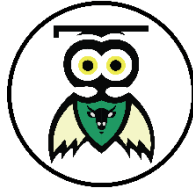




**Sutton Bonington
Primary School**

Behaviour Policy including Principles of Behaviour Statement

**Approved: September 2026
Next Review: Autumn 2027**



Sutton Bonington Primary School
Behaviour Policy – Autumn 2026

1. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school
- Outline the expectations and consequences of behaviour
- 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

2. Legislation, statutory requirements and statutory guidance:

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

- [Behaviour in schools: advice for headteachers and school staff](#)
- [Preventing and tackling bullying: advice for headteachers, staff and governing bodies](#)
- [Searching, screening and confiscation: advice for schools](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education \(KCSIE\)](#)
- [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:

- Schedule 1 of the [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy, and paragraph 10 requires the school to have an anti-bullying strategy
- [DfE guidance](#) explaining that academies should publish their behaviour policy and anti-bullying strategy

This policy complies with our funding agreement and articles of association.

3. Definitions

Misbehaviour is defined as:

- Not following the school's behaviour code
- 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 – belong (kindness and respect), strive (pride and resilience), flourish (honesty and curiosity)
- Repeated breaches of the school's behaviour code
- Any form of child on child abuse, including but may not be limited to: bullying (including online); physical abuse; sexual violence or assault; sexual harassment.
- 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).
- Intentional or repeated breaches of our approach to mobile phones in school – see section 6.

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

Bullying can include: emotional; physical; prejudice based and discriminatory; sexual; direct or indirect verbal; cyberbullying.

To find out more about our school's approach to preventing and addressing bullying, please see the school's anti bullying policy – this is available on the school website.

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
- Supporting pupils to meet the behaviour standards
- 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 parent code of conduct

5.5 Pupils

Pupils will be made aware of the following when they first join the school:

- The expected standard of behaviour they should be displaying at the school
- That they are expected to know and follow the behaviour code
- The rewards they can earn for meeting the behaviour standards and the consequences they will face if they don't meet the standards
- That pastoral support is available to them to help them meet the behaviour standards

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 belong, strive and flourish.

We operate positive behaviour management strategies to promote our ethos 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 – belong, strive, flourish.
- 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

This is summarised in our behaviour code which is available as an appendix to this policy.

6.1. Mobile Phones and Devices

Our expectation is that our school is a mobile phone free environment and children are not expected to have a mobile phone in school. Any Year 5 and 6 children who require a mobile phone to support with independently travelling to and from school are expected to hand this to the school office at the start of each day and collect it at the end of the day. The same is applicable to smart watches

although children are able to wear a simple slim 'FitBit' style device that has no connectivity for the purposes of tracking fitness etc. Anything that is considered more than this and that is considered to be a smart watch is not acceptable – this is at the discretion of the senior leadership team.

Exceptions to our approach to mobile phones may be permitted where this may support a children with a medical condition e.g. a diabetic child who uses a device to monitor glucose levels.

Children are not expected to bring mobile phones or other devices on school visits including residential visits.

Intentional breaches of our expectations will be considered as serious misbehaviour as defined in section 3.

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. Responding to Behaviour

7.1 Classroom management

Teaching and support 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
- Display and refer to the behaviour code in teaching areas
- 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

7.2 Safeguarding

The school recognises that:

- Changes in behaviour may be an indicator that a pupil is in need of help or protection
- Specific circumstances, such as being a young carer, looked-after child, or living in a vulnerable household, can significantly affect behaviour

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Staff will follow the school's child protection policy and speak to the designated safeguarding lead (or deputy).

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, universal services, community-based early help, targeted early help or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information – it is available on our school website.

7.3 Responding to good behaviour

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 as this provides an opportunity to reinforce the school's culture and ethos.

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 gold star. 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. Where possible, the achievement should be shared with other staff and parents. Gold stars can be awarded across the school by any staff. A gold star also earns the child 5 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 demonstrating the school's ethos (belong, strive, flourish). A gold star (equivalent to 5 points) is awarded for each certificate handed out.

7.4 Responding to misbehaviour and consequences

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. See our policy on the use of positive handling for more detail on prevention and de-escalation strategies – this is available on our school website.

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) 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.

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 as a consequence of their actions.
4. The child misses the whole of the next available playtime as a consequence of their actions and spends this time with a member of the senior leadership team reflecting on their behaviour (see appendix 2 for discussion prompts). Where necessary, this time may also be used to complete work that has been missed. 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 4).

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.

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. In this instance, consequences may include:

- Missing a break or lunchtime
- Loss of privileges e.g. representing the school at an event, loss of leadership role
- Making a written apology
- School based community service e.g. tidying a classroom.

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.

Personal circumstances of the pupil will be taken into account when choosing sanctions. Where appropriate, staff will liaise with our SENCO and/or DSL to help determine an appropriate sanction. Decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

7.5 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. At lunchtimes, support should be sought from the member of SLT on duty.

7.6 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, including online, 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, staff member 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).

7.7 Online behaviour

Breaches of our online safety codes in school will be dealt with in line with other misbehaviour as set out in this policy. The school recognises that the primary responsibility for the supervision of children's online activity outside school rests with parents and carers. However, where online behaviour between pupils has a negative impact on a pupil's welfare, safety, wellbeing or experience in school, the school may investigate the matter and take appropriate action.

The school's response will be proportionate and may include support for pupils involved, communication with parents/carers, education around online safety and respectful behaviour, and, where appropriate, the application of sanctions in line with this policy.

Sanctions will only be given on school premises or elsewhere when the pupil is under the lawful control of a member of staff.

7.8 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.

7.9 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.

7.10 Restrictive interventions, including use of reasonable force

Our approach to restrictive interventions follows the [DfE's latest guidance on restrictive interventions](#).

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.

7.10.1 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.

The school does not have a 'no contact' policy and will not grant any requests by parents or staff not to use reasonable force and/or other restrictive interventions.

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 alternative or standing position as quickly as possible

Staff who are likely to need to use reasonable force and/or other restrictive interventions are adequately trained in its safe and lawful use and in preventative strategies.

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 see our positive handling policy for more information – it is available on our website.

7.11 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](#).

7.12 Child-on-child abuse

We recognise that children are capable of abusing other children. Abuse will never be tolerated or passed off as "banter", "just having a laugh", "part of growing up", or "boys being boys", as this can lead to a culture of unacceptable behaviours, misogyny, and an unsafe environment for pupils.

All child-on-child abuse is unacceptable and will be taken seriously.

Most cases of pupils hurting other pupils will be dealt with under this policy.

Where allegations raise safeguarding concerns, this will be managed under our safeguarding policy. Our safeguarding policy contains further information on how we prevent and manage incidents of child-on-child abuse.

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.

8.2 Pupil transition

The school supports incoming pupils to meet behaviour expectations by ensuring that our behaviour code is clear and regularly referred to. Behaviours are also explicitly taught. 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. Responding to behaviour from pupils with SEND

9.1 Recognising the impact of SEND on behaviour

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. Pupils with SEND may struggle to distinguish real content from AI-generated content or understand the consequences of online interactions.

The school will consider how a whole-school approach meets the needs of all pupils in the school, including pupils with SEND, so that everyone can feel they belong in the school community and high expectations are maintained for all pupils.

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 by the school 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 (EHC) plan, the provisions set out in that plan will be secured and the school will 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 behaviour support plans 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

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.

We aim to anticipate and remove triggers of misbehaviour – examples of this include:

- Short, planned movement breaks for pupils who find it difficult to sit still for long;
- Adjusting seating plans to allow pupils with visual or hearing impairments to sit in sight of the teacher
- Adjusting uniform requirements for pupils with sensory issues

- Training for staff in understanding areas such as autism
- Use of other spaces in the classroom or the school where pupils can regulate their emotions during a moment of sensory overload

9.2 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

The school will then assess whether it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

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

The school's special educational needs co-ordinator (SENCO) 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.

9.4 Pupils with an education, health and care (EHC) plan

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.

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. Training

Our staff are provided with regular training on managing behaviour, including training on: the safe and lawful use of reasonable force and/or other restrictive interventions; the needs of the pupils at the school; how SEND, mental health needs and personal circumstances can impact behaviour; risks associated with online behaviour; identifying and challenging extreme behaviours e.g. misogyny. This policy is covered as part of the staff induction policy.

12. Monitoring arrangements

The school collects data on behaviour incidents and analyses this termly using the Equals Trust Behaviour Analysis grid. This allows the school to identify patterns and trends. The analysis is monitored by the governing body.

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.

13. 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 and sanctions are used consistently by staff, in line with the behaviour policy
- Restrictive interventions, including reasonable force, are only used as a last resort, and in line with the EQT Positive Handling 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 governing body 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? (consequences)
- How has your behaviour made you feel? (consequences)
- What will you do differently if you find yourself in a similar situation again?

Our Behaviour Code



Safe

We follow adult instructions the first time
We can talk to a trusted adult if we are worried or upset
about something

Calm

We show respect to others, equipment and our
environment and stay 'hands off'
We use the zones of regulation to help manage our feelings

Ready to Learn

We track the speaker, speak in full sentences and raise our
hand

We move around the classroom and school quietly, in single
file and with our hands by our sides

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



My teacher will remind me about my behaviour



My teacher will give me a warning



I will miss 5 minutes of my playtime or lunchtime



I will miss a whole playtime and need to speak to Mr Allen or Miss Chubb