

# **Sutton on the Forest CE Primary School: Behaviour Policy**

**Date Implemented:** September 2025

**Date of Review:** Annually

**Next Review Date:** September 2026

**Policy Author:** Headteacher

**Approved by:** Governing Body

## **1. Introduction and Purpose**

This behaviour policy outlines the standards of behaviour expected at Sutton on the Forest CE Primary School. It reflects our school vision: "Small school, big heart, aiming higher together" and our core values of Respect, Perseverance, Compassion, and Friendship. This policy aims to create a safe, supportive, and stimulating learning environment where all pupils can thrive and reach their full potential. It is underpinned by the principles of fairness, consistency, and positive relationships.

## **2. Legal Framework and Guidance**

This policy is informed by and complies with the following legislation and guidance:

- Education and Inspections Act 2006
- Equality Act 2010
- Children Act 1989 and 2004
- Keeping Children Safe in Education (KCSIE)
- Behaviour in Schools (DfE, 2022)
- Searching, Screening and Confiscation (DfE, 2022)
- Use of Reasonable Force (DfE, 2022)

## **3. Rationale**

We believe that it is essential to maintain clear boundaries and expectations and that children feel safe and are most likely to thrive in a nurturing, structured school environment with predictable routines, expectations and responses to behaviour. Rewards and consequences that can follow certain behaviours should be made clear and children should be led to understand what is right and wrong. However, our policy

acknowledges that behaviour is linked to emotional states, may communicate an unmet emotional need (conscious or unconscious) and that an ability to recognise and regulate emotions is a key aspect of understanding and managing behaviour.

We recognise that for children whose developmental stage or identified SEN causes them to struggle with cause and effect thinking, impulse control and emotion regulation, the exclusive use of a simple behaviourist model of behaviour management is unhelpful. Children who are particularly vulnerable in this respect are those with attachment difficulties, developmental trauma or other adverse childhood experiences for whom behaviourist approaches often cause further trauma and do not teach how to express emotions in a more appropriate manner. In particular, 'sanctions' that shame and ostracise pupils can provoke more negative behaviour and fail to develop the child's capacity for self-discipline. Therefore, in line with our commitment to inclusive practice, and in accordance with DfE Mental Health and Behaviour Policy November '18, this policy acknowledges the need for flexibility and differentiation and advocates approaches that are tailored to meet specific individual needs and experiences.

By promoting practice which is underpinned by central principles of empathy, connection, attunement, trust, co-regulation, reflection, correction and/or reparation, we believe that this policy is authentically inclusive and beneficial to the whole school community.

This policy is the statement of aims and strategies for the positive management of behaviour at Sutton Primary School. The objective at our school is that behaviour will be outstanding. This will be by everyone demonstrating the following:

Making an exceptional contribution to a safe, positive, **COMPASSIONATE** learning environment.

Making every effort to ensure that others learn and thrive in an atmosphere of **RESPECT** and dignity.

Have excellent, enthusiastic attitudes to learning and ensure we **PERSEVERE** at all times.

Demonstrating **FRIENDSHIP** towards our peers and adults in school

## 4. Roles and Responsibilities

- **Headteacher:** Overall responsibility for the implementation and effectiveness of the behaviour policy.
- **Senior Leadership Team (SLT):** Supporting the Headteacher in implementing the policy, monitoring behaviour trends, and providing staff training.

- **Teachers:** Implementing the policy in the classroom, promoting positive behaviour, and addressing misbehaviour appropriately.
- **Teaching Assistants (TAs):** Supporting teachers in implementing the policy, providing individual support to pupils, and promoting positive behaviour.
- **Pupils:** Understanding and adhering to the school's behaviour expectations.
- **Parents/Carers:** Supporting the school in promoting positive behaviour and working in partnership to address any concerns.
- **Governing Body:** Monitoring the effectiveness of the behaviour policy and ensuring that it is reviewed regularly.
- **Well-being Champions:** Trained pupils who support positive relationships and provide peer support.

## 5. School Expectations: "Be Kind, Be Safe, Be Ready"

At Sutton on the Forest CE Primary School, we have three simple rules:

- **Be Kind:** Treat everyone with respect, compassion, and understanding.
- **Be Safe:** Follow instructions, keep yourself and others safe, and report any concerns.
- **Be Ready:** Be prepared to learn, listen attentively, and participate actively.

These rules are displayed prominently around the school and are reinforced regularly.

### Specific Expectations:

- **In the Classroom:**
  - Listen attentively to the teacher and other pupils.
  - Follow instructions promptly.
  - Participate actively in learning activities.
  - Respect the opinions of others.
  - Keep the classroom tidy.
- **Around the School:**
  - Walk quietly and respectfully in corridors.
  - Keep the school environment clean and tidy.
  - Show respect for school property.
  - Behave responsibly during break times and lunchtimes.
- **Online:**
  - Use technology responsibly and safely.
  - Respect others online.
  - Report any concerns about online safety to a trusted adult.

## 6. Promoting Positive Behaviour

We believe that promoting positive behaviour is essential for creating a supportive and effective learning environment. We use a range of strategies to encourage pupils to make positive choices:

- **Positive Reinforcement:**
  - Verbal praise and encouragement.
  - Stickers, certificates, and other rewards.
  - Positive notes home to parents/carers.
  - Recognition in assemblies.
- **Modelling Positive Behaviour:** Staff consistently model the behaviours we expect from pupils.
- **Creating a Positive Classroom Environment:**
  - Building positive relationships with pupils.
  - Using engaging and differentiated teaching strategies.
  - Providing opportunities for pupils to succeed.
- **Restorative Approaches:** Encouraging pupils to take responsibility for their actions and repair any harm caused.
- **Circle Time:** Providing a safe space for pupils to discuss issues and build relationships.
- **Well-being Champions:** Pupil well-being champions promote positive relationships and provide peer support.
- **PSHE Curriculum:** The PSHE curriculum covers important issues such as respect, equality, and healthy relationships.

## 7. Addressing Misbehaviour

When pupils do not meet our behaviour expectations, we will address the misbehaviour in a fair, consistent, and proportionate manner. We use a tiered approach to address misbehaviour:

### Tier 1: Universal Support (All Pupils)

- Reminder of expectations.
- Non-verbal cues (e.g., eye contact, proximity).
- Verbal redirection.
- Brief time-out within the classroom.

### Tier 2: Targeted Support (Some Pupils)

- Loss of privileges.
- Referral to a senior member of staff.
- Contact with parents/carers.
- Individual behaviour plan.
- Restorative conversation.

### **Tier 3: Intensive Support (A Few Pupils)**

- Internal exclusion.
- Fixed-term exclusion.
- Permanent exclusion (as a last resort).
- Referral to external agencies (e.g., educational psychologist, social services).

### **Serious Misbehaviour:**

Serious misbehaviour, such as violence, bullying, or theft, will be dealt with immediately and may result in more severe consequences, including exclusion.

### **Exclusion:**

Exclusion will only be used as a last resort and in accordance with the DfE guidance on exclusion.

### **Recording and Monitoring:**

All incidents of misbehaviour will be recorded and monitored to identify patterns and trends. This information will be used to inform school improvement planning and to provide targeted support to pupils.

## **8. Bullying**

Sutton on the Forest CE Primary School is committed to providing a safe and supportive environment for all pupils (see separate Anti-Bullying policy). Bullying of any kind is unacceptable and will not be tolerated.

### **Definition of Bullying:**

**The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. It can happen face to face or online.**

- Physical bullying (e.g., hitting, kicking, pushing)
- Verbal bullying (e.g., name-calling, insults, threats)
- Social bullying (e.g., exclusion, spreading rumours)
- Cyberbullying (e.g., online harassment, posting offensive content)
- Prejudice-based bullying (e.g., based on race, religion, gender, sexual orientation, disability)

### **Responding to Bullying:**

All reports of bullying will be taken seriously and investigated thoroughly. We will:

- Provide support to the victim of bullying.

- Address the behaviour of the perpetrator of bullying.
- Involve parents/carers in addressing the issue.
- Monitor the situation to ensure that the bullying stops.

### **Prevention:**

We will promote a culture of respect and kindness through:

- PSHE lessons on bullying and relationships.
- Assemblies and workshops.
- Peer support programmes.
- Promoting positive online safety habits.

## **9. Reasonable Force**

In some circumstances, staff may need to use reasonable force to prevent a pupil from:

- Causing harm to themselves or others.
- Committing a criminal offence.
- Damaging property.
- Causing a disturbance that disrupts teaching and learning.

Any use of force must be reasonable, proportionate, and in accordance with DfE guidance. All incidents involving the use of force will be recorded and reported to the Headteacher. Parents/carers will be informed as soon as possible.

## **10. Pupils with Special Educational Needs and Disabilities (SEND)**

We are committed to providing an inclusive learning environment for all pupils, including those with SEND. We will make reasonable adjustments to our behaviour policy to meet the individual needs of pupils with SEND. This may include:

- Developing individual behaviour plans.
- Providing additional support in the classroom.
- Using alternative communication methods.
- Working in partnership with parents/carers and external agencies.

## **11. Working in Partnership with Parents/Carers**

We believe that working in partnership with parents/carers is essential for promoting positive behaviour. We will:

- Communicate regularly with parents/carers about their child's behaviour.

- Involve parents/carers in developing behaviour plans.
- Provide parents/carers with support and guidance on managing behaviour at home.
- Listen to parents'/carers' concerns and work together to find solutions.

## **12. Monitoring and Evaluation**

The effectiveness of this behaviour policy will be monitored and evaluated regularly through:

- Analysis of behaviour data.
- Pupil and staff surveys.
- Parent/carer feedback.
- Observations of classroom practice.
- Review of incident reports.

The findings of the monitoring and evaluation process will be used to inform school improvement planning and to ensure that the behaviour policy remains effective.

## **13. Communication**

This behaviour policy will be communicated to all members of the school community through:

- Publication on the school website.
- Distribution to all staff.
- Presentation to pupils in assemblies and class discussions.
- Information sessions for parents/carers.

## **14. Related Policies**

This behaviour policy should be read in conjunction with the following school policies:

- Child Protection Policy
- Anti-Bullying Policy
- SEND Policy
- Online Safety Policy
- Equality Policy
- Exclusion Policy