



Burford School and Nursery

'Enjoy, Achieve, Succeed Together'

BEHAVIOUR POLICY

Date policy adopted by Governing Body: June 2026	Date of next review: June 2029
This policy will be subject to review every three years by the Governing Body or more frequently in the light of changes in legislation	

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1. Aims

This policy aims to:

- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying
- Outline how pupils are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions
- Explain the use of Restorative Approaches

2. Legislation and statutory requirements

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

- Behaviour and discipline in schools 2024
- The Equality Act 2010
- Education Act 2011
- Restrictive intervention, including use of reasonable force, in schools 2026
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement July 2026
- Searching, Screening and Confiscation advice for schools July 2022

3. Definitions

Behaviours that challenge are defined as:

- Disruption in lessons, in transition between lessons, and at break and lunchtimes
- Non-completion of classwork
- Poor attitude
- Isolated breaches of the school rules

Behaviours that harm are defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Theft
- Intentional physical actions which harm another
- Vandalism, including intentional damage to school property or defacing other children's work and/or the teacher's learning materials
- Racist, sexist, homophobic or discriminatory behaviour
- Sexualised behaviour that causes humiliation, pain, fear or intimidation
- Possession of any prohibited items that could be deemed illegal and/ or not age appropriate

4. Bullying

Bullying is defined as the repetitive, intentional harming of one 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 physical harm
Racial	Racial taunts, graffiti, gestures
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, 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 or gaming sites

We adopt the following strategies to ensure bullying is swiftly identified and appropriately tackled:

- Ensure all stakeholders can identify bullying and know how to report their concerns.
- Actively provide systematic opportunities – primarily through Jigsaw PSHE and values assemblies - to develop pupils' social and emotional skills, including their resilience.
- Consider opportunities for making pupils aware of bullying, including through our PSHE provision and the wider curriculum.
- Train all staff to identify bullying and follow school policy and procedures on bullying.
- Actively create "safe spaces" for vulnerable children.
- Ensure children know how to express worries and anxieties around behaviour.
- Ensure all children are aware of the range of sanctions, which may be applied against those engaging in bullying.

5. Roles and Responsibilities

5.1 Senior Leadership Team

The school leaders are responsible for reviewing this Behaviour Policy in conjunction with the governing body, giving due consideration to the school's statement of behaviour principles (appendix 1). School leaders must also ensure:

- Pupils' behaviour is conducive to learning and supports all learners to achieve and thrive.
- Ethos and school culture whereby everyone feels supported and safe.
- Behaviour expectations are clear, consistent and communicated effectively to all stakeholders.
- Behaviour policy and sanctions for persistent and poor behaviour are upheld.
- Presence around the school, for example in class drop ins, lunch duties, collective meetings, to support positive behaviour

5.2 Staff

Staff are responsible for:

- Implementing the Behaviour Policy consistently.
- Modelling positive behaviour through Restorative Approaches.
- Providing a Positive Behaviour Plan (PBP) to support the specific behavioural needs of particular pupils and updating them when necessary. Risk assessment to be provided where appropriate.
- Investigating and recording behaviour incidents (see appendix 2 for a behaviour log).
- Informing parents of incidents where their support is required

The senior leadership team will support staff in responding to behaviour incidents in line with the escalation process outlined in this policy.

5.3 Parents/Carers

Parents are expected to:

- Support their child in adhering to the pupil code of conduct.
- Inform the school of any changes in circumstances that may affect their child's behaviour, using the escalation route for support.
- Discuss any behavioural concerns with their child and the class teacher promptly.
- Adhere to the home-school agreement.
- Support their child using their Positive Behaviour Plan, if applicable.
- Be respectful when communicating with staff regarding support for their child.

6. Pupil code of conduct

Burford Values

Our learning ethos is guided by the Burford Values:

- Responsibility
- Respect
- Resilience
- Honesty
- Kindness
- Curiosity
- Perseverance

They form a large part of our daily lives: they encourage us to be the best learners possible; they guide our assemblies and celebrations. Each class in Key Stage 1 and Key Stage 2 forms their own 'Class Charter'. In Foundation Stage, the children holistically learn the values of Burford School and how to show them. Children are expected to uphold the values at all times. These values are shared with all stakeholders within our community.

Pupils are expected to uphold these values by:

- Behaving in an orderly and self-controlled way
- Showing respect to members of staff and each other
- In class, through their behaviour choices, making it possible for all pupils to learn
- Moving quietly around the school
- Showing respect when in collective meetings, for example, assemblies, safety drills, performances
- Treating the school buildings and school property with respect
- Accepting sanctions when given
- Refraining from behaving in a way that brings the school into disrepute, including when outside school
- Wearing the correct* uniform at all times (*some children with sensory needs are permitted uniform variations under agreement with the Headteacher and parents should seek permission from the Headteacher for temporary uniform adjustments due to circumstances, for example, damaged shoes, adjustments due to injury)

7. Promoting Positive Behaviour

In line with the Buckinghamshire Primary Pupil Referral Unit (PRU), school staff are trained to use practices informed by Norfolk Steps training to ensure a consistent approach to promoting positive behaviour and de-escalating behaviour that harms or challenges.

7.1 Rewards

We recognise that the children in our community are well-behaved, and we praise their efforts in line with the school values. Children are rewarded for demonstrating the school's values, which are integral to the school's ethos.

Alongside purposeful praise, positive communication with parents by the teacher or

Senior Leadership Team, and giving pupils' positions of responsibility, positive behaviour will be rewarded with:

Weekly	Headteacher's Award
Daily	Burford Praise on a Post-it
All Times	House Points explicitly linked to school values

7.2 Sanctions

We know that children sometimes make the wrong choices when they are learning and should accept responsibility for their actions and learn from them. The school may use one or more of the following sanctions in response to behaviours that challenge or harm:

	'Step On' Strategies	Quantified Escalation	Action By
Behaviours that challenge (see section 3 for definitions)	Avoid reacting. Respond by: - Staying calm - Being consistent - Using scripts and following behaviour plan (if applicable) - Using de-escalating body language	- Verbal Warning - Reflection - Class Teacher (CT) - Phone call to parents Reflection with a member of the Senior Leadership Team and phone call or meeting with a parent may be required.	1-3: TA, CT 1. AHT/ DHT 2. HT
Behaviours that harm (see section 3 for definitions)	- Giving limited choice - Disempowering the behaviour - Using a quiet area	If significant harm: - Isolated lunchtime, reflection and phone call to parents – AHT/Headteacher (DHT)/Headteacher (HT) - See 7.5 Suspension and permanent exclusion – Restorative Conference Preparation Record Sheet and Agreement recorded (Appendices 4 and 5)	1: AHT or DHT 2: HT

*Children to be referred straight to DHT or HT only if the behaviour that harms is significant, following investigation by class teachers or teaching assistants. At times, individual circumstances or the Equality Act 2010 may alter escalation. Suspension and exclusion are always at the discretion of the Headteacher. If a pupil has a Positive Behaviour Plan (PBP), it will be reviewed by the class teacher with the aid of the Assistant Headteacher/Special Educational Needs and Disabilities Coordinator/Deputy Headteacher, following an incident, where appropriate. See Appendix 3 for an example Positive Behaviour Plan.

7.3 Use of Restorative Approaches

After demonstrating behaviour that either challenges or harms, and only once they have made an emotional recovery (decided on their Positive Behaviour Plan, if

applicable), the pupil will have a restorative chat with a member of staff. Staff may carry a restorative chat script card, which details consistent language and approach:

- What happened?
- What were you thinking/ feeling?
- What needs to happen to put things right?
- What are you going to do differently next time?

Further conversations may include exploring the impact on the other pupil affected.

7.4 Escalation Route for Support

All behavioural incidents in school are logged on CPOMS, by the staff member dealing with the incident. SLT will then consider possible patterns and any actions arising.

In response to behaviour that is challenging or harmful, we may use a quiet area to settle the child. Should this strategy not prove successful, the following escalation route for support will be followed by the class teacher:

Area of concern	Who to contact
Behaviour	Class Teacher > Assistant Headteacher > Deputy Headteacher > Headteacher

7.5 Removal from classrooms

In response to serious or persistent breaches of this policy, the school may remove a child from the classroom for a limited time.

Children who have been removed will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum.

Removal is a serious sanction and will only be used in response to behaviours that harm. Removal can be used to:

- Maintain the safety of all children
- Allow the disruptive child to continue their learning in a managed environment
- Allow the disruptive child to regulate their emotions

Pupils who have been removed from the classroom are supervised by a member of staff and the duration of the removal will be dependent on the nature of the incident. This time will vary for children with positive behaviour plans.

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the headteacher.

Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents will be informed, by the member of staff involved or the senior leadership team, on the same day that their child is removed from the classroom.

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal of the pupil in the behaviour log, using CPOMS.

7.6 Suspension and permanent exclusion ¹

Suspensions and permanent exclusions can be used as a sanction when warranted as part of creating a calm, safe and supportive environment where pupils and staff can work in safety and are respected. It may be used to provide a clear signal of what is unacceptable behaviour as part of this behaviour policy and show a pupil that their current behaviour is putting them at risk of permanent exclusion.

When establishing the facts in relation to a suspension or exclusion, the Headteacher will apply the civil standard of proof e.g. 'on the balance of probabilities' it is more likely than not that a fact is true. The pupil's view will be taken into account, unless it is not appropriate to do so.

A child will be suspended from school only once all other methods have failed or as a result of a serious singular event. Should this sanction be deemed necessary, it is subject to strict controls from the Governing Body, the Area Education Office and the DfE. Any child at risk of suspension due to on-going behaviours will have a Positive Behaviour Plan written for them in consultation with all agencies involved, if appropriate. Burford School and Buckinghamshire Council are committed to a preventative agenda and advice will always be sought from the Pupil Referral Unit at an early stage.

Any decision to suspend will be made by the Headteacher and may be used if allowing the pupil to remain in school will seriously harm the education, health, welfare or safety of the school community or the pupil themselves. Parents/carers will be notified of any decisions to suspend or exclude a child without unnecessary delay, to include the period of the suspension or exclusion, the reason for the suspension or exclusion and the parents' right to make representation to the Governing Body to consider reinstatement of the child. As an academy, Burford's Governing Body may delegate to a committee of the Trust board. If a child has a social worker or is looked-after, their social worker and/or Virtual School Head (VSH) will also be notified. Headteachers will notify the local Governing Body and the local authority of the suspension/exclusion. In the case of permanent exclusion where the child lives outside the local authority of the school, the child's 'home authority' will also be notified. Any suspension or exclusion must be formally recorded.

Fixed term suspension in the first instance will usually be for a short period (1-3 days). If the pupil incurs additional exclusions these may be for a longer duration (up to 45 days), at the discretion of the Headteacher. Lunch time suspension is considered as half a day. Once the suspension period is over, parents and the child will have a reintegration meeting with a member of the Senior Leadership Team, where a plan to modify/ support the child's behaviour will be agreed.

Examples of serious breaches of the behaviour policy and potentially length of suspended days from school are:

Serious Behaviour	Length of suspension
Repeated breaches of the school rules.	½ - 1 full day
Persistently disruptive behaviour, despite support and sanctions to deter misbehaviour, which consequently affects their learning and others in the classroom.	1 day
Threatening and/or serious physical, verbal or emotional abuse or behaviour towards other pupils (child-on-child abuse) or adults, including bullying.	2 days
Intentional damage to school property, including defacing other children's work and/or the teacher's learning materials.	2 days
Violence towards other pupils or staff including spitting, possession or use of offensive weapons or prohibited items. Racist, sexist, homophobic, transphobic, biphobic abuse, abuse relating to disability or discriminatory behaviour.	3 days
Sexual assault, which is any unwanted sexual behaviour that causes embarrassment, humiliation, pain, fear or intimidation.	3 days

Please note this list is illustrative and not a definitive guide. Suspensions will be determined on a case-by-case basis at the discretion of the Headteacher.

During suspension, a pupil will still receive an education with work set using hard copies or work set on online platforms, like Google Classroom or Oak National Academy. Reasonable adjustments will be made, if necessary, for children with SEN needs or disabilities.

In exceptional circumstances, for example, where new evidence has come to light, if the Headteacher determines that the initial suspension was not sufficient of a sanction, a further suspension may be issued to begin immediately after the first suspension end or a permanent suspension may be issued.

Permanent exclusion is only considered as a last resort following a persistent breach of the school's behaviour policy or after a "one off" serious incident, where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others, such as staff or pupils in the school, and after the school has exhausted all available strategies.

Reasonable steps should be taken to ensure work is set and marked for pupils during the first five school days where the pupil will not be attending alternative provision.

An exclusion can be cancelled by a headteacher only after the governing board has met to consider whether the pupils should be reinstated. Parents would be notified with the reason for the cancellation. This cannot happen if the pupil has already been excluded for more than 45 school days in a school year.

Separation of pupils for safeguarding purposes, in certain circumstances, is permissible, including temporarily forbidding a pupil from attending its premises, for example, due to an allegation of harm by one pupil against another which might require separating a pupil from one or other pupils. The local authority must arrange education for the pupil if the school itself or the pupil's parent does not do so. This is not an exclusion on disciplinary grounds. Parents should be informed of the reason for this separation. Decisions are made in conjunction with the Designated Safeguarding Lead and DSL team.

The school acknowledges its legal duties under the Equalities Act 2010, in respect of safeguarding and respect of pupils with Special Educational Needs and in line with DfE 2024 guidance.²

Off-site direction is when a pupil is required to attend another education setting temporarily to improve a pupil's behaviour. Where interventions or targeted support have not been successful in improving a pupil's behaviour, off-site direction should be used to arrange a time-limited placement at an alternative provision to meet a pupil's individual needs, for example, a Pupil Referral Unit. Parents will be notified in writing of off-site direction, including all relevant information outlined in paragraph 45 of the Suspension and Permanent Exclusion Guidance (2026). This can be a full-time or part-time placement with a maximum time agreed. Progress should be monitored by the school and reviewed by the Governing Body.

Managed moves may be used to initiate a process which leads to a pupil moving permanently from this school to another mainstream school permanently. These should be voluntary, offered as part of a planned intervention and agreed by parents and admission authorities of the new school and should only occur in the best interests of the pupil. If a child with an EHC is part of a managed move, the relevant statutory duties on the new school and local authority will apply. All relevant information, including attainment data, current risk assessment and pupil support strategies, should be passed to the child's new school in advance of the move to ensure the pupil is protected.

7.7 Off-site behaviour

Children are expected to uphold the school's reputation and maintain high standards of behaviour when visiting other settings, playing around the school site either before

or after school or online when communicating with peers in a manner which may cause upset in school. Rewards and sanctions will be applied when representing the school, such as on a school trip or on the bus on the way to or from school.

7.8 Malicious allegations

Where a pupil makes an accusation against a member of staff, and that accusation is shown to have been malicious, the Headteacher will sanction the pupil in accordance with this policy.

8. Behaviour management

We manage behaviour by celebrating excellence and rewarding good choices through the Burford values. We encourage children to follow the good example set by their peers and adults alike. We maintain purposeful learning environments knowing engaged children behave well. Staff build positive relationships with children built on mutual respect and trust.

8.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom. They will:

- Create and maintain a calm and purposeful environment that encourages pupils to be focused
- Model excellent behaviour for the children to learn from
- Display the Burford Body mascot in the classroom
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively
 - Getting to know and understand each child to motivate and engage them
 - Using positive reinforcement

8.2 Restrictive intervention, including use of reasonable force, in school ³

As a last resort, in exceptional circumstances, staff may restrictive intervention including the use reasonable force to restrain a pupil to prevent them from behaving in an unsafe way that may cause harm to themselves or others, in accordance with the DfE's guidance on restrictive intervention, including use of reasonable force, in schools (April 2026). Restrictive intervention is defined as interventions '*used to prevent, restrict or subdue movement of the body or part of the body*'. Such interventions could include, for example, supervised seclusion of a pupil, passive physical contact (for example, blocking an exit path), physical contact to restrain. Details of examples of actions which are or are not considered seclusion are outlined in the DfE guidance.

Incidents of physical restraint must:

- Always be used as a last resort, following use of prevention or de-escalation strategies

- 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
- Be recorded on the same day as the incident
- Be conducted by staff trained in physical restraint (Step On/Step Up training)
- A written report is shared with parents/carers*, as soon as possible following the incident, including where restrictive intervention is used in line with a Positive Behaviour Plan. **Exceptions are made in line with child protection if reporting to parents may result in significant harm to the child.*

8.3 Confiscation [4](#)

Any prohibited items found in pupils' possession may be confiscated. These items may not be returned to pupils.

We also reserve the right to confiscate any item, which is harmful or detrimental to school discipline.

Use of reasonable force to search for prohibited items as outlined by the DfE searching, screening and confiscation guidance, such as knives, weapons, illegal substances, can be used, though not when searching for items banned under school rules only, for example, mobile phones or electronic devices.

8.4 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour will be considered on a case-by-case basis at the discretion of the Headteacher.

The school's SLT and SENDCo will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met. This may lead to a pupil requiring a Positive Behaviour Plan and/or risk assessment which is created and shared in partnership with parents.

Where necessary, support and advice may be sought from a range of external providers, including Family Support Service, Child and Adolescent Mental Health Services, Educational Psychologist etc. to identify or support specific needs.

9. Pupil Transition

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues will be transferred to relevant staff prior to the start of the following academic term or year. Information on behaviour issues will also be shared with new settings for those pupils transferring to other schools.

10. Training

Our staff are provided with training on managing behaviour. Behaviour management will also form part of continuing professional development.

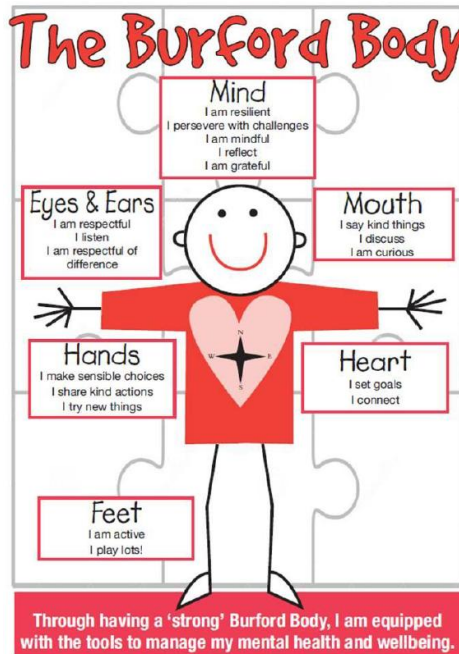
Staff new to the school will have instruction on behaviour expectations and management outlined as part of the induction process.

11. Links with other Policies

This behaviour policy is linked to the following policies:

- Safeguarding policy
- Anti-Bullying Policy
- Online Safety Policy
- SEND Policy
- PSHE Policy
- Relationship and Sex Education Policy

Appendix 1: Written Statement of Behaviour Principles



- Every pupil understands that they have the right to feel safe, valued and respected, and be free to learn without disruption from others
- All pupils, staff and visitors can expect to be treated without discrimination at any time
- Staff and volunteers to model exemplary behaviour to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The behaviour policy explains that suspensions will only be used as a last resort, that could lead to a exclusion
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life



Appendix 2a: Behaviour Reflection Sheet (KS2)

Burford School: Reflection Sheet							
Pupil's name:				Class:			
Date:							
Where did the incident take place?				When did it take place?			
Understanding the Situation What happened before the problem started? What made the situation difficult? What other choice could you have made? Who witnessed the incident?							
Considering Others Who was affected by your behaviour? How might others have felt? How would you feel if this happened to you?							
Taking Responsibility Which school value was not followed? What part of the situation was your responsibility? What have you learned from this?	Responsibility	Respect	Resilience	Kindness	Perseverance	Honesty	Curiosity
Moving Forward What could you do differently next time? What strategy could help you stay calm or focused? What support might help you make a better choice? What positive goal will you set moving forward from this?							

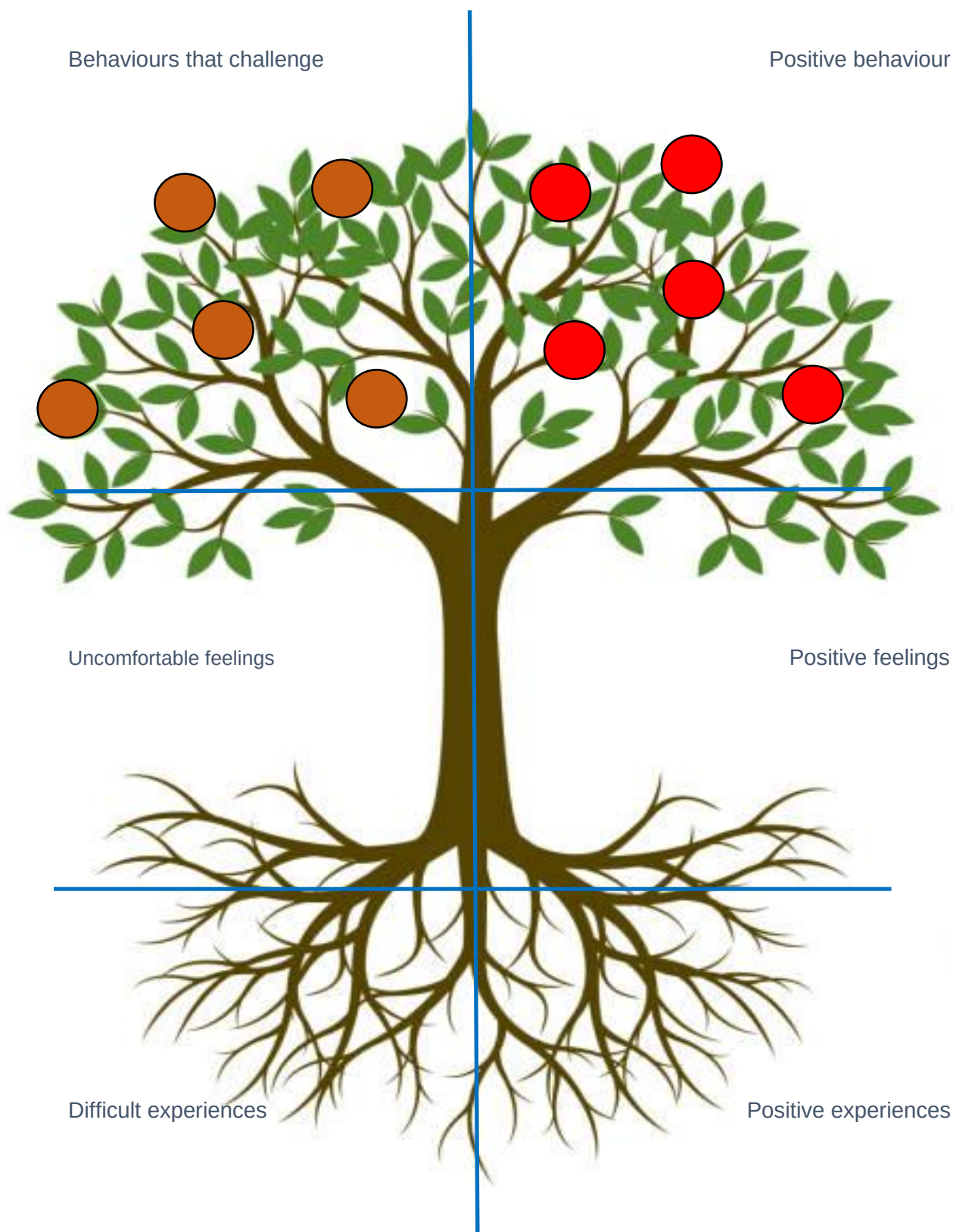


Appendix 2b: Behaviour Reflection Sheet (KS1)

Name: _____ Date: _____ Incident: _____	If we had made a different choice?	
What this caused?		
What happened?		

Appendix 3: Roots and Fruits Assessment

Pupil's name:	
Who contributed to this analysis?	
Date of review:	



Appendix 4a: Positive Behaviour Plan

Positive Behaviour Management Plan

Name:	DOB:	Date:	Version of plan: Review Date:
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Brief description of presenting behaviours that challenge or harm:	Positive behaviour(s) we wish to see / have:
Differentiated measures to promote / support positive behaviours:	

	POSITIVE behaviours you will see:	What you will say and do:
	CHALLENGING behaviours you will see:	What you will say and do:
	HARMFUL behaviours you will see:	What you will say and do:
Post incident recovery and debrief measures		
Parent/Carer Comments		
Next Steps		

Signature of plan teacher Date

Signature of parent / carer..... Date

Signature of young person (if appropriate).....Date.....

Appendix 4b: Risk Assessment

Risk Assessment – School

Pupil	Year Group/Class	Date
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For children who pose a threat to themselves, others and staff, a risk-assessment of their behaviours must be completed to evaluate how best to support them in school and on school trips.*

Hazard	Persons which may be harmed (inc. Pupil)	Property which may be damaged	Risk controls in place	Risk	Further action /detail (if needed)
[e.g. going into small spaces]			[e.g. locks fitted to doors of cupboards]	[e.g. extreme, high, moderate, low]	

Behaviour risk assessment descriptors:

Risk	Description
LOW	Some incidents of challenging behaviour. A risk assessment indicates that the behaviour does not pose a risk to self, others or property or a barrier to intervention.
MODERATE	Challenging behaviour that follows a predictable pattern. The risk assessment indicates a pattern of behaviour that can be managed by class teachers/teaching assistants who are able to maintain a level of behaviour that does not pose a risk to self, others or property. The child is nearly always compliant with care.
HIGH	Challenging behaviour poses a predictable risk to self, others or property. The risk assessment indicates that planned interventions are effective in minimising but not always eliminating risks. Compliance is variable but usually responsive to planned interventions.
EXTREME	Challenging behaviour of a severity and/or frequency that poses a significant risk to self, others or property. The risk assessment identifies that he behaviour(s) require(s) a prompt skilled response that might be outside the range of planned interventions.

[insert author, date]

Appendix 5: Restorative Conference Contract/Agreement

Incident date: _____ Conference date: _____

Discuss incident(s) recorded on CPOMs with parents/carers, any additional comments
record below:

Parent/carer views:

We have agreed the following:

Signed by participants:

_____	Name/role: _____
_____	Name/role: _____
_____	Name/role: _____
_____	Name/role: _____

Date for review (if required): _____