BURE PARK PRIMARY SCHOOL

Relationships and Behaviour Policy

Teamwork, Honesty, Kindness

ROLE	NAME	DATE OF RATIFICATION
Leader	Sarah Lewis (DHT)	21.10.26
Headteacher	Sarah Moon	
Chair of Governors	Alastair Deacon / Mandy Macintrye	

Next Review	September 2027

Contents

1. Introduction
2. Roles & responsibilities
3. Procedures & practices
4. Equal Opportunities
5. Monitoring & review
6. Links to other policies
7. Appendices

1: Introduction

1.1 Aims

At Bure Park, we expect all children to demonstrate the values of the school at all times.

These are:

- **Teamwork**
- **Honesty**
- **Kindness**

Alongside our values, we ensure that the children are **safe** at all times.

Our behaviour and relationships policy has been informed by the following research driven pedagogy:

- **Relational practice**, which acts as a the broad foundational ethos to create a safe and nurturing environment for our whole school family
- **Conscious discipline**, which is the daily, brain-state-based operational toolkit adults and children use to self-regulate and connect
- **Restorative practice**, which is the specific framework for we use for repairing relationships when needed

1.2 Consultation

This policy was written by Sarah Lewis (Deputy-head Teacher) in initial consultation with the Senior Leadership Team along with a working group. Updates to the policy were made in September 2026.

- Teaching staff – during staff meeting during Autumn Term 2026
- Working group – Throughout 2025/26 and ongoing
- Pupils – school council discussion

- Governors – Full Governing Board Meeting – October 2026

1.3 Legislation and guidance

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

- Behaviour in schools: advice for headteachers and school staff
- Searching, screening and confiscation: advice for schools
- The Equality Act 2010
- Keeping Children Safe in Education (2026)
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement
- 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
- Sharing nudes and semi-nudes: advice for education settings working with children and young people

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

2: Roles & responsibilities

2.1 Governing Body

The governing body is responsible for:

- Reviewing and approving the written statement of behaviour principles *(see Appendix A)*
- Reviewing and approving this policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation

2.2 The Headteacher and Behaviour Lead

The headteacher and behaviour lead (DHT) are responsible for:

- Reviewing this policy in conjunction with the governing body

- Giving due consideration to the school's statement of behaviour principles *(see Appendix A)*
- Reviewing, signing and distributing the Home School Agreement at the beginning of each new academic year *(see Appendix B)*
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with misbehaviour
- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing 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
- Offering 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
- Ensuring this policy works alongside the safeguarding policy, and other linked policies, to offer pupils both sanctions and support when necessary

2.3 Staff

Staff are responsible for:

- Creating a safe, calm and connection-led environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recognising hidden stressors for vulnerable pupils, such as young carers or looked-after children, to ensure empathetic and supportive responses to their behaviour
- Considering the impact of their own behaviour on the school culture and how they can uphold school rules and expectations
- Using de-escalation techniques and positive behaviour management strategies via the TeamTeach framework to minimise/prevent the need for restrictive interventions
- Recording behaviour incidents promptly on CPOMs
- Engaging the Senior Leadership Team where necessary to respond to behaviour incidents

All new staff are asked to read our behaviour and relationships policy, and are provided with a concise overview to keep keep on hand for reference *(see Appendix B)*

2.4 Parents and carers

As a school, we 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, working in collaboration with them to tackle behavioural issues with Teamwork, Honesty and Kindness.

As set out in our Home School Agreement *(see Appendix C)*, which parents/carers are also asked to read and sign each September, we expect them to:

- Treat all members of the school community with care and respect and abide by the parents code of conduct.
- Support the school to make sure my child maintains a consistently high standard of behaviour
- Encourage their child/ren to try their best so they can reach their full potential and work together with the school in order to achieve the best outcomes for their child/ren
- Communicate to the school any concerns that I have about my child/ren that may affect their behaviour in school or ability to learn
- Promote the school values of Teamwork, Honesty and Kindness

2.5 Pupils

Pupils also sign our home school agreement each September *(see Appendix C)*. This outlines the school's expectation to:

- Show the school values of Teamwork, Honesty and Kindness
- Try their best and ask for help if they need it
- Be friendly and caring towards other children and adults
- Listen to instructions from the adults at school and follow the school rules to ensure their safety
- Look after the school equipment and be respectful of the school environment

3. Procedures and practice

3.1 Classroom Management and Environment

Staff are responsible for setting the tone and context for positive behaviour within the school.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Formulate and agree a Class Family Charter *(see Appendix D)* of behaviour expectations, emphasing the points set out in our Home School agreement
- Develop a positive relationship with pupils, which may include:
    - Greeting pupils in the morning/at the start of lessons, and concluding the day positively and starting the next day afresh
    - Establishing clear and predictable routines, such as use of Brain Smart Starts for daily Family Time *(see Appendix D)* , use of coloured slides to define lesson content for pupils, etc.

- Communicating expectations of behaviour in ways other than verbally, such as using non -verbal cues to limit low level disruption
- Supporting pupils with self-regulation and communication strategies such as using the Zones of Regulation *(see Appendix D)*
- Highlighting and promoting good behaviour
- Using positive reinforcement

3.2 How we respond to behaviour

❖ **3.2.1 Recognising appropriate behaviours**

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 values of Teamwork, Honesty and Kindness.

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

Positive behaviour will be recognised with:

- Verbal praise
- Stickers, where appropriate in EYFS/KS1
- Communicating praise to parents/carers via a phone call or written correspondence
- House Points *(See Appendix E)*
- Values certificates, for those demonstrating Teamwork, Honesty and Kindness
- Recognition in celebration assemblies or Hot Chocolate with the Headteacher
- Positions of responsibility, such as House Captains, Sports Captains, School Councilors, Playground Leaders or Arts Ambassadors
- Whole-class or year group rewards, such as a popular activity chosen by pupils

❖ **3.2.2 Responses to misbehaviour**

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. Our response is informed by the principles of restorative practice.

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, including the use of pre-arranged scripts and phrases, can be used to help prevent further behaviour issues arising, including situations where staff may need to use a restrictive intervention *(see Appendix F)*

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified (e.g. whether a pupil has specific vulnerabilities, intent to harm, wider context etc.) 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 behaviour standards in the future. Staff will also keep parents informed about occurrences of unacceptable behaviours.

The school may use one or more of the following responses to unacceptable behaviour:

- Visual or verbal cues/reminders
- Positive praise to highlight acceptable behaviour
- Tactical ignoring
- Descriptions of reality
- Simple Direction
- Question and feedback
- Verbal caution
- Repair forms, which record up to three misbehaviour incidents to then be shared formally with parents and Behaviour Lead/Leadership Team
- Short reflection time for restorative conversations and completion of learning missed, which may take place during playtimes/lunchtimes or requested follow up support from home
- Assistance from a member of the senior leadership team may be sought to support individual pupils, who may be alerted by internal phone call to the office or by sending a red card with their class number on physically to find the nearest member of staff.
- Internal removal from class to a reflection space (e.g. Wellbeing room, another classroom, DHT/HT office)
- Suspension and permanent exclusion

Staff will use professional judgement when selecting an appropriate response, within the framework of this policy. Responses will be proportionate to the behaviour, take account of the individual circumstances of the pupil, and be consistent with the school's expectations and procedures. Significant sanctions will be determined by the appropriate member of the leadership team in accordance with this policy.

❖ 3.2.3 Suspension and permanent exclusion

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

Please refer to our exclusions policy for more information

Serious physical violence or behaviour that presents a significant risk of harm will be responded to promptly and proportionately. Where appropriate, the headteacher will consider suspension in

accordance with the school's exclusion policy and the statutory guidance on suspension and permanent exclusion. Any decision will take account of the individual circumstances, the seriousness and impact of the incident, safeguarding considerations, the pupil's SEND and other relevant vulnerabilities, and whether suspension is lawful, reasonable and proportionate. The school will always plan and consider the provision for the child for them to be successful in school.

❖ 3.2.4 Support for pupils

Alongside modelling by staff, making positive behavioural choices will be taught throughout the curriculum, but specifically in PSHE. It will also be taught throughout weekly assemblies.

In any cases of extreme misbehaviour, special procedures will be put in place to ensure that a child is not "unsafe" to themselves, others or property. Where appropriate, Individual Support Plans (ISPs) or appropriate pastoral support may be put in place to investigate and address the root cause, or to help children develop appropriate co-regulation or self-regulation strategies.

❖ 3.2.5 Responding to misbehaviour from pupils with SEND

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND). Pupils with SEND may react to distressing or confusing situations by displaying behaviours which may be harmful to themselves and others. Pupils who have difficulty communicating verbally might show their needs and discomfort through their actions.

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 plan (EHCP), 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, including ISPs where appropriate, to prevent these from occurring.

We will utilise staff who know individual pupils with SEND well to:

- Help identify and manage risk, such as trigger points when challenging behaviour is more likely to occur
- Develop proactive strategies to reduce the likelihood of restrictive interventions being used *(See Appendix F)*

We will also work with the pupil, their parents/carers and other professionals to develop prevention and de-escalation strategies.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned, for example:

- Use of 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
- Making reasonable adjustments to uniform requirements for a pupil with sensory issues or who has severe eczema
- Ongoing training opportunities for staff in understanding conditions such as autism
- Use of our calm corners, our Wellbeing Room, the Nest or outdoor spaces where pupils can regulate their emotions during a moment of sensory overload

❖ 3.2.6 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

Where any of these factors are identified, the school will consider whether the pupil's SEND or disability contributed to the behaviour, whether reasonable adjustments are required, and whether applying the proposed sanction would be lawful, reasonable and proportionate. The existence of SEND or disability does not automatically prevent the use of a sanction, but the school will ensure that its Equality Act and SEND duties are met.

3.2.7 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinators (SENCOs) 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.

❖ 3.2.8 Pupils with an education, health and care plan (EHCP)

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.

3.3 Restrictive interventions, including use of reasonable force

Our approach to restrictive interventions follows the DfE's latest guidance on restrictive interventions and at Bure Park we use the framework provided by **Team Teach** (see *Appendix F*).

Restrictive interventions are used to prevent, restrict, or subdue movement of the body or part of the body of a pupil. It describes both physical and non-physical actions aimed to restrain pupils in different ways.

Our staff understand that any form of force or restraint carries a risk of physical and psychological harm, so we always avoid using these measures where possible.

(See Appendix G)

3.4 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).

3.5 Online misbehaviour

We are committed as a school to work alongside parents/carers to support safety online for all our pupils. School will inform parents if they become aware that the following has occurred:

- Online behaviour that poses a threat or causes harm to another pupil
- Online behaviour that may have repercussions for the orderly running of the school
- Online behaviours that adversely affects the reputation of the school

- Incidences where pupils become identifiable as a member of the school, posing a risk to their safety or the safety of the school

Where online behaviour raises a safeguarding concern, staff will report the concern to the DSL without delay and follow the Child Protection and Safeguarding Policy.

The School may also enlist the involvement of external agencies, such as social care, LCSS and police where necessary to do so in line with our Safeguarding procedures.

3.6 Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, a DSL will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

3.7 Bullying

Bullying, including cyberbullying, prejudice-based bullying and discriminatory bullying, is not tolerated. Allegations of bullying will be investigated and responded to in accordance with the school's Anti-Bullying Policy and, where appropriate, the Child Protection and Safeguarding Policy.

3.8 Child-on-child Abuse

The school recognises that children can abuse other children. This can include bullying, cyberbullying, physical abuse, sexual violence, sexual harassment, harmful sexual behaviour, discriminatory behaviour, coercive or controlling behaviour, and the sharing of intimate images, including digitally manipulated or AI-generated images.

Any concern that a child may have experienced or caused harm to another child will be treated as a safeguarding concern where appropriate and reported to the Designated Safeguarding Lead in accordance with the Child Protection and Safeguarding Policy.

Behaviour sanctions will not replace safeguarding action where a safeguarding concern is identified.

3.9 Health and safety

Some children will require an individual risk assessment due to their needs. This will be completed by the Class Teacher and SENDCo and reviewed on a regular basis.

4: Equal opportunities

The Staff and Governing Body will work together within the requirements of the Special Education and Disability Act 2001 (S.E.N.D.) to ensure that pupils with special educational needs, or a disability, both current and prospective, are treated favourably and without discrimination; as well as those children who may be “children we care for” or Young Carers. We will make any appropriate adjustments, or changes, to ensure that they are not placed at a substantial disadvantage compared to their peers – in day-to-day provision or exclusions. Bure Park School is committed to inclusive education for all.

5: Monitoring and review

This policy will be monitored by 6 weekly checks on CPOMS to look for trends and any areas of concern. Details of this monitoring will be shared with SLT, Staff and the Governing Body.

The policy will be revised yearly, or earlier if Government guidance changes.

7: Links to other policies

This policy should be read in conjunction with:

Anti-Bullying Policy

Positive Handling Policy

Exclusion Policy

Mobile Phone Policy

Child Protection and Safeguarding Policy

E-Safety Policy

8: Appendices

A. Governing Body Behaviour Principles Written Statement

B. Overview of Behaviour Policies & Procedures (“at-a-glance” document for staff)

C. Home School Agreement

D. Classroom Management & Environment

E. House System & House Points

F. Training & support via the Team Teach Framework

G. Restrictive interventions, including use of reasonable force

Bure Park Primary School
Behaviour Principles – A Written Statement

A statement of behaviour principles written by the Governors is required in all maintained schools. These principles guide our Learning and Conduct Policy and procedures at Bure Park Primary School.

The Governors of Bure Park Primary School believe that high standards of behaviour lie at the heart of a successful school and enable children to make the best possible progress in all aspects of their school life.

Principles

- Every pupil understands they have the right to feel safe, valued and respected, and be able to learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and where appropriate reasonable and proportionate force are set out clearly and used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils, staff and parents
- 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 through using the restorative practice approach
- Families are involved in behaviour incidents to foster good relationships between school and pupils' home life

Equality

The governors expect the learning and conduct behaviour policy and any related policy or procedure to be produced in accordance with equality legislation and the duty to eliminate discrimination.

The Governing Board of Bure Park Primary also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by Full Governing Body committee annually

Overview of behaviour policies and procedures

Our behaviour and relationships policy has been informed by the following research driven pedagogy:

- **Relational practice**, which acts as the broad foundational ethos to create a safe and nurturing environment for our whole school family
- **Conscious discipline**, which is the daily, brain-state-based operational toolkit adults and children use to self-regulate and connect
- **Restorative practice**, which is the specific framework for we use for repairing relationships when needed

<table>
<tr><td colspan="3">At Bure Park, we expect everyone to demonstrate our school values at all times. These are:</td></tr>
<tr><td>Teamwork</td><td>Kindness</td><td>Honesty</td></tr>
<tr><td></td><td></td><td></td></tr>
<tr><td colspan="3">Alongside our values, we ensure that everyone is SAFE.</td></tr>
</table>

Staff are responsible for setting the tone and context for positive behaviour within the school, and forming positive connections with pupils is our priority.

Miss Moon (on behalf of the school), all pupils and their parents are requested to sign a Home-School Agreement each September which outlines behaviour expectations in general terms for all stakeholders.

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward.

Positive behaviour will be recognised with:

- Verbal praise
- Communicating praise to parents/carers via a phone call or written correspondence
- Stickers (where appropriate, e.g. EYFS/KS1/individual cases)
- House Points
- Values certificates, for those demonstrating Teamwork, Kindness and Honesty

- Recognition in celebration assemblies or Hot Chocolate with the Headteacher
- Whole-class or year group rewards, such as a popular activity

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, including the use of pre-arranged scripts and phrases, can be used to help prevent further behaviour issues arising, including situations where staff may need to use a restrictive intervention (- framework provided by Teamteach training).

All pupils will be treated equitably under the policy, with any factors that contributed to the behavioural incident identified (e.g. whether a pupil has specific vulnerabilities, intent to harm, wider context etc.) 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 behaviour standards in the future, and also keep parents informed so we can work with them towards more positive outcomes.

Staff record behaviour incidents on CPOMs for safeguarding and monitoring purposes.

Staff may use one or more of the following responses to unacceptable behaviour:

- Visual or verbal cues/reminders
- Positive praise to highlight acceptable behaviour
- Tactical ignoring
- Descriptions of reality
- Simple direction
- Question and feedback
- Verbal caution
- Enlist support from SLT using red card system
- Facilitate a short reflection time for restorative conversations and completion of learning missed, which may take place during playtimes/lunchtimes or requested follow up support from home
- Repair forms (sent home when 3 x incidents are recorded on them within a period of 10 days)
- Internal removal from class to a reflection space (e.g. Wellbeing room, another classroom, DHT/HT office)
- Suspension and permanent exclusion

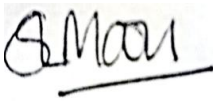
It is to the discretion of staff which consequence fits the child, the situation and the behaviour. However, **severe physical violence with intent to harm another** cannot be tolerated and will almost always result in an external suspension. We review the situation around the decision to suspend and plan/consider the provision for the child for them to be successful in school.

Home School Agreement - Y1-6

As a School	Parents/Carers	Pupils
We will do our best to: ● Support your child's wellbeing and safety by providing a safe, supportive and caring environment ● Help and encourage your child to reach their full potential ● Monitor and communicate with parents and carers regularly on your child's progress ● Provide a broad and balanced curriculum that caters for all children which promotes our school values of teamwork, kindness and honesty ● Promote and model high standards of behaviour ● Offer your child opportunities to develop a sense of responsibility, form healthy social relationships and build their self-esteem ● Set home learning that supports the delivery of the curriculum and provide feedback as appropriate ● Offer opportunities for parents and carers to	I will do my best to: ● Treat all members of the school community with care and respect and abide by the parents code of conduct. ● Make sure my child attends school regularly and on time, notifying the school if my child will be absent ● Make sure my child is dressed in the correct uniform ● Support the school to make sure my child maintains a consistently high standard of behaviour ● Encourage my child to try their best so they can reach their full potential and work together with the school in order to achieve the best outcomes for my child ● Communicate to the school any concerns that I have about my child that may affect their behaviour in school or ability to learn ● Ensure my communication with the school is respectful,within	I will do my best to: ● Follow all school rules and show the school values of teamwork, kindness and honesty ● Arrive at school on time and ready to learn ● Try my best and ask for help if I need it ● Wear the correct school uniform ● Bring all the equipment I need each day ● Be friendly and caring towards other children and adults ● Listen to instructions from the adults at school and follow the school rules to ensure their safety ● Complete my home learning ● Look after the school equipment and be respectful of the school environment

As a School	Parents/Carers	Pupils
get involved in school life ● Communicate between home and school through the newsletter, emails and appropriate social media channels ● Respond to communications from parents in a timely manner, usually within 48 hours. ● Encourage good attendance and address any concerns with parents or carers where necessary	reasonable timeframes and avoids the use of generative AI so that correspondence reflects my genuine concerns, questions and individual circumstances ● Promote the school values of teamwork, kindness and honesty ● Make sure that my child completes their homelearning ● Read all communications sent home by the school and respond where necessary	

Signed:

Head Teacher:  Date : September 2026

Parent/Carer: Date:

Pupil: Date:

Appendix: Parents code of conduct -
https://www.bureparkprimary.org/attachments/download.asp?file=282&type=pdf

Home School Agreement - EYFS

Bure Park Primary School

Home School Agreement

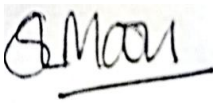
Teamwork, Kindness, Honesty

As a school	Parents/Carers
We will do our best to: ● Support your child's wellbeing and safety by providing a safe, supportive and caring environment ● Help and encourage your child to reach their full potential ● Monitor and communicate with parents and carers regularly on your child's progress ● Provide a broad and balanced curriculum that caters for all children which promotes our school values – teamwork, kindness and honesty ● Promote and model high standards of behaviour so we can maintain a safe environment for all children ● Offer your child opportunities to develop a sense of responsibility, form healthy social relationships and build their self-esteem ● Offer opportunities for parents and carers to get involved in school life ● Communicate between home and school through the newsletter, Tapestry, emails and appropriate social media channels ● Respond to communications from parents in a timely manner, usually within 48 hours ● Encourage good attendance and address any concerns with parents or carers where necessary	I will do my best to: ● Treat all members of the school community with care and respect and abide by the parents code of conduct ● Make sure my child attends school regularly and on time, and within the attendance expectations of a school setting and notify the school if my child will be absent ● Make sure my child is dressed in the correct uniform ● Support the school to make sure my child maintains a consistently high standard of behaviour ● Encourage my child to try their best so they can reach their full potential and work together with the school in order to achieve the best outcomes for my child ● Communicate to the school any concerns that I have about my child that may affect their behaviour in school or ability to learn ● Ensure my communication with the school is respectful,within reasonable timeframes and avoids the use of generative AI so that correspondence reflects my genuine concerns, questions and individual circumstances ● Promote the school values of teamwork, kindness and teamwork ● Read all communications sent home by the school and respond where necessary

Pupils

Work as a team with my class family 	Wear the correct uniform 	Be friendly and caring to other children and adults
Listen to instructions from the adults 	Look after all the toys and equipment 	Try to do things on my own - go to the toilet, change shoes, put on coat 

Signed:

Head Teacher:  Date : September 2026

Parent/Carer: Date:

Pupil: Date:

Appendix: Parents code of conduct -
https://www.bureparkprimary.org/attachments/download.asp?file=282&type=pdf

Classroom Management & Environment

Classroom/ family charter

The Classroom Charter is a promise that teachers, teaching assistants and children create together for how they want to feel in the classroom, what actions will promote those feelings, and agreed upon actions for how to prevent and manage conflict. The Class Charter will always be in line with our school values. These are in classes and signed by teachers and children.

Brain, start, smart

When the school day starts, children are expected to be in class completing a calm activity, such as spellings, reading or other handwriting practise.Children have the opportunity to share how they are feeling using the zones of regulation. Any children who are in the red zone can be sought out by the adults in the classroom.

The whole class then participates in *Brain, Smart, Start* activities to ensure children feel safe, secure and learning ready. These are a series of activities to unite, de-stress, connect and commit. Class families may complete additional/"mini" brain, start, smart activities at key transition points throughout the day, such as after play times, to ensure children are relaxed and ready to learn.

Zones of Regulation

The Zones of Regulation is a conceptual framework used to teach children self-regulation. The Zones are used in every class and learning area across the school. This system is used to categorize complex feelings and improve children's ability to recognise and communicate how they are feeling in a safe, non-judgmental way. It also allows children to tap into strategies or tools to help them move between Zones. All staff monitor Zones throughout the day and respond with appropriate intervention.

The Zones of Regulation categorizes states of alertness and emotions into four coloured Zones.

• The Blue Zone is used to describe low states of alertness, such as when one feels sad, tired, sick, or bored. This is when a child's brain is moving slowly or sluggishly.

• The Green Zone is used to describe a regulated state of alertness. A child may be described as calm, happy, focused or content when in the Green Zone. This is the Zone children need to be in for schoolwork and being social.

• The Yellow Zone is also used to describe a heightened state of alertness; however, a child has some control in the Yellow Zone. A child experiencing stress, frustration, anxiety, excitement, silliness, nervousness, confusion, and may have slightly elevated emotions (such as wiggly, squirmy, or sensory seeking). The Yellow Zone is starting to lose some control.

• The Red Zone is used to describe extremely heightened states of alertness or very intense feelings. A child may be experiencing anger, panic, terror, devastation, or elation when in the Red Zone. Being in the Red Zone can be explained by being overwhelmed by feelings and having loss of control.

Our House system and House Points

Our House system is designed to promote a sense of Belonging in our school, as well as recognising a wide range of achievements for pupils.

There are 4 houses – Lime, Beech, Oak and Willow - and pupils are assigned to a House family during their Reception year.

House points are rewarded with a token which is put into tubes near our school Office area so that children can monitor how their house team is doing.

There is a cup for the winning house presented at the end of each year. As each term passes, ribbons are added to indicate which house is currently in the lead.

As decided by the School Council, House Points can be achieved by:

- 3 weeks in a row of homework in on time including TT Rockstars
- Demonstrating a growth mindset
- Demonstrating the school values – Teamwork, Honesty and Kindness
- Smart presentation of work
- Good contributions in class – sharing ideas
- Asking a really good question in class
- Using our initiative
- Showing individual progress or success

Training and Support via the Team Teach framework

All staff are trained on Level One Positive Behaviour Support from Team Teach. Training is recognised as an ongoing process and as such we have a member of staff who is qualified to deliver this training and support as necessary.

This training is primarily aimed to reduce the need for physical interventions and focuses on de-escalation strategies. Where these are not sufficient to manage incidents of misbehaviour, staff are trained to safely use guides and holds, where necessary, proportionate and for the shortest time possible.

1. De-escalation Strategies

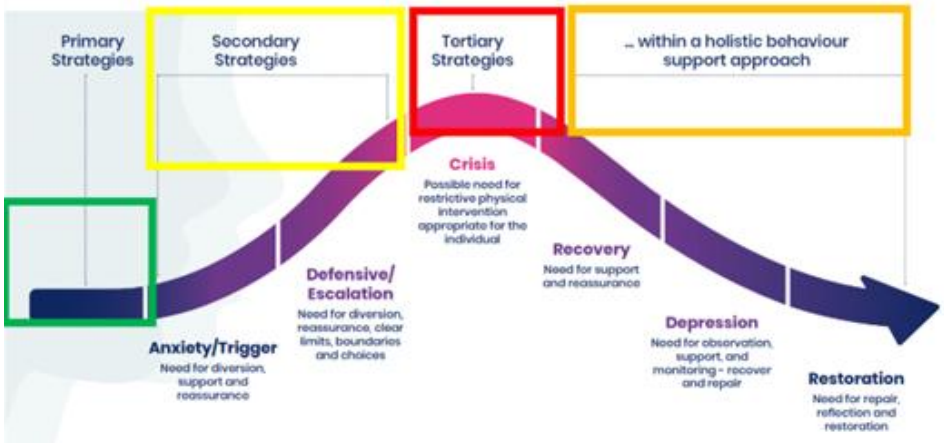
Staff build positive relationships with their class which enable them to positively identify when a child may be experiencing anxiety or a potential trigger. Staff are trained to use the following de-escalation techniques:

- Non verbal communication and body language
- Redirection of attention
- CALM scripts
- Offering choices

2. Decision-Making Framework

Where there is **a clear risk of harm to themselves or others**, guides and prompts could be used, choosing the least invasive first, such as Show and Go.

Staff are trained to support the movement of pupils from one area to another using Caring C grip, help hugs and where appropriate, bean bag holds.



3. Monitoring and Documentation

When the use of guides or holds have been necessary, these are recorded into CPOMs and the Team Teach Trainer is alerted.

4. Post incident Recovery and Support

Pupils – Will be given the time and space needed before any restorative processes are followed, in recognition that they may still be in crisis. With them, any changes can be made to their ISP. This can be done with the adult who dealt with the incident, or any other member of staff, such as Pastoral Lead, as appropriate.

Staff - Following an incident where Team Teach strategies were applied, the behaviour team will then provide follow up support and review or create any Risk Assessment or Individual Support Plans as necessary. This will also include liaison with the family unit. Follow up will include a reflection on the methods used and identify any further training needs.

Restrictive interventions, including use of reasonable force

Our approach to restrictive interventions follows the DfE's latest guidance on restrictive interventions and at Bure Park we use the framework provided by TeamTeach.

Restrictive interventions are used to prevent, restrict, or subdue movement of the body or part of the body of a pupil. It describes both physical and non-physical actions aimed to restrain pupils in different ways.

Our staff understand that any form of force or restraint carries a risk of physical and psychological harm, so we always avoid using these measures where possible.

Reasonable force

Reasonable force covers a broad range of actions used by staff that involve a degree of physical contact to restrain pupils, using no more force than is needed for the least amount of time, the application of which will depend on the circumstances.

All members of staff have a legal power to use reasonable force in certain situations, to prevent a pupil from:

- Hurting themselves or others
- Committing a criminal offence
- Damaging property
- Causing disorder among pupils, in or out of lessons

Reasonable force must:

- Always be used as a last resort
- 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.

Recording and reporting requirements

Staff have a legal duty to record and report all:

- Significant incidents involving force
- Incidents of internal suspension (eg redirection from usual learning spaces)
- Restraint incidents

Searching, screening and confiscation

Searching, screening and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

Confiscation

Any prohibited items (see appendix) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

These are:

- Knives or weapons
- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- E-cigarettes or vapes
- Fireworks
- Pornographic images
- Any article a staff member 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 pupil)

Where necessary, we will also confiscate any item that is disruptive to school learning environments, e.g. toys. These items will be returned to pupils after discussion with senior leaders and parents/carers.

Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**

- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness, they should immediately report this to another member of staff, and make sure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. “I will ask you to turn out your pockets and remove your scarf”
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil’s co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the Headteacher to try to determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified above.

An authorised member of staff may search a pupil’s outer clothing, pockets, possessions, desk or locker.

‘Outer clothing’ includes:

- Any item of clothing that isn't worn wholly next to the skin or immediately over underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes or boots

Searching pupils’ possessions

Possessions means any items that the pupil has or appears to have control of, including:

- Personal drawers
- Bags

A pupil’s possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items .

An authorised member of staff can search a pupil’s possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed above
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items, including incidents where no items were found, will be recorded on CPOMs

Informing parents/carer

Parents/carers will always be informed of any search for a prohibited item. A member of staff will tell the parents/carers as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Strip searches

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C. police will therefore be contacted if staff feel this may be a necessary course of action.