an individual behaviour plan which will be shared with staff to ensure a consistent response.

EXAMPLE: A practitioner identifies that a child is displaying a particular behaviour to avoid an activity. The teacher recognises that the child is ultimately feeling uncomfortable about taking part and plans for an appropriate intervention which teaches the student how to communicate “no” when offered choices. The practitioner provides opportunities for the child to practice the new skill which, in turn, reduces the less helpful behaviour previously used.

OUR RULES

Our nursery school rules are linked to our values.

CONFIDENCE	We look after ourselves.
CONSIDERATION	We look after others and our nursery.
COLLABORATION	We work as a team.
CREATIVITY	We solve problems and share our ideas.
CURIOSITY	We try new things.

We promote our school rules through positive reinforcement, staff modelling, and praise.

Posters are displayed around the school with visual images to reinforce required behaviour in the setting.

Pupils can be directed to this to clarify expectations.

SUPPORT FOR CHILDREN

Some children may require an individual positive behaviour support plan-which is completed with input from their family and any professionals who provide support and/or interventions. This plan is considered a live document and will be updated as and when needed.

Some children may require an additional SEN Support plan, which will be reviewed termly by practitioners and families.

Social stories are used with individuals who require a more targeted approach.

In line with our ethos of supporting young children's emotional development, staff use a range of positive strategies to promote safe and appropriate behaviour.

Where a child's behaviour is disruptive, unsafe, or causing harm to themselves or others, staff may take proportionate steps to ensure the safety and wellbeing of all children. This may include:

- Gently guiding the child to a quieter or safer area
- Supporting the child to sit with a familiar adult
- Temporarily withdrawing the child from an activity where appropriate

These approaches are used as supportive measures, not as punishment, and are always explained to the child in a developmentally appropriate way.

Staff will use a range of strategies to manage and de-escalate behaviour, including:

- Redirection to a different activity
- "Change of face" (support from a different member of staff)
- Providing time and space to regulate emotions (sometimes referred to as "time out" or "time away," used appropriately and sensitively)
- The use of social stories for individuals
- Individual Positive Behaviour Support Plans, created collaboratively with parents and professionals. These may be documented or shared verbally and are treated as live plans, reviewed and adapted regularly.

All interventions are tailored to the individual child's needs and stage of development, with a focus on helping children learn to regulate their emotions, understand boundaries, and develop positive relationships.

All significant incidents should be followed by a process of restoration involving listening, learning, putting things right again, and planning a better way for the future. When we carry out the restorative work, and how we do it, will entirely depend on the individual child. It is unlikely that restoration will be effective immediately after an incident, and this could cause a child to loop back into crisis. The priority is for the practitioner to calm the situation as quickly as possible.

Restoration may look differently depending on the age, developmental stage, communicative ability, and neurological difference of each child. The key in all restorative activities is to listen to the child's views first. For some children, this will require the practitioner to carefully observe the behaviour and to identify what that behaviour is telling us. Practitioners supporting children during, and after, an incident will aid recovery by acknowledging feelings without judgment.

LISTEN

To the child's views first

LINK

Feelings to behaviours for all concerned

LEARN

Find better ways for next time

RESPONDING TO SUSTAINED OR HIGH RISK BEHAVIOUR

In a small number of cases where a child's behaviour becomes persistently unsafe, and where usual supportive strategies have not been successful, staff will prioritise the safety and wellbeing of all children and adults.

Where a child continues to present a risk of harm to themselves or others, or becomes significantly dysregulated or distressed despite appropriate support, the school may contact parents/carers and request that they collect their child to support them to regulate in a familiar environment.

This will always be approached as a supportive measure, undertaken in partnership with parents/carers, and not as a disciplinary sanction. Staff will clearly communicate the reasons for this decision and any next steps for support.

If parents/carers are unable or unwilling to engage with this approach, and the risk to safety remains high, the school may need to consider further action. As a last resort, this may include the use of formal suspension or exclusion procedures, in line with the school's procedures (appendix a) and current Department for Education (DfE) statutory guidance. [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)

REPORTING AND MONITORING ARRANGEMENTS

All staff are responsible for reporting incidents on the same day they occur. Challenging behaviour requiring adult intervention will be recorded on My Concern. Any injuries caused by behaviour incidents or by accidental means are recorded on Tapestry. These must follow safeguarding guidance

and describe clearly the incident and resulting injury. They must be shared with the parent or carer the same day.

The head teacher and nursery teacher will complete regular behaviour walks and observations to ensure the positive behaviour policy is being adhered to by all staff.

Behaviour incident reports will be analysed, evaluated and monitored by the safeguarding team for trends to identify any recurring incidents or timescales to improve provision

Significant behaviour incidents will be reported to the Governing body at Full Governing Body meetings 3 times a year.

This policy will be reviewed annually and shared with the full governing body.

RTNS Maintained Nursery School

Suspension and Exclusion rationale and procedures

Information for Parents and Carers

Our values

Consideration – We show care and empathy for every child and adult, recognising feelings, needs and experiences in all that we do.

Collaboration – We work together, listening to and valuing each voice, building strong partnerships with families and supporting one another to achieve the best outcomes for children.

Confidence – We create a safe, secure environment where every child feels they belong and is encouraged to express themselves and be heard.

Curiosity – We seek to understand each child's behaviour as a form of communication, approaching situations thoughtfully and reflectively.

Creativity – We respond flexibly and thoughtfully, adapting our approaches to ensure inclusion and meet the unique needs of every child.

Our approach

We will always champion the needs of the children before any others. We want every child to feel safe, happy and ready to learn. Suspension or exclusion is always a last resort.

Key definitions

Suspension/Fixed Term exclusion– your child stays at home for a short period. Due to the unique nature of attendance at nursery settings, this may include exclusion for part of the school day only eg: excluded from afternoon sessions, but attending morning sessions only for a fixed period.

Permanent exclusion – your child cannot return (extremely rare).

Support before suspension

We adapt routines, provide individual support and involve specialists where needed. Parents will be involved throughout.

If a suspension happens



We will contact you immediately, explain clearly and plan next steps with you. All DFE guidance will be followed and parents will be informed of any course of action they may take: [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement](#)

Returning to nursery

Your child will be welcomed back and a reintegration meeting will be arranged.

Your rights

You will be informed, can share your views, attend meetings and bring support.

Contact us

Speak to your child's key person or the Headteacher with any questions.

RTNS Maintained Nursery School

Restrictive Intervention procedures

Information for Parents and Carers

Restrictive intervention is **only** used as a **last resort** to prevent harm. Our response is guided by our values of **consideration, collaboration, confidence, creativity and curiosity**.

Immediate Response – Safety First (Consideration)

- Stop the intervention as soon as it is safe.
 - Check all children and adults are safe.
 - Provide reassurance and first aid if needed.
-

Support the Child (Consideration & Confidence)

- Give time and space to regulate.
 - Offer calm reassurance.
 - Listen and support understanding when ready.
-

Inform Senior Staff (Collaboration)

- Report to a senior leader/DSL **on the same day**.
 - Follow safeguarding procedures if required.
-

Record the Incident (Curiosity & Accountability)

- Complete a written record on My Concern **as soon as possible (same day)**.
Include:
 - What happened and why
 - Strategies used before
 - Type of intervention
 - Outcome and any injuries

Inform Parents/Carers (Collaboration)

- Inform parents **the same day wherever possible**. [\[nasuwt.org.uk\]](https://www.nasuwt.org.uk)
- Share a clear, factual account.
- Offer discussion and support.

Reflect and Review (Curiosity)

- Senior leaders review the incident.
- Focus on understanding, not blame.
- Consider whether alternative strategies could be used.

Adapt Provision (Creativity & Collaboration)

- Update support plans, risk assessments or SEND provision if needed.
- Adjust approaches to better meet the child's needs.

Monitor and Learn (Curiosity & Creativity)

- Log and track incidents.
- Identify patterns and triggers.
- Use learning to reduce future need for intervention.

Key Principles

- **Last resort** – only when necessary to prevent harm
- **Proportionate and reasonable**
- **Dignity and respect** at all times
- Focus on **understanding behaviour and improving practice**

Dear

I'm sorry to let you know that I've made the decision to suspend --- from our school for a period ---.

As a maintained nursery school with non-statutory school hours, we believe it is in the best interests of ---

This decision has been taken in response to ----- Every effort has been made to support --- inclusion; however, this has not resulted -----.

Our Policy and Procedures on exclusion can be found in our Behaviour and Exclusion Policy using guidance from the DFE statutory guidance: [Suspension and permanent exclusion guidance](#)

You can ask the governing board to consider reinstating your child at school

You have the right to ask the governing board to consider reinstating your child at the school. You can do this by providing a written letter in a sealed envelope to the school office addressed to the clerk of the governing board.

If you request this, the board must hold a meeting to consider reinstating your child within 50 school days of being told about their suspension.

If you don't request a meeting, the governing board does not have to consider reinstating your child, but may choose to do so anyway.

You can let the governing board know your views

You have the right to let the board know what your views are on the suspension and to tell them any other information which you think is relevant. This is called 'making a representation'.

You can do this by getting in touch with the board, which you can do by providing a written letter in a sealed envelope to the school office addressed to the clerk of the governing body and letting them know that you'd like to make a representation, along with any other details you feel are relevant at this stage.

We will then invite you to a meeting with the governing board and the headteacher and a representative of the local authority.

You have the right to:

- Attend the meeting yourself
- Arrange (at your own expense) to be represented at the meeting
- Bring a friend
- Request that the meeting is held via remote access

Your child can be involved in this process if you both wish.



Setting work

We will not set work for your child during their suspension period as ----

Sources of support

We want to make you aware of free and impartial sources of information you can consult. These include:

- The Department for Education's exclusion guide for parents/carers available online at <https://www.gov.uk/government/publications/school-exclusions-guide-for-parents>
- Coram's Child Law Advice service, available online at <https://childlawadvice.org.uk/information-pages/school-exclusion/> or via telephone on 0300 330 5485 from Monday to Friday, 10am to 4pm

Thank you for your co-operation.

Warm regards,

Deb Thwaites

Head Teacher