SUTTON ON THE FOREST CHURCH OF ENGLAND PRIMARY SCHOOL

Small school, big heart, aiming higher together

Our vision is to value everyone to enable them to develop curiosity, ignite a love of learning, discover talents, reach their full potential and live life in all its fullness. This vision is rooted in our Christian values of respect, compassion, friendship and perseverance that are at the heart of our school.

Behaviour Policy

Date Implemented: November 2026

Date of Review: Annually

Next Review Date: November 2027

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 should be read alongside the following legislation, statutory guidance and Department for Education (DfE) advice:

- Education and Inspections Act 2006.
- Equality Act 2010.
- Children Act 1989 and Children Act 2004.
- Human Rights Act 1998.
- Special Educational Needs and Disability Code of Practice: 0-25 Years.
- Keeping Children Safe in Education (KCSIE) 2026.
- Working Together to Safeguard Children.
- Behaviour in Schools: Advice for Headteachers and School Staff (DfE, 2024).
- Searching, Screening and Confiscation Advice for Schools.

- Use of Reasonable Force in Schools.
- School Suspensions and Permanent Exclusions Guidance.
- Improving School Attendance Guidance.
- DfE guidance relating to online behaviour, safeguarding and mobile phones in schools.

The Governing Body, Headteacher and all staff will ensure that the implementation of this policy is consistent with statutory safeguarding duties and the school's commitment to inclusion, equality and pupil wellbeing.

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 Teachers:** 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 and Support Staff:** 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.
- **Wellbeing Champions:** Trained pupils who support positive relationships and provide peer support.

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

At Sutton on the Forest CE Primary School, our core values are anchored in three simple, memorable rules: **Be Kind, Be Safe, and Be Ready**. These principles are displayed prominently throughout our school community and actively reinforced every day.

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

Specific Expectations

- **In the Classroom**
- Listen attentively to staff and peers.
    - Follow instructions promptly and accurately.
    - Actively engage in all learning activities.
    - Value and respect diverse opinions.
    - Maintain a tidy and organized learning space.
- **Around the School**
    - Move quietly, calmly, and respectfully through corridors.
    - Help keep the school grounds clean, welcoming, and tidy.
    - Take care of school resources and property.
    - Play safely and interact responsibly during break times and lunchtimes.
- **Online Safety & Responsibility**
    - Use digital devices and technology responsibly.
    - Treat others with kindness and respect in virtual spaces.
    - Immediately report any online safety concerns or discomfort to a trusted adult.

5A. Behaviour Curriculum

At Sutton on the Forest CE Primary School, positive behaviour is a cornerstone of our educational philosophy—it is explicitly taught, modelled, practised, and reinforced just like any academic skill.

Through school assemblies, collective worship, PSHE & RSE lessons, structured classroom routines, restorative conversations, and everyday interactions, pupils learn precisely what **"Be Kind, Be Safe, Be Ready"** looks like in action across various settings.

Key Learning Areas:

- **Interpersonal Skills:** Demonstrating active respect, managing disagreements constructively, and collaborating cooperatively.
- **Personal Growth:** Accepting constructive guidance gracefully and developing self-regulation, resilience, and empathy.
- **Responsibility & Citizenship:** Navigating the digital world safely, recognizing and reporting concerns, and contributing meaningfully to our school community.

Our staff consistently model these expected standards, guiding pupils to build independence, emotional regulation, and a shared sense of social responsibility.

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.
- **Wellbeing Champions:** Pupil well-being champions promote positive relationships and provide peer support.
- **PSHE & RSE Curriculum:** The curriculum covers important issues such as respect, equality, and healthy relationships.

When behaviour falls below expected standards, staff will respond calmly, consistently, proportionately and fairly.

Responses will take into account:

- The age and developmental stage of the pupil.
- Any identified SEND.
- Any disability protected under the Equality Act 2010.
- Known safeguarding concerns.
- Any communication, emotional or mental health needs.
- The circumstances surrounding the incident.

The school recognises that behaviour can communicate an unmet need. Where appropriate, staff will seek to understand the underlying causes of behaviour whilst maintaining clear expectations and boundaries.

Responding to Behaviour

Stage 1: Universal Response

Examples may include:

- Reminder of expectations.
- Non-verbal prompts.
- Redirection.
- Restorative discussion.
- Re-teaching expected behaviours.
- Short reflection period within the classroom.

Stage 2: Targeted Support

Examples may include:

- Loss of privileges.
- Restorative meeting.
- Contact with parents/carers.
- Behaviour support plan.
- Increased monitoring.
- Mentoring support.
- Referral to SENDCo or pastoral support.

Stage 3: Intensive Support

Where behaviour persists or presents a significant risk, the school may implement:

- Individual risk assessments.
- Alternative provision within school.
- Multi-agency support.
- Managed move discussions where appropriate.
- Suspension.
- Permanent exclusion as a last resort.

Any suspension or permanent exclusion will be carried out only in accordance with current DfE statutory guidance.

Serious Behaviour Incidents

Serious incidents may include, but are not limited to:

- Physical assault.
- Deliberate violence.
- Sexual violence.
- Sexual harassment.
- Persistent bullying.
- Racist, homophobic, biphobic or transphobic incidents.
- Child-on-child abuse.
- Theft.
- Vandalism.
- Possession of prohibited items.
- Serious misuse of technology.

Such incidents will be investigated promptly and may result in immediate involvement of senior leaders, safeguarding staff, parents/carers and external agencies where appropriate.

7A. Safeguarding and Behaviour

The school recognises that changes in behaviour may be an indicator that a pupil requires help or protection.

All staff will consider whether unacceptable behaviour may be linked to:

- Abuse or neglect.
- Domestic abuse.
- Exploitation.
- Child-on-child abuse.
- Online harm.
- Family difficulties.
- Mental health concerns.
- Unmet learning or SEND needs.

Where safeguarding concerns arise, staff will follow the Child Protection Policy and report concerns immediately to the Designated Safeguarding Lead.

No behaviour incident will be viewed in isolation where safeguarding concerns may be present.

7B. Child-on-Child Abuse

The school has a zero-tolerance approach to child-on-child abuse.

Child-on-child abuse may include:

- Bullying.
- Cyberbullying.
- Sexual harassment.
- Sexual violence.
- Harmful sexual behaviour.
- Upskirting.
- Initiation or hazing behaviours.
- Physical abuse.
- Prejudice-based abuse.

All allegations and concerns will be taken seriously, investigated appropriately and managed in accordance with safeguarding procedures.

Victims will be supported and protected, and appropriate sanctions and interventions will be implemented for those responsible.

Parents/carers will be informed where appropriate, taking account of safeguarding advice and the welfare of all children involved.

8. Bullying

Sutton on the Forest CE Primary School is committed to maintaining a culture in which all pupils feel safe, valued and respected.

Bullying is defined as:

> **Deliberately hurtful behaviour, repeated over time, where there is an imbalance of power that makes it difficult for the victim to defend themselves.**

Bullying may be:

- Physical.
- Verbal.
- Emotional.
- Social.
- Online.
- Prejudice-based.

The school will record, investigate and respond to all allegations of bullying. Support will be provided to both the victim and the perpetrator, with the aim of stopping the behaviour, repairing relationships where appropriate and ensuring the safety and wellbeing of all involved.

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. Online Behaviour and Mobile Devices

The school's behaviour expectations apply:

- On school premises.
- During educational visits.
- While travelling to and from school.
- During remote learning activities.
- Online where conduct affects members of the school community or the orderly running of the school.

Pupils are expected to:

- Communicate respectfully online.
- Use technology safely and responsibly.
- Protect personal information.
- Report harmful or concerning online behaviour.
- Follow the school's Online Safety Policy and Acceptable Use Agreements.

Mobile Phones

Pupils who bring mobile phones to school must comply with school procedures.

Mobile phones must:

- Be switched off during the school day.
- Remain securely stored as directed by staff.
- Not be used without permission.

Where mobile phones are used inappropriately, staff may confiscate devices in accordance with DfE guidance and the school's procedures.

10. Reasonable Force

School staff have a legal power to use reasonable force where necessary to prevent a pupil from:

- Hurting themselves.
- Hurting another person.
- Damaging property.
- Committing a criminal offence.
- Seriously disrupting good order and discipline.

Any use of reasonable force will:

- Be proportionate.
- Be reasonable in the circumstances.
- Use the minimum intervention required.
- Be recorded appropriately.
- Be reported to senior leaders.

Parents/carers will normally be informed as soon as practicable following any significant incident involving reasonable force.

The use of force will never be employed as a punishment.

11. Pupils with SEND and Additional Needs

The school is committed to ensuring that behaviour expectations are inclusive and equitable.

Staff will consider whether behaviour is influenced by:

- A special educational need or disability.
- Communication and interaction needs.
- Mental health difficulties.
- Trauma or adverse childhood experiences.
- Medical conditions.
- Sensory processing differences.

Reasonable adjustments will be made where necessary in accordance with the Equality Act 2010.

Adjustments may include:

- Individual behaviour support plans.
- Adapted communication strategies.
- Adjustments to routines or environments.

- Additional adult support.
- Personalised regulation strategies.
- Alternative methods of recording and reflection.

The school will work collaboratively with parents/carers, external professionals and the pupil to ensure behaviour support is effective, proportionate and supportive of long-term success.

12. 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.

13. Monitoring and Evaluation

The Governing Body and Senior Leadership Team will regularly evaluate the effectiveness of this policy through:

- Analysis of behaviour incidents.
- Analysis of suspensions and exclusions.
- Attendance and persistent absence data.
- Bullying records.
- Safeguarding data.
- Feedback from pupils, staff and parents/carers.
- Classroom observations.
- Monitoring outcomes for vulnerable groups, including pupils with SEND and disadvantaged pupils.

Findings will be used to inform school improvement priorities, staff training and future policy development.

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 alongside:

- Child Protection and Safeguarding Policy.
- Anti-Bullying Policy.
- SEND Policy.
- Online Safety Policy.
- Attendance Policy.
- Equality Policy.
- Suspension and Exclusion Procedures.
- Staff Code of Conduct.