Burman Infant School

POSITIVE ATTITUDES, VALUES AND BEHAVIOUR POLICY

Autumn 2026

POSITIVE ATTITUDES, VALUES AND BEHAVIOUR POLICY

This Policy has been updated in line with current Government & Local Authority Guidance
Autumn 2026

Rationale

Burman Infant School aims to be a happy place where everyone feels safe, cared for and able to respect themselves and others. Everyone is expected to behave with courtesy, respect and consideration towards each other, our surroundings and all school resources and equipment.

All pupils deserve to learn in an environment that is calm, safe, supportive and where they will be treated with dignity. To achieve this, every pupil should be made aware of the school behaviour standards, expectations, pastoral support and consequence process.
Pupils should be taught that they have a duty to follow the school behaviour policy and uphold the school rules, and should contribute to the school culture.
(DfE Behaviour in Schools – 2024)

All staff at Burman demonstrate positive models of behaviour at all times and share a common expectation regarding the values, attitudes and behaviour of children in our school. A consistent approach to behaviour and discipline is the key to a calm, safe, happy and supportive environment and is central to a good education.

At Burman Infant School we believe that developing and nurturing good learning behaviours in children at an early age, impacts positively on the standard of general behaviour in school and with parental support, this will extend beyond the school gate.

Aims of this Policy

- To adopt a whole school, consistent approach towards behaviour and discipline.
- To make boundaries of acceptable behaviour clear and to ensure safety for all.
- To develop a moral code within our community, promoted through the life of the School.
- To promote social development and positive relationships.
- To foster caring attitudes towards all members of the school community.
- To encourage everyone to treat each other with care, consideration and respect.
- To prevent bullying.
- To encourage and track good attendance.
- To encourage increasing independence and self-discipline so that each child learns to accept responsibility for his/her own behaviour.
- To provide a stimulating and appropriate curriculum which provides opportunities for rewards and success.
- To acknowledge and value all achievements.
- To work with Parents / Carers to reinforce positive behaviour at home and school.
- To limit the use of physical restraint unless necessary to safeguard others.
- To safeguard all children, including those with Special Educational Needs and Disabilities.

Burman Values

This policy reflects Burman's school values, which have been established and developed through consultation with our Burman Staff team.
The following values are integrated with our work in PSHE and are consistently supported by our approach and ethos here.

B – Believe in yourself and be the best me! (Autumn 1)

U – Understanding each other and being united. (Autumn 2)

R – Recognise your goals and reach for the stars! (Spring 1)

M – Mindfulness and mental wellbeing. (Spring 2)

A – Attitude; always trying our best, succeed and smile! (Summer 1)

N – Nurturing and caring for others. (Summer 2)

Now… and for the rest of our lives…

Our school mascot, Bertie the Owl, delivers our values each half term to children during assembly.



Statutory Roles and Responsibilities

KCSIE is clear that all staff have a responsibility to provide a safe environment in which children can learn. At Burman we take our responsibility for safeguarding children very seriously. This policy supports us in fulfilling our commitment to develop positive emotional well-being and implicitly positive relationships and behaviours between members of our whole school community.
We understand that our Children's social and emotional wellbeing requires the presence of positive relationships. All relationships within the school must be built on mutual respect and trust with tolerance for each other's wishes.
This policy also reflects our commitment to Equal Opportunities in compliance with the Equality Act 2010 and reflects the more recent guidance in the DfE document *Behaviour in Schools – advice for Headteachers and School Staff* (February 2024) which increases the powers of teachers and all paid staff with responsibility for children (unless the Headteacher states to the contrary), regarding discipline in schools.
This guidance states:

- Teachers have statutory authority to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow reasonable instruction (Section 90/91 of the Education and Inspectors Act 2006).
- The power applies to all paid staff, including teaching assistants, unless the Headteacher says otherwise.
- Teachers can discipline pupils at any time the pupil is in school or elsewhere under the charge of a teacher, including on school visits.
- Teachers can also discipline pupils in certain circumstances when a pupil's misbehaviour occurs outside of school, including online.
- Teachers can confiscate pupils' property.

Screening and Searching Children

Searching can play a critical role in ensuring that schools are safe environments for all children and staff. It is a vital measure to safeguard and promote staff and child welfare, and to maintain high standards of behaviour through which children can learn and thrive.

DfE advice regarding *Screening, Searching and Confiscation* (July 2022) states that Headteachers and authorised staff have the statutory power to search for the following items;

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that the member of staff reasonably suspects has been, or is likely to be used to commit an offence or to cause personal injury to, or damage to the property of, any person including the child

It is highly unlikely that a search will be required due to the age of the children at Burman. However, in the event of a search being required this would be carried out by a member of the Senior Leadership Team with the involvement of the police as required. Full details of the non-statutory advice are explained in the Screening, Searching and Confiscation – Guidance for Schools (DfE 2023) document.

Roles and Responsibilities of Burman Infant School Community Members

The Governing Body has overall responsibility for:

- ensuring that this policy, as written, does not discriminate on any grounds including, but not limited to; age, disability, gender identity, race, religion or belief, sex and sexual orientation
- promoting a whole school culture where this policy and related procedures are implemented appropriately and effectively
- handling complaints regarding this policy, as outlined in our Complaints Policy

The Headteacher is responsible for:

- providing strong leadership in the monitoring and implementation of this policy and of the behavioural procedures at our school
- establishing the standard of behaviour expected by children at our school
- ensuring that all community members have access to this policy, are aware of their responsibilities and are given appropriate training and support, in order to carry out those responsibilities
- determining the school rules and any sanctions for breaking the rules
- reporting to the Governing Body on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour

The Headteacher has a statutory power to intervene in behavioural issues and children's conduct that occurs outside the school gates, including online, where these have an impact on a child's behaviour in school. This power is linked to and is an intrinsic part of our approach to Bullying.

The SENCo is responsible for:

- collaborating with the Governing Body and Headteacher as part of the SLT, to determine the strategic development of SEMH-related behaviour policies and provisions in our school
- undertaking day-to-day responsibilities for the successful operation of the Behaviour and SEND policies, to support children with SEND
- supporting teaching staff in the further assessment of children's strengths and areas for improvement and advising on the effective implementation of support

The Wellbeing Leaders are responsible for:

- overseeing the whole school approach to wellbeing and how wellbeing and mental health are reflected in this policy
- ways that our school engages children and parents / carers, with regards to the behaviour of children with SEMH difficulties

Teaching Staff are responsible for:

- planning and reviewing support for children with behavioural difficulties in collaboration with the SENCo, parents / carers and where appropriate, the children themselves
- aiming to teach all of our children the full curriculum, whatever their prior attainment
- planning lessons to address potential areas of difficulty, to ensure there are no barriers to every child reaching their full potential and that every child with behavioural difficulties will have the opportunity to access the full national curriculum
- creating a safe and pleasant classroom environment which promotes positive social, emotional and mental health
- fostering positive relationships with parents / carers so that all children can see that the key adults in their lives share a common aim
- being responsible and accountable for the progress and development of the children in their class

All Staff, including teaching, support, students and volunteers are responsible for:

- adhering to this policy
- supporting children in adhering to this policy
- using rules and sanctions clearly and consistently
- promoting a supportive and high-quality learning environment
- modelling high levels of positive behaviour
- preventing bullying
- being aware of the signs of behavioural difficulties
- setting high expectations for every child
- treating all children fairly and with respect
- being aware of the needs, outcomes sought and support provided to any child with specific behavioural needs
- keeping the Headteacher and SENCo informed with any changes in behaviour
- as authorised by the Headteacher, disciplining children who display poor levels of behaviour

Children are responsible for:

- their own behaviour, both inside school and out in the wider community
- reporting any unacceptable behaviour to a member of staff

Parents / Carers are responsible for:

- supporting our school in the implementation of this policy
- supporting their child in following our school rules and reaching expectations of behaviour
- encouraging independence and self-discipline
- fostering positive relationships with Burman Staff so their child/ren can see that the key adults in their lives share a common aim
- informing a member of staff of any issues / changes in circumstances which may affect their child's behaviour or school life

Golden Rules

All staff at Burman are involved in the operation of our Golden Rules and endeavour to model and reinforce these rules at every opportunity.
Positive behaviour at Burman is led by our three *Golden Rules*. They are as follows:

- We will be kind to each other.
- We do what a grown-up asks us to do.
- We will look after our things.

These Golden Rules are underpinned through the following:

- clear and consistent expectation of positive behaviour
- modelling of positive behaviour by all staff including non-teaching staff, parents / carers, students, volunteers and visitors
- promoting mutual respect
- encouraging the whole school community to take responsibility for their own actions and behaviour
- frequent and appropriate praise/recognition for positive behaviour
- older children are encouraged to care for and support younger ones both inside and outside the school building

Class Rules

At the beginning of each academic year, each class collectively designs and agrees a set of rules for their classroom. Each set of rules is referred to regularly by the staff and children, to support positive behaviour.
Each class also develops an agreed Class Charter through PSHE lessons (Jigsaw) and these are displayed in classrooms.

Developing Positive Behaviour and Positive Learning Behaviours

At Burman we know that the effective use of positive classroom management strategies and developing the skills of reciprocity are key in promoting positive social and emotional wellbeing and as a result, positive behaviour.

Example Classroom Management Strategies to Develop Positive Behaviour:

- frequent praise for good behaviour in line with school values, as well as for good work
- positive language whenever possible and as often as possible
- praising children who are doing 'the right thing' as an incentive for others
- being consistent when dealing with all types of behaviour
- know children as individuals and be flexible with approaches, to include all, positively
- plan and organise both the classroom and lessons to keep children motivated to learn
- model standards of courtesy and respect
- share and display our Golden Rules and Burman Values to ensure they are clear for all

Learning Behaviour prompt cards are displayed in every classroom and our school Hall as effective reminders of our expectations and through our approach to promoting good learning.

- eyes looking
- lips closed
- ears listening
- crossed legs
- folded arms
- hands still
- hand up to speak
- smile

Children will be encouraged:

- to demonstrate respect for all adults and children
- to listen to adults and each other
- to follow instructions immediately in a quiet, sensible way
- to never shout or push
- to care for our school resources
- to help tidy away and take their share of class jobs
- to stay safe i.e. not running or pushing
- to speak politely to others (e.g. please, thank you, excuse me, may I, pardon… etc)
- to take turns (i.e. not interrupt)
- to respond positively to clear classroom management

Children at Burman Learn:

- what positive behaviour is
- to understand the effect of their actions upon others
- to make positive behaviour choices (green)
- to care for one another and treat others with respect
- to build good relationships with others involving cooperation and collaboration
- about the value and rewards of friendship
- to develop positive self esteem
- to work to the best of their abilities and allow others to do the same
- to take care of property and the environment in and out of school
- to uphold our school values

Developing Positive Attitudes and Values, Including British Values

At Burman we promote the attitudes and values which contribute towards the wellbeing of individuals, groups and our community.
Staff encourage our children to:

- Develop a positive and responsible attitude to their own physical, mental, emotional, social and spiritual wellbeing through:
    - valuing themselves and others
    - a willingness to reflect on their beliefs and those of others
    - the development of commitment, perseverance and courage
- Develop respect for the rights of other people through:
    - acceptance of a range of abilities
    - acknowledgement of other viewpoints
    - tolerance and open-mindedness
- Develop care and concern for other people in their school, community and the environment through:
    - cooperation
    - showing care and compassion
    - constructive challenge and competition
    - positive involvement and participation
- Develop a sense of social justice and demonstrate:
    - Fairness
    - Inclusive and non-discriminatory behaviour / practices
    - An understanding of what is right and wrong

We actively and positively promote British Values through our teaching and school life:

- Tolerance
- Rule of Law
- Respect
- Democracy
- Individual Liberty

Standards and Expectations of Behaviour Around School

High expectations help to maintain our safe, calm, friendly atmosphere.
Children will be encouraged to:

- walk in a quiet, orderly way
- show consideration for others who may be working
- look for ways of helping others, by opening doors or being polite to visitors
- enjoy the displays but not spoil them for others
- carry PE/Forest School kits carefully
- be proud of Burman and help to keep it clean and safe

Cloakroom Behaviour

Children will be encouraged to:

- keep cloakrooms tidy by ensuring everything is on their pegs
- pick up items on the floor and replace them on pegs (NOT walk over them)
- behave sensibly in the cloakroom by walking - not pushing, climbing or swinging bags
- wait politely to use the toilet and respect the privacy of others
- use the toilet properly and remember to flush the toilet and to wash their hands
- walk quietly to and from the cloakroom

Behaviour in the Hall

Children will be encouraged to:

- follow the assembly rules, respectfully
- walk in quietly and sensibly
- remember that it is a place to listen and share good things together
- enjoy all the activities sensibly
- walk out quietly and sensibly

Playtime Behaviour

At playtime children will be encouraged to:

- share and be kind to others
- act respectfully towards other children and their belongings
- listen to the adult on duty and stand still whenever the bell rings
- tell the adult on duty if anyone is hurt or isn't behaving appropriately
- stay within the red lines, for safety
- stay on the playground, never re-entering school unless directed by an adult
- use the designated play areas
- never bring sweets or toys onto the playground
- line up sensibly when the bell rings and walk back to class quietly
- 1st bell - stand still
- 2nd bell - walk to your line
- 3rd bell – stand quietly

Lunchtime Behaviour

Children will be encouraged to:

- listen to the Lunchtime Supervisors and follow their instructions immediately
- follow the playground rules and keep within the red lines
- stay on the playground, never re-entering school unless directed by an adult
- move quietly and sensibly to the Hall for dinner
- sit and eat politely - using cutlery correctly, sitting facing the table and trying not to spill any food on the floor
- say *please* and *thank you*
- be kind to their friends and helpful to the Lunchtime Supervisors and Kitchen Staff

Behaviour on Trips and Visits

When we go out of school on a trip or a visit we want to make everyone proud of us.
Children will be encouraged to:

- be polite to everyone
- listen to adults and follow instructions immediately
- walk sensibly
- look and listen
- stay with the teacher/adult at all times
- take special care when crossing roads - hold hands, stop, look and listen
- care about and respect the environment we visit
- dispose of litter or take it back to school

Behaviour When Visiting Burman Infant School For An Event

When children visit school with their families they will be expected to:

- remember the school rules and show respect for the building, grounds and equipment

- walk around the school Hall and corridors (not touching P.E. or musical equipment stored in the Hall)
- behave sensibly in the toilets and cloakrooms
- stay safely with parents / carers at all times
- encourage and help their brothers and sisters to follow our school rules, too

Bullying

Burman Infant School does not tolerate bullying of any kind. Bullying can take many forms and is not the consequence of an isolated incident and is therefore defined as causing deliberate harm (physically or emotionally) and is repeated over a period of time. Please see our Anti-Bullying Policy for further details. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear and are supported to develop the skills to seek the right additional support in school – children at Burman know that telling someone about inappropriate behaviour is the best way of keeping everyone safe and looking after each other.

Children's Conduct Outside the School Gates

Headteachers have had specific statutory powers (since 2006) to intervene in behavioural issues outside the School gates, especially if this impacts upon the child's behaviour in school. This power was linked to Anti-bullying, especially Cyber-bullying (online).
In all cases of misbehaviour, a child can only be disciplined on school premises or elsewhere when the child is under the lawful control of the staff member.

Home-School Agreement

Burman enjoys a successful and effective working partnership with all stakeholders, including parents / carers. We work hard to engage parents / carers in their child's education through; Induction Evenings, Curriculum Overviews (termly), Reading Meeting (Reception), Parent Consultations (termly), Book Look events (termly) and drop-in sessions with the Nursing Team, for example. As a result, parents / carers are very supportive of what our school does in terms of learning progress and behaviour.
While there is no longer a requirement for schools to have a *Home-School Agreement*, Burman continues to see the value in providing such. This is completed when the children start school.

Rewards and Motivation for Positive Behaviour at Burman

Our approach for rewarding our children involves the use of positive incentives, including:

- giving encouraging comments
- praise in front of a group, class or whole school
- giving stickers, smiley faces, stampers and stars
- showing their work to another teacher or member of the SLT to celebrate

Class Rewards

Within each class, there is an agreed class reward system in place. When the children collaboratively achieve something to celebrate, they receive a reward i.e. sticker, marble, move a character upward. Once an overall goal has been reached (i.e. 10 stickers), the class are able to choose (under the direction of the class teacher) an appropriate reward i.e. activity time, an extra playtime, for example.

Zone Board – Going for Gold!

Each class in KS1 has a zone board displayed (red, green, gold) and this provides an immediate, visual tool to help children understand what is expected of them on a daily basis. All class names (moveable markers) begin each new day in the 'green' zone. Throughout the day, behaviour choices which the children make (both positive and negative), determine any movement between the zones. Behaviours which reflect BLP and our Burman Values are often highlighted.
Where a child displays inappropriate behaviours, staff will usually issue a warning reminder of expectations but should the behaviour continue, the child's name will be moved down a zone on the board.

Golden Assembly

Every Friday, children have their hard work and positive behaviour celebrated. Golden Certificates and the Golden Lunchtime Behaviour Certificate are shared and presented to the deserving children.
We consider it to be very important that our children also have the opportunity to share and celebrate their awards or achievements from outside school so they are encouraged to bring these to our weekly Golden Assembly, too.

Golden Certificate

Nursery:

Within Nursery, a weekly Golden Assembly is held. One child from each family group is chosen for good learning, effort or work / behaviour choices / attitudes / values and is celebrated. When chosen, each child receives a Golden Certificate and a prize or small trophy and this is presented in the Assembly. As the Autumn term progresses, Nursery children will join the whole school.

School:

Each CT and / or TA chooses a child (from their own class) for good learning, effort or work / behaviour choices / attitudes / values and this is celebrated. When chosen, each child receives a Golden Certificate and this is presented in Golden Assembly. Staff are always encouraged to give reasons for the child being chosen and are invited to share i.e. work examples, photographs (as appropriate). This also provides a positive role model and motivation for the other children, too.

Golden Certificate – Lunchtime Behaviour

Lunchtime Supervisors nominate one child each week to receive the 'Golden Lunchtime Behaviour Certificate'. They choose a child who has demonstrated very positive behaviour or has made a concerted effort on a regular basis. The behaviour choices / attitudes / values are celebrated and the child receives a Golden Certificate which is presented during Golden Assembly.

Bertie's Bonus

All children are eligible to earn 'Bertie Bonus' tokens for displaying correct behaviour around school in line with our school rules and expectations. Tokens can be awarded by any member of staff. Each token earned is added to a class 'Bertie Bonus Poster'. At the end of each week, classes bring their Bertie Bonus poster to our Golden Assembly. Tokens are counted and the class who has earned the most that week is awarded Bertie's Bonus of extra playtime. Bertie Bonus results are proudly displayed in our school hall.



Dealing with Unacceptable Behaviour

At Burman we always ensure that the child appreciates that it is aspects of their behaviour and their choices which are being objected to, not themselves as individuals.

Incidents

An incident is any significant event or occurrence that affects the safety, wellbeing, learning or day-to-day operation of the school and requires recording, investigation, monitoring or communication with parents / carers.

An incident may result from behaviour or misconduct but may also occur in situations where no child is at fault, such as accidents, injuries, medical needs, safeguarding concerns, peer conflicts without intent to harm, damage caused accidentally or other events affecting a child's safety, wellbeing or learning.

The classification of an event as an incident, does not automatically indicate wrongdoing or lead to a sanction; it is a means of ensuring that significant events are documented and responded to appropriately.

Incidents Related to Behaviour / Misconduct

A behaviour incident is any action or conduct by a child that significantly breaches the school's behaviour expectations and results in harm or distress to themselves or others, disrupts teaching and learning, damages property or compromises the safety and wellbeing of members of the school community.

An incident will be recorded when the behaviour requires intervention beyond normal classroom management or is sufficiently serious to warrant formal documentation and communication with parents / carers.

For clarity, behaviour incidents may include one or more of the following:

Physical harm (e.g. hitting, kicking, biting)
Verbal aggression or inappropriate language
Deliberate refusal to follow reasonable instructions
Intimidation, bullying or discriminatory actions
Damage to school or personal property
Unsafe behaviour that places the child or others at risk
Serious breaches of school rules, requiring intervention from senior staff

Exclusions

An incident will not usually be recorded as a behaviour incident, where the action arises unintentionally, is developmentally typical for the child's age and stage, arises from a child's identified or emerging needs or if it occurs without intent to cause harm, distress, disruption or damage.

Such events may be recorded and communicated to parents / carers through alternative school systems, where appropriate.

The following would not normally be classified as behaviour incidents, unless there is evidence of deliberate intent or a repeated pattern:

Accidental collisions or injuries.
Age-appropriate mistakes or misunderstandings.
Behaviour arising from a child's developmental stage, communication needs or an identified additional need, where there is no intention to cause harm.
Playground accidents or other incidents that occur without misconduct.

Incidents Related to SEND and / or Additional Needs

Such events or occurrences that result from a child's special educational needs, disability, communication difficulties, sensory needs, emotional regulation needs, developmental stage or other additional needs, where there is no evidence of deliberate misconduct or intent to cause harm, distress, damage, or disruption. These incidents may include behaviours arising from difficulties with communication, self-regulation, sensory processing, anxiety, impulse control, social understanding or unmet needs. While an incident may require staff intervention, recording and

communication with parents / carers, it will be considered within the context of the child's needs and planned provision.
These incidents are recorded to support understanding, monitoring and to ensure appropriate support and reasonable adjustments, are in place. They should not automatically imply blame or wrongdoing or be treated as misconduct or a breach of the school's behaviour expectations.

Supporting Children with SEND and Other Additional Needs

The School recognises that some children will require additional support with their emotions and behaviour, in order to succeed at school. Those children are identified through class teacher referral, discussions with the SENDCo, parent / carer referral and through regular monitoring of incident / behaviour records.
Children are supported through observations, assessments, a Needs Based Plan (where behaviour is due to an underlying need i.e. Autism) and specific programmes of support, based on their individual needs. These may be contributed to by parents / carers and external professionals, also.
Where children have high levels of sustained need, provision will be regularly reviewed.
To ensure equality of opportunity, reasonable adjustments will be made to reflect the child's needs.

Recording and Reporting Incidents

The recording of incidents is vital in supporting children to improve their behaviour because it communicates their needs, to other adults. Records enable staff to identify triggers, observe patterns in behaviour and to identify any potential safeguarding needs.
Parents / carers and other staff in school are informed if a child requires a Needs Based Plan or an Individual Behaviour Plan (where behaviour is not due to an underlying need) so they are well equipped to offer effective support for the child, in making good behaviour choices.
All staff are trained and are expected to record incidents (in the Incident File), including the communication with parents / carers. This creates a clear, factual record of the incident and the actions that have been taken, in response to it.
The School is committed to maintaining open and positive communication with parents/carers regarding their child's behaviour and wellbeing. Where a behaviour incident occurs, parents/carers will be informed in a timely and appropriate manner, taking into account the nature and severity of the incident. Where there has been the requirement of first aid treatment (resulting from the incident), this will also be reported. Communication may take place through a conversation at collection time, a telephone call, written correspondence or a meeting with school staff. The information shared will be factual and proportionate, outlining the circumstances of the incident, any actions taken by the school and any support or follow-up measures that are required. By working in partnership with parents/carers, the school aims to promote positive behaviour, support pupils in learning from their experiences and ensure a consistent approach between home and school.

The School recognises that not all incidents involving its children arise from misconduct, poor behaviour or a breach of school rules. Where a child is involved in an incident that does not constitute misbehaviour, parents / carers will be informed as appropriate, ensuring they are aware of matters affecting their child's wellbeing, safety or school experience. The purpose of such communication is to maintain positive home-school relationships, provide reassurance and to enable parents and the School to work together in supporting the child.

Sanctions and Consequences

If sanctions and / or consequences need to be used with individual children regarding inappropriate behaviour, then we follow the procedures below:

- A child will be alerted to the fact that they are behaving inappropriately and staff will clearly state which aspect of the behaviour is unacceptable and relate this explicitly to our Golden Rules, Class Rules and / or Burman Values.
- Staff will talk to the child about their behaviour, discussing why they may have behaved in a certain way and the reasons why this was not a good choice (red choice).
- Staff may decide that a child has to remain 'on the hand' of an adult on duty at playtime or lunchtime
- Staff may decide that a child has to miss out on part of a playtime or a lunchtime to allow reflection - this may be followed up with the child's parents / carers.
- Staff may refer the child to the Headteacher or Deputy Headteacher and this may be followed up with the child's parents / carers.
- Staff may invite parents / carers into school for a meeting if the inappropriate behaviours continue.
- Staff will explore strategies such as closely monitoring the child's behaviour for an agreed length of time and / or introducing a personalised behaviour chart which will be reviewed after a set period of time.
- Staff may refer into external agencies for additional support.
- Suspension or exclusion.

If situations arise where a child is experiencing continuing difficulties with behaviour and self-discipline, parents / carers are notified and kept fully informed about the strategies and approaches being used with their child. They are also notified if any changes occur for their child. Parent / carer support is regarded by staff as being fundamental to the success of any initiatives being used to enhance the behaviour and experiences of their child.
In such cases, a Behaviour Plan and / or a Positive Handling Plan will be developed by staff and shared with the child and their parents / carers. This will outline acceptable behaviour and progress will be reviewed on at least a termly basis. Meetings will be co-ordinated by the SENCo. There may be occasions when, despite the support and encouragement being given by staff and Parents / carers, individual children will continue to have difficulties. In these situations, and with parental consent, support can be given by the Social, Emotional, Mental Health (SEMH) Team, the High Needs Team or the Community Education Psychology Team (CEPS). Members of these teams work with the child, parents / carers and school staff to try to resolve difficulties and to suggest strategies to positively influence behaviour, discipline and the child's self-esteem.

At all times, our children are treated equally and fairly, with respect and consideration and with due regard to our Policy for Equal Opportunities.
Should the inappropriate behaviour continue, despite all of the interventions put into place, this may lead to a fixed-term suspension or a permanent exclusion.

De-escalation Strategies

Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation. These include but are not limited to:

- appearing calm and using a low tone of voice
- using simple, direct language
- avoiding being defensive i.e. if comments or insults are directed at the member of staff
- providing adequate personal space, whilst keeping the child safe
- showing open, accepting body language

- reassuring the child and creating an outcome goal
- identifying any points of agreement, to build a rapport
- taking the child to a space where they can calm themselves safely

For the vast majority of our children, the strategies above prove to be successful in improving the behaviour of an individual. For a very small minority of children, it may be necessary to use some additional interventions, in order to keep both them and those around them, safe.

Physical Intervention Strategies

Physical intervention refers to any situation in which physical contact with a child is necessary. This includes *reasonable force* i.e. to defuse a situation in which a child is at risk of harming themselves or others and *safe touch* i.e. where a child is significantly distressed and is in need of physical comfort.
Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used.

Positive Handling - The overall, graduated approach of responding to children's behaviour and emotions with the intention of protecting children and staff, and limiting damage to others and property. *Positive handling* adopts the least intrusive intervention techniques in response to situations, before using gentle physical intervention and *reasonable force* as a last resort.
Reasonable Force - Staff have the legal right to use *reasonable force* to prevent children from committing an offence, injuring themselves or others, or damaging school property and to maintain good order and discipline in the classroom.
Reasonable force refers to a broad range of actions that may be used to control or restrain a child, to prevent that child from hurting themselves or others, from damaging property, or from causing disorder. *Reasonable force* covers force that is necessary and proportionate to the circumstances.

- **Control** – actions used in an attempt to direct a child's movements. This includes; passive physical contact i.e. standing between children or blocking a child's path, or active physical contact i.e. leading a child out of a classroom by their arm.

- **Restraint** – actions used in an attempt to physically bring a child under control. This type of force is typically used in more extreme circumstances i.e. where two children are fighting and refuse to separate, causing staff to intervene to hold them back from one another physically. Physical restraint will only be used as a last resort and staff members will use their professional judgement of the incident, to decide whether it is necessary.

  When considering using *reasonable force* in response to risks presented by incidents involving children with SEND, mental health needs or medical conditions, the school will recognise and consider the vulnerability of these groups.

Exclusions, Suspensions and Reintegration

Internal Exclusion - where a pupil is removed from class but not the school site, which can be used / authorised by the Headteacher but this does not need to be formally recorded.
Fixed Term Suspension or Permanent Exclusion – suspensions and exclusions from school, are only authorised by the Headteacher and are formally recorded. Such decisions are not taken lightly and in this case the school will refer to the DfE document, *Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement* (August 2024).

Children at Burman will only be suspended or excluded when they have breached the Burman Infant School Positive Attitudes, Values and Behaviour Policy in a serious and / or persistent manner, and where allowing them to remain in school would seriously harm the education or welfare of the child and / or others in school.
Reasons for suspension or exclusion may include, but are not limited to; persistent disruptive behaviour, physical assault against an adult or child, verbal abuse, threatening behaviour against a child, bullying, damage to school property.
When considering suspension or exclusion, Burman takes account of its responsibilities under the Equality Act 2010 and as a school we take pride in our inclusive values; as such we recognise that children with EHCP plans and those on the SEND register are especially vulnerable to the impact of suspension or exclusion and will take every appropriate measure to ensure that we meet our legal responsibilities with sensitivity.
Careful arrangements will be made to ensure that a child returning to school after a suspension, is supported to behave more appropriately, as outlined in their Reintegration Plan. Reintegration Plans will be produced and reviewed regularly in consultation with parents / carers, the Headteacher, class teacher and Inclusion Lead / SENCo.

Early Help

Early Help is the support that is given to any child at, Level 1 to Level 3 of Solihull's Threshold guidance. It includes universal interventions that are offered to prevent problems developing and targeted support for particular children and families with additional needs.
The purpose of Early Help is to support the well-being of children and families by tackling emerging needs at the earliest opportunity and prevent them from getting worse. This means working with children and families to engage and include them as equal partners and to support them to access additional services that can promote positive outcomes. In the context of this policy, Early Help to support children with behavioural concerns, will take on a range of forms. Effective Early Help may be delivered in response to any issue which is impacting, or could affect development and well-being, including education and health safety.

Staff CPD

Staff will review the Positive Attitudes, Values and Behaviour Policy annually, including a review of the use of *positive handling*. Additional training will be provided as appropriate to the needs of all staff to enable them to meet their duties and functions within this policy.

Contacts and Services (SMBC)

- Community Educational Psychology Team
- Early Help
- The Education Inclusion Service
- Solihull Safeguarding Children Partnership (LSCP)
- SEMH Team
- SEMH High Needs Team
- Specialist Inclusion Support Service (SISS)
- The Virtual School
- Children and Family Support
- Nursing Team (South Warwickshire University NHS Foundation Trust)

Key Documentation

Keeping children safe in education 2025 (September 2025)

Behaviour in schools guidance (publishing.service.gov.uk) (February 2024)

Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (publishing.service.gov.uk) (August 2024)

Searching, screening and confiscation at school - GOV.UK (www.gov.uk) (July 2024)

Equality Act 2010: guidance - GOV.UK (www.gov.uk) (2015)

Preventing and tackling bullying (publishing.service.gov.uk) (July 2017)

Cyber bullying: advice for headteachers and school staff (publishing.service.gov.uk) (July 2017)

Use of Reasonable Force – Advice for Headteachers, Staff and Governing Bodies:
DfE advice template (publishing.service.gov.uk) (July 2013)

Policy Adopted by Board of Governors.

Signed ……M Allen…….. **Chair of Governors**

Date……September 2026

Policy to be next reviewed Autumn 2027