



**Sutton Bonington
Primary School**

Behaviour Policy including Principles of Behaviour Statement

**Approved: July 2025
Next Review: Summer 2026**

Sutton Bonington Primary School

Behaviour Policy

1. Aims

This policy aims to:

- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Outline how we expect our pupils to behave
- Summarise the roles and responsibilities of different people within our school environment with regards to behaviour management.
- Outline our rewards and sanctions

2. Legislation, statutory requirements and statutory guidance:

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

- [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)
- [Behaviour in schools: advice for headteachers and school staff 2022](#)
- [Searching, screening and confiscation at school 2018](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Exclusion from maintained schools, academies and pupil referral units in England 2017](#)
- [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

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 give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

3. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude towards learning

Serious misbehaviour is defined as:

- Repeated breaches of the principles which make up the school's ethos-kindness, resilience, respect, honesty, curiosity and pride
- Any form of bullying (including online)
- Intentional swearing
- Intentional hurting of others or damaging the environment
 - Sexual violence or sexual assault (intentional sexual touching without consent)
 - Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
 - Sexual comments
 - Sexual jokes or taunting
 - Physical behaviour like interfering with clothes
 - Online sexual harassment
- Vandalism
- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items such as knives, weapons and other illegal items (including 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).

4. Bullying

Bullying is defined at our school as the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or through cyberspace.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

To find out more about our school's approach to preventing and addressing bullying, please click on this link to read our [Anti-Bullying Policy](#).

5. Roles and responsibilities

5.1 The Governing Body

The Governing Body is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The Governing Body will also review this behaviour policy in conjunction with the Headteacher and monitor the policy's effectiveness, holding the Headteacher to account for its implementation.

5.2 The Headteacher

The Headteacher is responsible for reviewing this policy in conjunction with the Governing body, giving due consideration to the school's statement of behaviour principles (appendix 1). The Headteacher will also ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour. In addition, they will monitor how staff implement the policy to ensure rewards and sanctions are applied consistently and make sure no groups of pupils are being disproportionately impacted by this policy.

5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents on CPOMs (school's online recording system) in line with our sanction system – see below.
- The senior leadership team will support staff in responding to behaviour incidents.

5.4 Parents and carers

Parents and carers, where possible, should:

- Support their child in adhering to the school's values.
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Ensure that they adhere to the Home School Agreement that is available from the school and the parent code of conduct.

6. Our Ethos and Pupil Behaviour

At Sutton Bonington Primary School our aim is to provide an inclusive, nurturing and inspiring learning community where everyone can achieve and flourish.

We inspire our whole community to show the following key values of kindness, resilience, respect, honesty, curiosity and pride. Staff should highlight how the expected behaviour is linked to these areas e.g. "we will walk quietly through the school as it respectful to other classes who may be working," or "we always share resources as it is being kind."

At Sutton Bonington Primary School we operate positive behaviour management strategies to promote our key values as well as ensure the welfare, learning and enjoyment of our children. We expect high standards of behaviour and conduct from children, staff and parents to ensure the safety and happiness of everybody at the school. Good relationships should be formed with parents and behaviour shared with them where possible.

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Demonstrate the principles of the school's ethos – kindness, respect, honesty, pride, curiosity, resilience.
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect

- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

7. Our Approach to Rewards and Sanctions

7.1 Positive reinforcement and Rewards

It is essential that appropriate behaviour is constantly praised and brought to the attention of the children. Staff should 'catch them being good!' and should praise them for the desired behaviour immediately to show that this has been noticed, e.g. "Thank you for sitting and listening so well," or

"Well done for lining up so quickly." This praise is verbal and staff should use positive reinforcements as often as possible

There are two main reward systems that we use at Sutton Bonington Primary School:

1. Sutton Bonington Silver Team Points – each child from Reception upwards is allocated a team colour (blue, yellow, red or green) and can be awarded a team point in recognition of good behaviour which is linked to one of our values. Sutton Bonington Silver plastic tokens are available in each class and children collect a token for each point they are awarded. At the end of each week, team points are counted across the school with the team with the most points announced in the Friday assembly. The winning team are congratulated and the team that has had the most wins over a half term are rewarded e.g. treat, extra playtime etc. Team points can be awarded across the school by different members of staff e.g. in assembly, midday supervisors at lunchtime.
2. Individual reward – where an individual child has demonstrated consistently good behaviour or has gone above expectations, the child may be awarded a special sticker. This should be awarded in line with our school ethos and values e.g. being kind by helping others; showing respect for equipment that belongs to others by tidying the classroom. The child will wear this for the remainder of the day so that other members of staff and parents are able to share in praising the child and asking what they have done to achieve this. Stickers can be awarded across the school by any staff. A sticker also earns the child 3 silver team points.
3. In addition to this, rewards are given to children during the weekly celebration assembly – a child from each class receives an achievement certificate for general good work/behaviour and a child from each class receives the certificate for displaying the focus for that half term e.g. kindness, respect, honesty etc. A special gold star (equivalent to 5 points) is awarded for each certificate handed out.

7.2 Sanctions

Where a child does not display the appropriate behaviour, the following protocol should be followed:

1. Staff provide a reminder (this may be verbal or a non-verbal cue and is flexible based on the age or needs of the child)
2. Staff give a warning with regards to the behaviour
3. The child misses 5 minutes of their play or lunchtime
4. The child misses the whole of the next available playtime and spends this time with a member of the senior leadership team considering their behaviour (see appendix 2 for

discussion prompts). This is recorded by the class teacher on CPOMS and communicated to parents by the teacher preferably face to face at the end of the day or via telephone.

5. Should a child have 3 missed playtimes within a short amount of time (approx. 6 weeks), a member of SLT will communicate with parents about behaviour and consider whether a behaviour plan/further support is required.

A child friendly version of the points above is displayed in classrooms (see appendix 3).

The sanction system should be reset at lunchtime and at the end of the day i.e. poor behaviour in the afternoon should be sanctioned through step 1 if the sanction system had already been used in the morning. Where children reach steps 1 or 2 in the above outlined process multiple times within a short period of time (e.g. two or three times over two to three days), staff should use their professional judgement whether they then proceed to step 3 and beyond.

Staff should also exercise their professional judgement when applying the sanction system with children with additional needs – here a more individualised approach may be required.

In dealing with behaviour as outlined above, teaching staff should remember that it is the behaviour that is criticised, not the child. Where serious misbehaviour occurs (as defined in section 3), the child is sent immediately to the Headteacher or member of SLT. Parents are contacted at the head teacher/senior staff members discretion depending on the context of the incident and the incident is recorded on CPOMS.

7.3 Behaviour at Playtime and Lunchtime

During playtimes and lunchtimes, the same principles should be followed. Sutton Bonington Silvers are used as a reward and stage 3 of the sanction system (5 minutes of lost play) is implemented by a child having to spend 5 minutes not playing and staying with a member of staff.

7.4 Off-site behaviour

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; 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 or member of the public; 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 the staff member (e.g. on a school-organised trip).

7.5 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored. Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be. The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

Sanctions for sexual harassment and violence will include those listed in the previous section. The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - Manage the incident internally
 - Refer to early help
 - Refer to children's social care
 - Report to the police

Please refer to our [Child protection and safeguarding policy and child on child abuse policy](#) contained within it for more information.

7.6 Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy. Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will discipline the pupil in accordance with this policy. In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer, where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate. The school will also consider the pastoral needs of staff and pupils accused of misconduct. Please refer to our child protection and safeguarding policy and the LA managing allegations policy for more information on responding to allegations of abuse against staff or other pupils.

7.7 Responding to good behaviour

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

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the Sutton Bonington School Values in their classroom and refer to these regularly
- 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 and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

7.8 Coping with risky behaviours and physical restraint.

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

➤ Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- 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 CPOMS and reported to parents

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. Please refer to our positive handling policy for more information.

7.9 Confiscation, searches, screening

Any prohibited items (listed in section 3) found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

8. 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 may be differentiated to cater to the needs of the pupil. The school's special educational needs coordinator (SENCo) will 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. Support is also available through our pastoral care officer/ELSA. When acute needs are identified in a pupil, we will liaise with external agencies including the Rushcliffe Primaries Behaviour Partnership and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

8.1 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our [child protection and safeguarding policy](#).

8.2 Pupil transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings. To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

9. Mobile phones

Children in Year 5 and 6 may bring a mobile phone into school if it is necessary and their parent/carers has given them permission. If they bring it in, they will hand it in to the school

office as soon as they arrive and collect it when they leave. Pupils will not use their phones whilst they are actually in school.

10. Suspension and permanent exclusions

The school can use suspension and permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions. The school can also issue an internal suspension where a child still attends school but works away from their peers and classroom supervised by a member of staff.

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.

11. Monitoring arrangements

This behaviour policy will be reviewed by the Headteacher and Strategic Development and Pupils committee at least annually. At each review, the policy will be approved by the Headteacher.

The written statement of behaviour principles (Appendix 1) will be reviewed and approved by the Strategic Development and Pupils committee annually.

12. Links with other policies

This behaviour policy is linked to the following policies

- [Exclusions policy](#)
- [Child protection and safeguarding and Child on Child policy](#)
- [Physical intervention policy](#)
- [Anti-Bullying Policy](#)
- [Equality Policy](#)
- [SEND policy](#)

Appendix 1: Written statement of behaviour principles

The Governing Body at Sutton Bonington Primary School promotes and expects high standards of behaviour from all children in line with the following principles

- Every pupil understands they have the right to feel safe, valued and respected, and to 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 by demonstrating the Sutton Bonington key values of respect, kindness, honesty, resilience, curiosity, pride.
- 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 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
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing board 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 the Strategic Development and Pupils Committee annually.

Appendix 2

Discussion points for senior staff to use with children when discussing behaviour as part of our sanction system:

- What was it about your behaviour that led to you being here today?
- Where and when did this take place?
- Why did this take place?
- Which one of our values have you not shown?
- How did your behaviour impact others?
- How has your behaviour made you feel?
- What will you do differently if you find yourself in a similar situation again?

What happens if I'm not showing our Sutton Bonington values?

