



Behaviour Policy

With Written Statement of Behaviour Principles

Version	Date	Author	Status	Summary
7.1	April 2026	Lauren English	Approved	Updated following new guidance on use of reasonable force. Written statement of behaviour principles also updated
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Vision Statement

Our vision is to provide a nurturing and inclusive environment in which all children develop emotionally and academically. When they leave our school, all pupils will have built secure foundations to be kind, confident learners who are ready for the next stage of their education adventure. We are a little school that aims to make a big difference to our children, their families and the wider community.

Our core values underpin all that we do – including in regard to our behaviour expectations and management – and these are:

Be kind. Be confident. Love learning.

This policy supports and reinforces the aims and core values of Buryfields Infant School, where pupils are supported to behave appropriately and where they can learn and feel safe.

Aims

This policy aims to:

- Set out clearly and unequivocally our core beliefs regarding behaviour
- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Make clear the roles and responsibilities of all stakeholders – pupils, staff, parents and governors
- Outline how staff are proactive in supporting pupils to behave appropriately, as well as how we respond when there is unsafe or unkind behaviour, equally applicable to all pupils
- Explain the consequences of malicious allegations.

This policy takes into full account the governing body's statement of behaviour principles (Appendix A).

Legislation and statutory requirements

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour in schools: advice for headteachers and school staff 2024](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education 2025](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2024](#)
- [Restrictive interventions, including the use of reasonable force, in schools](#)
- [Supporting pupils with medical conditions at school](#)
- [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 gives schools the authority to confiscate pupils' property
- DfE guidance explaining that maintained schools must publish their behaviour policy online

Buryfields' approach to behaviour

At Buryfields, we believe that it is essential for each pupil to have and maintain self-esteem, show respect and concern for others, learn to be self-disciplined, and develop moral qualities, such as truthfulness and

integrity. All children at Buryfields have the right to learn in a safe, secure and supported environment where they feel free from the fear of intimidation, harassment, victimisation or ridicule from other individuals or groups. The fundamental British values of tolerance, individual liberty, an understanding of democracy and the rule of law are central to our ethos, as is the recognition of the rights of children as defined by the United Nations Convention on the rights of the Child (UNCRC). Underpinning our core values are our eight 'learning powers': more specific attitudes and learning attributes that we aim to foster in all of our pupils through explicit and implicit teaching. These learning powers also impact all elements of teaching and learning and behaviour, and they are:

- Explore
- Celebrate difference
- Have a go
- Make mistakes
- Persevere
- Aim high
- It's good to be me
- Teamwork

Adults – staff, governors and visitors – are expected to model good behaviour at all times. Staff should ensure that children feel that their behavioural achievements are recognised so that they can feel positive about themselves. Consistency in our approach to children and issues is ensured through communication on a day-to-day basis as well as discussions in performance management reviews, staff meetings and INSET days.

Everyone at the school is given equal value and all are treated equally regardless of ability, gender, religion, ethnicity or cultural and family background.

At Buryfields all children should:

- Feel positive about themselves and their achievements
- Be treated and treat others as equals regardless of ability, gender, ethnicity or cultural background
- Understand choices they can make, what is fair and unfair, right and wrong
- Take responsibility for their own behaviour, at an age or developmentally appropriate level
- Agree and follow rules for their group, classroom and school and understand how the rules help them and their peers
- Realise other people and living things have rights and they have responsibilities towards them
- Have and show respect for themselves, for others and for their own and others' property
- Develop relationships through cooperating and working in a range of groups
- Be expected to work hard, complete all of their assigned tasks and behave well because they know it is the right thing to do
- Share their opinions and explain their views on things that matter to them
- Recognise, name and manage their feelings in a positive way.

The school has a positive atmosphere and shared values. In all aspects of behaviour, our approach is to be proactive, not reactive, and to always question the reasons behind behaviour choices. All staff must be calm, consistent and fair in their approach to pupil behaviour management. Active involvement in rewarding and encouraging positive behaviour is the responsibility of all staff. Every class creates their own 'Golden Charter' at the beginning of the year, and children are expected to be involved in its creation and implementation.

Good behaviour is encouraged and fostered implicitly through our everyday interactions. PSHE lessons are opportunities for explicit teaching about how to achieve the aims listed above. Talk is crucial in PSHE lessons, especially as a way of building confidence and self-esteem; it helps children feel comfortable about expressing their feelings as well as listening to and understanding others. Adults in school encourage the children to speak openly about the problems or worries they may have. In all circumstances children will always receive support and encouragement from staff so that issues can be resolved quickly and sensitively.

We recognise that if children are to complete work they have been given, the task needs to be carefully matched to their abilities, and that they are given the right levels and types of scaffolding, support and challenge.

Good behaviour on school trips or on walks into the local community is essential, and staff ensure that they remind the children of what is expected prior to leaving school. All parent or governor volunteers are also briefed as to the expectations of behaviour and any potential issues. Our adult to pupil ratios are always low. The grouping of children is thought about and planned extremely carefully, and when needed we provide 1:1 support, either from a member of staff or the child's parent.

Bullying

Definition and types of bullying

Bullying is defined as the repetitive, intentional harming of a person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps, gaming sites, devices or via images, audio, video, or written content generated by artificial intelligence (AI)

(Taken from [Bullying at school](#)).

Buryfields Infant School recognises that all types of bullying could take place in our school, including one-off incidents. With regard to cyber bullying, whilst most of our pupils are not of an age to be involved in text messaging or online chat, we are aware that younger children are becoming victim to electronic forms of bullying. It is unacceptable behaviour and will not be tolerated in any circumstances. Just because of the age of our children does not mean it cannot happen.

Our approach to tackling bullying

Buryfields Infant School will not tolerate bullying in any form and will take all necessary steps to stop it. We aim to prevent bullying from happening, mainly through our everyday promotion of the first and most important of our core values: Be kind. We also aim to foster an ethos and environment where bullying cannot occur, through our teaching and modelling of our Learning Powers and PSHE/PSHE/RSE lessons. We teach children – in lessons and in ad hoc circle times and conversation - the impact our words and actions can have on others.

All members of staff will act if bullying is observed or reported. They will respond not just to the bully but to the child/children being bullied. Research suggests that both bully and bullied are victims.

The watchfulness of individual members of staff, inside and outside the classroom, is one kind of preventive activity, as is addressing issues as a class as they occur. Formal PSHE lessons also anticipate potential issues. Online safety is a key and recurring element of our computing curriculum. Parents are encouraged to speak with us at the earliest opportunity, should they have any concerns about behaviour.

If a parent/carer, child or staff member (including volunteers) raises a concern about bullying, this is reported to one of the DSLs. The DSL or DDSL will, together with the classroom staff of the children involved, will investigate the concerns that have been made. This might involve any or all of the following:

- Speaking with parents/carers of the children concerned
- Speaking with the children concerned and children in the same year group as appropriate
- Observation of the children over a period of time
- Speaking with other staff, including lunchtime supervisors

If a concern is shared about bullying taking place in an afterschool club or in wraparound care (whether at Buryfields or Mayhill) the DSLs will also speak with the club provider(s). If a concern is shared about bullying taking place off the school premises or online, we will work with parents to address this in the most appropriate way.

Where bullying is found to be taking place, the class teacher and/or Headteacher will meet with the parents/carers of the children involved, and ensure that the seriousness of the bullying is clear. It will be made clear to all children that bullying is unacceptable behaviour. It is important that all staff are made aware of the concerns and the children involved, so that the bullying is not perpetuated at playtimes, lunchtimes and at times of transition, such as when coming in from the playground. The class teachers will manage the children in their class, and will take necessary steps to both ensure that the bullying cannot continue during the day (such as separating children, ensuring that they do not go to the toilets at the same time etc.) as well as working to rebuild positive relationships between children. The classroom staff will provide ongoing support and care to all children affected. The class teacher may also facilitate additional Circle Time to address the issue as required, including discussing the importance of being kind.

All concerns about bullying are recorded on CPOMS, whether the concerns are substantiated or not. DSLs review all CPOMS incidents, looking for patterns of behaviour and where bullying is suspected, monitor associated children for as long as they judge to be necessary.

Bullying, as well as child on child abuse, is included within our annual staff training schedule. The half termly Headteacher Report to Governors includes a summary of bullying and child-on-child incidents and any relevant analysis of concerns.

Prejudice based abuse

Prejudice based abuse or hate crime is any criminal offence which is perceived by the victim or any other person to be motivated by a hostility or prejudice based on a person's real or perceived:

- Disability
- Race
- Religion
- Gender identity
- Sexual orientation

In our school we do not tolerate any prejudicial behaviour, attitudes or language from anyone – staff, parent, governor or pupil.

Should a child say or do something which is deemed to be prejudicial, it is essential that we try to understand reasons for the behaviour and respond accordingly. We recognise that at this age children can say things that they do not understand and/or are repeating words/behaviour that others have said/demonstrated with little understanding of what those words/behaviours mean or the implications of their actions. All incidents of prejudicial behaviour are reported to the headteacher and parents of both victim and perpetrator will be spoken with, making clear that such behaviour is not ever 'okay' and will not be tolerated. All such incidents are logged onto CPOMS (Child Protection Online Management System).

Roles and responsibilities of staff and governors

The responsibilities of the Governing Body

The governing body is responsible for reviewing and approving the written statement of behaviour principles (Appendix 1). The governing body will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

The responsibilities of the Headteacher

The headteacher is responsible for reviewing this behaviour policy in conjunction with the governing body, giving due consideration to the school's statement of behaviour principles. The headteacher will also approve this policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff are equipped to deal effectively with poor behaviour. The headteacher will monitor how the policy is implemented, putting into place actions to address any issues or shortfalls in what is expected. The headteacher will provide new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully. They will also ensure that there is a culture of sharing concerns about behaviour.

The headteacher will offer appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy

The headteacher will ensure this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary

The headteacher will also monitor behavioural trends and take any required action to deal with these.

The headteacher will report numbers of child-on-child incidents, bullying and prejudicial incidents to the governing body each half term, and to the local authority in the yearly returns, as requested.

The responsibilities of staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Modelling positive behaviour and relationships
- Interacting positively with children, with a focus on the causes of poor behaviour as well as (or instead of) the poor behaviour itself
- Seeking support from colleagues when required and sharing concerns in a timely fashion
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Maintaining a co-operative and mutually informative relationship with parents when dealing with incidents or ongoing behaviour concerns
- Recording behaviour incidents promptly and appropriately
- Reporting all incidents of prejudiced based abuse and allegations of bullying to the headteacher on the day of the incident.

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

The responsibilities of parents/carers

Parents are responsible for:

- Supporting their child(ren) to understand what behaviour is expected of them at school
- Informing the school of any changes in circumstances that may affect their child's behaviour
- Discussing any behavioural concerns with the class teacher or headteacher promptly.
- Getting to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Taking part in any pastoral work where there are concerns about behaviour, e.g. meeting with school staff and/or outside agencies such as PBS (Primary Behaviour Support)
- Raise any concerns about the management of behaviour with the school directly, while continuing to work in partnership with the school

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

The responsibilities of pupils

Pupils will be made aware of the following during their time at Buryfields:

- The expected standard of behaviour they should be displaying at school
- The school's key rules and routines
- The class Golden Charter, which is created each September with the children
- The rewards they can earn for good and kind behaviour, as well as possible sanctions for poor behaviour choices
- The importance of talking about their emotions: children will learn that feeling angry is okay, but taking their anger out on someone else is not.

Staff will seek to understand where and when children feel safe in school, and address concerns that are raised, through regular whole class pupil conferencing (this is also included in our annual safeguarding monitoring schedule).

Year 2 children complete an bi-annual Wellbeing Survey, which includes questions about their views on the behaviour seen in school.

Mobile phones

Children are not permitted to bring mobile phones, cameras, tablets or any form of smart technology into school. The only exception to this is when a child might need a mobile phone for medical reasons, such as diabetes.

Staff development and support

It is essential that all staff receive training on the causes of poor behaviour as well as on behaviour management strategies. CPD for individuals, groups and the whole school are planned for and organised according to need; in our school this has recently included outreach support from the Primary Behaviour Service, attendance at SEND conferences, being involved with a project around children in care, visits to other settings and schools as well as internal training.

The culture of the school is one which ensures that all staff are encouraged to discuss behavioural concerns with colleagues and the SLT, as well as in staff meetings, inclusion/support staff meetings, pupil

progress and cohort/team meetings and on INSET days. Thus staff receive peer support and also we ensure consistency in our approach to behaviour.

If there is a situation in a classroom which requires additional adult support, every class has a 'help needed' card that can be sent to the office. Lunchtime staff also have a card that they can use similarly when in the hall or on the playground.

We recognise that dealing with constant or extreme poor behaviour can be hugely stressful for staff and they all have access to the local authority's counselling service, which provides access to the Employee Support line.

Classroom management strategies used in school

Whilst we recognise that every teacher and every class is different, there are some common themes and important features of each classroom:

- Class 'Golden Charters' – written and agreed by all children and class staff at the beginning of the year. This is referred to throughout the year.
- Creation and maintenance of a stimulating classroom environment that encourages pupils to be engaged.
- Monitors – every class has monitors to help the smooth running of the class and to give children a sense of responsibility. The responsibilities of monitors may vary from class to class dependent on what the children think is important.
- Differentiation – all work is appropriately differentiated and children are supported or challenged as needed to ensure that they are able and keen to complete the learning tasks set for them.
- Playtime checks – where there have been behavioural issues, classroom staff check in with individuals or the class as whole to monitor if playtimes have been successful and to put in place actions if not.
- Individual Education Plans/Individual Behavioural Management Plans – these are completed when required, with the support of the SENCo and are shared with parents.
- Individual sticker/reward charts when required (although these are only suitable in very few cases).
- Routines and expectations – these are clearly set out at the beginning of the year and time is spent ensuring that all children in the class are aware of them, practising daily routines when necessary.
- Positive reinforcement, as well as praise and a culture that promotes self-esteem and confidence
- Own reward systems such as stickers and star of the day. Part-time staff are responsible for ensuring that they keep their partner teachers fully informed of any behavioural concerns or incidents.
- Promotion and adherence to the idea that every day is a new start, or in some cases, every lesson is a new lesson.

Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information (available on the school website or from the office).

Rewards and sanctions

Rewards

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

As a staff we have agreed the following rewards for good behaviour:

- Smileys – smileys can be coloured in as reward for good behaviour, attitudes and work
- Headteacher's Award
- STEP Award – Sorry, Thank you, Excuse me, Please
- Sharing work with the headteacher and displaying a photocopy of it on the headteacher's Wow Wall as well as taking a copy home for their parents
- Sharing work with other members of staff such as their previous teacher
- Stickers
- Lunchtime Bear – chosen by the lunchtime staff

Sanctions

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

De-escalation techniques, can be used to help prevent further behaviour issues arising.

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified and taken into account.

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet our behaviour standards in the future.

In most cases, children respond well to a system of positive recognition and reward, however, there will be occasions when sanctions are appropriate. In our school, these include:

- A verbal reprimand.
- Where behaviour at playtime is causing concerns for the safety of pupils, a child may be asked to stand with the adult on duty or sent inside to see their class teacher or a member of the SLT. They may also miss the subsequent playtime session.
- Removal from the classroom to another class or to a member of SLT.
- Children may be kept in at break time for no more than 10 minutes to complete work not completed in lesson time; this is only the case if the child has not been making the right behaviour choices, not if they found the work too difficult.
- Phone calls or talks with parents.
- In the event of a child's behaviour deteriorating to such an extent that they are a danger to themselves, other children or adults, the local authority suspension and exclusion guidelines will be followed. The decision to suspend or exclude will be made by the headteacher and only as a last resort.
- Please refer to our suspension and exclusions policy for more information (available on the school website or from the office).

Responding to misbehaviour from pupils with SEND

Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will take its legal duties into account when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid any substantial disadvantage to a disabled pupil being caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned, and may include (but is not limited to):

- Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher, and/or to meet other needs such as sensory issues
- Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- Training for staff in understanding conditions such as autism
- Use of separation spaces where pupils can regulate their emotions during a moment of sensory overload

If a child requires frequent physical intervention, e.g. guiding or escorting or hand holding when walking around school, parents/carers (and other professionals as appropriate) will be consulted and together we will write and agree a positive handling plan. This will include techniques we will and will not use and the likely triggers for behaviour; the plan will be linked to the EHCP and the needs of the child.

Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will consider whether:

- The pupil was unable to understand the rule or instruction
- The pupil was unable to act differently at the time as a result of their SEND
- The pupil was likely to behave aggressively due to their particular SEND

The school will then assess whether it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents/carers to create the plan and review it on a regular basis.

Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the matter. If appropriate, the school may request an emergency review of the EHC plan.

Pupil support systems

All children are individuals, and at Buryfields we recognise that a 'one size fits all' approach is not appropriate when dealing with behavioural issues. When a pupil's behaviour gives us concern, causes and triggers are looked for and addressed on an individual basis. This may take the form of home/school communication books or the use of specific strategies.

ELSA support may also be provided to address emotional and social difficulties that may be the underlying cause of behavioural issues.

Children in Year 2 have the opportunity to become a member of the Playground Squad for half a term. These children (identified by their high visibility jackets) promote good behaviour, help others to play and have positive playtime experiences. New pupils and those demonstrating vulnerability or a need to have good behaviour modelled, are given a buddy to support them during playtimes. The Playground Squad also help to monitor the corridors when children are coming in from play, encouraging others to walk calmly and behave sensibly.

Where a child's behaviour presents an ongoing or regular risk to either themselves or others, a risk assessment will be completed with the Health and Safety Officer and the classroom staff. This is shared with parents and also with other staff as deemed relevant.

Use of Reasonable Force Including Physical Restraint and Seclusion

All members of school staff have a legal power to use reasonable force in certain circumstances.

We closely follow DfE guidance which refers to the Education Acts of 1996 and 2002 and to Section 93 of the Education and Inspections Act 2006. This section has also been written following guidance from [Restrictive interventions, including use of reasonable force, in schools \(April 2026\)](#).

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent or stop a pupil from:

- Causing injury to themselves or others
- Committing a criminal offence (noting that our age of children is lower than the age of criminal responsibility)
- Damaging property
- Causing disorder among pupils at the school, whether during a teaching session or otherwise

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- **Never** be used as a form of punishment
- **Never** involve restraining a pupil in a way that affects their airway, breathing or circulation, for example by covering their nose and/or mouth or applying pressure to their neck or abdomen
- **Never** be used if the pupil is on the ground. If a pupil is unintentionally held on the ground, staff should release their hold or move into a safer position as quickly as possible

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

Please see our restrictive intervention policy for more information.

Seclusion

Seclusion is a non-disciplinary intervention involving keeping a pupil confined to a place away from others and prevented from leaving. We only use this as a safety measure to protect others or themselves from harm when a pupil is experiencing high levels of emotional or behavioural dysregulation, where attempts to de-escalate have not been successful. In such circumstances, the pupil is not acting with intent. Seclusion should not be implemented by staff through threat of punishment.

The place to which the pupil is confined should be safe and not feel threatening or intimidating to the pupil; in our school the ideal place for a child to be secluded would be Rowan Room, due to its location near the office.

The pupil should be supervised at all times during the period of seclusion by two members of staff. As soon as the immediate risk of harm has reduced, the pupil will be allowed to leave.

An incident involving the use of seclusion must be recorded and reported in accordance with the procedures outlined in the section on 'Recording and reporting duties'.

Seclusion is not used as a disciplinary response to deliberate or wilful misbehaviour.

Recording and reporting requirements

Staff have a legal duty to record and report **all**:

- Significant incidents involving force
- Seclusion incidents
- Restraint incidents

Further information about recording and reporting arrangements can be found in our Restrictive Physical Intervention policy, which also references seclusion.

Searching, screening and confiscation

Searching and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#). Buryfields does not screen pupils.

Banned items include:

- Anything illegal or age-inappropriate, or that could cause harm
- Medication e.g. throat lozenges, pain relief or similar as if needed, these items should be handed to the office and formal paperwork completed
- Mobile phones, smart watches or any other electronic device
- Any other items not deemed by staff as safe or suitable for school
- Toys are not to be brought in from home apart from small vehicles for use on the car track. Children may be invited to bring in a toy e.g. for Teddy Bears' Picnic, Show and Tell or as part of the topic.

Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored. Whilst the age of our children is very young, we recognise our responsibility in helping children begin to understand the need to be respectful of others and to speak out when something or someone makes them feel uncomfortable. We use the NSPCC's Speak out. Stay safe programme, which is taught every year and in response to incidents of concern. The school uses the Brook Traffic Light Tool to assess whether children's behaviours are in line with their age and stage, or if there is a greater cause for concern. Even where behaviours are deemed in line with a child's age, if they are causing upset to others the behaviour will be addressed.

The school's response to sexualised behaviour will be proportionate and decided on a case-by-case basis.

Please refer to our child protection and safeguarding policy for more information.

Off-site misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

Liaison with parents and other agencies

Buryfields builds and maintains good relationships with parents which helps to ensure that parents feel able to talk to their class teacher about any concerns they might have regarding behaviour. Whilst behaviour is of course discussed at formal parent/teacher consultations, teachers are proactive in speaking with parents as and when they have concerns about behaviour and ensure that the parents/carers are informed of individual incidents or ongoing concerns as appropriate. We also ensure that we celebrate with parents successes of children who have been struggling to make the right behaviour choices.

The school is also proactive in seeking external advice and support from relevant agencies such as the Education Psychology service and Primary Behaviour Support.

Managing pupil transition

In the summer term the Early Years leader meets with all our nursery managers to discuss all of the children who will be joining our school. When there are particular concerns, they will, together with the class teacher (if not the Early Years leader), and if necessary the Inclusion Manager and/or headteacher, have a dedicated meeting with the nursery staff and parents to discuss concerns, previous and potential strategies in fuller detail.

In the summer term when classes for the following year have been agreed, teachers have meetings to discuss the children and to discuss behavioural matters. Where there have been particular behavioural concerns or SEND, the staff also discuss in further detail, including potential triggers and successful strategies. The handover between teachers is thorough and continues into the new academic year when needed. We plan in transition mornings and story times to allow the children and their new teacher to get to know each other before the end of the summer term.

Transition at the end of Year 2 is comprehensively and carefully organised, in recognition of the need to ensure that the children feel as secure as possible in the run-up to moving school, as well as in ensuring that the next school are fully aware of the behavioural needs and the successful strategies that have been employed. When needed we organise for children with specific needs or SEND to have extra visits to or from their new teacher. Likewise, if children are moving to or from our school outside of the usual transition points, we communicate with their next/previous school and ensure that useful/important information is shared. All new children are offered a home visit.

Malicious allegations made against school staff

This is a very rare occurrence and particularly so from younger children. Any incident would be dealt with individually, following the advice of the Local Area Designated Officer (LADO). Where an allegation has been found to have been made falsely or maliciously we would not hesitate to pursue further disciplinary or legal action. The school supports staff who have been the victim of a malicious allegation and also has an SLA with the counselling service, which provides all staff with access to the Employee Support Line.

Organisation and facilities

There is no isolation room at Buryfields. When a child needs to complete work outside of the classroom this will be done in the most suitable space and may include the library, Rowan Room or headteacher's office.

APPENDIX A

Buryfields Infant School Written Statement of Behaviour Principles April 2026

The Education and Inspectors Act 2006 and DfE guidance (Behaviour in Schools, 2012) requires the Governors to make, and from time to time review, a written statement of general principles to guide the Headteacher in determining measures to promote good behaviour. This is a statement of principles, not practice.

Practical applications of these principles are the responsibility of the Headteacher.

The Governors at Buryfields believe that high standards of behaviour lie at the heart of a successful school, enabling children to make the best possible progress in all aspects of their school life.

At Buryfields, we value everyone as an individual, capable of growth, change and development. Our relationships are underpinned by the principles of justice, equality, mutual respect, fairness and consistency. We have high expectations that support the development of our pupils as effective and responsible citizens. The purpose of this statement is to give guidance to the Headteacher in drawing up the Behaviour Policy by stating the principles that the Governors expect to be followed.

The Governors expect any policy or actions to be in accordance with their responsibility under equality legislation.

Principles:

- Every pupil understands they have the right to feel safe, valued and respected, and to be able to learn free from the disruption of others

- Buryfields is an inclusive school. All members of the school community should be free from discrimination of any sort.
 - Staff and volunteers set an excellent example to pupils at all times
 - Rewards and sanctions are used consistently by staff, in line with the behaviour policy
 - The behaviour policy is understood by pupils and staff
 - Restrictive interventions, including reasonable force, are only used as a last resort, and in line with the restrictive interventions policy
 - The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions
 - Pupils are helped to take responsibility for their actions
 - Families and carers are involved in the handling of behaviour incidents to foster good relationships between the school and pupils' home life
 - It is recognised that the use of rewards and sanctions must have regard to the individual situation and the individual student and the Headteacher is expected to use her discretion in their use. Sanctions should however be applied fairly, consistently, proportionally and reasonably, taking into account SEND, disability and the needs of vulnerable children, and offering support as necessary.
 - The Governors wish to emphasise that violence, threatening behaviour or abuse by pupils, parents or carers towards the School's staff will not be tolerated.