

Sutton-on-Trent Primary and Nursery School



Behaviour Policy

Compiled by	Jenny Hutchinson
Date	10 th July 2026
Date approved by the Governing Body	17 th September 2026
Recommended review period	Annually
Date for review	July 2027

Our Philosophy

We value the individual contributions a child makes to the communal life of the school. We endeavour to praise each child's achievement in all aspects of school life building up children's self-esteem and reinforcing positive behaviour patterns. In this way, our primary aim is that every member of the school community feels valued, respected, happy and secure, and that each person is not only treated fairly and well, but recognises this. Positive behaviour management is based on the good relationships fostered within the school community. We have high expectations and utilise a wide range of strategies to encourage and reward all children in taking responsibility for their own actions and choices. Parents are asked to work in partnership with the school and support the implementation of the behaviour policy. We value the support and co-operation of parents in building a framework for the social education of our children.

It is accepted that teachers have the right to teach, and children have the right to learn, and this happens most effectively when there is good behaviour.

Aims of a positive approach to behaviour management

- To encourage a calm, purposeful and happy atmosphere with the school environment.
- To foster positive, caring attitudes towards everyone, where success at all levels is acknowledged and valued.
- To develop increasing independence and self-discipline so that each child learns to accept responsibility for their own behaviour and choices.
- To have a consistent approach to behaviour throughout the school with parental co-operation and involvement giving common purpose.
- To ensure safety for all through making clear boundaries of acceptable behaviour.

To develop the policy, we have looked upon what we consider to be key factors that influence behaviour:

1. Leadership role of the Head teacher
2. Staff involvement – teaching and non-teaching
3. Pupil involvement
4. Parental involvement
5. Governor Role
6. A whole school approach (ethos) to positive behaviour expectations
7. Use of effective classroom management strategies
8. Use of effective programmes for managing individual learning and behavioural needs

1. Role of the Head teacher

Sets expectations of good manners, behaviour, courtesy, respect for self and others. The headteacher models positive relationships at all levels within the school community. The Headteacher monitors records of behavioural incidents on CPOMS and supports staff in addressing any issues of concern.

2. Staff Involvement

Teaching and non-Teaching staff have high expectations and treat all pupils fairly. Staff reward good behaviour and use appropriate feedback techniques with regards to poor behaviour. They make accurate records of behavioural incidents on CPOMS. Where appropriate they also share concerns about behaviour with parents or carers.

3. Pupil Involvement

We recognise children need to be part of the process in determining what constitutes acceptable behaviour. Pupils can review school value statements which form the basis for behavioural expectations. These are prominently displayed within the school environment and used within the Class Dojo system for continuity. Where behavioural issues have caused upset in peer relations, restorative practice principals will be applied to work towards a resolution.

4. Parental Involvement

We firmly believe in working in partnership with parents where common standards and strategies are key. To this end, communication with parents is undertaken via a range of mechanisms including:

- Newsletters
- School Policies
- School App messages or emails
- Other Verbal mechanisms as appropriate

5. Governor Role

The governors are responsible for determining guidelines on standards of discipline and behaviour and reviewing their effectiveness. The governors support the Headteacher in monitoring and implementing these guidelines.

6. Whole School Ethos

Positive behaviour expectations are embedded into the philosophy of all that we do in school. Our Sutton-on-Trent values are the root of this philosophy, focusing on what we want our school community to aspire to be, rather than focusing on specific behaviours which need to be changed or managed.

They are:

- We care about each other and our community
- We work together to overcome challenges
- We always do our best and become better learners
- We are aspirational and follow our dreams
- We have a positive attitude
- We are not afraid to make mistakes
- We welcome everyone

These are captured in our school vision:



We celebrate the individuality and uniqueness of each child whilst building a strong school family.

7. Effective Classroom Management Strategies

If problems occur in the classroom, we first look at our classroom environment and classroom management. Some children can be supported to improve their behaviour by adjusting their surroundings or providing additional resources.

8. Effective Programmes

We make sure that, where appropriate, individual children have learning programmes matched to their needs. We believe that when learning needs are being effectively met, behavioural issues will be minimised. Where a child with a specific special educational need is struggling to manage their behaviour within the school expectations, their learning plan may include specific targets and support to develop positive behaviours, alongside meeting their learning needs. They may also require support from specialist behaviour service

Encouraging positive behaviour choices

9. Giving positive feedback

We firmly believe that drawing children's attention to good behaviour is a way to raise self-esteem, which in turn will have a significant impact on the general behaviour in school. All staff are encouraged to highlight such examples. Classes may choose to use stickers, Praise postcards or other ways of celebrating positive behaviour in the moment.

10. Rewards and privileges

Embedded into the school's positive Behaviour Policy is a system of rewards, both collective and individual. The system is slightly adapted for our Early Years children.

- Children in Years 1-6 use a whole class chart to record individual merit points.
- Children in Early Years use a star card to collect stickers to provide an additional visual support strategy.
- Merits are awarded by any member of staff using our school values as the structure for awarding points.
- Merit points are awarded in line with the core school values ie, when pupils are inclusive, supportive, resilient, aspirational and positive.

Collective Rewards

- 20 merit points collected as a class are exchanged for a class stone.
- In Early Years, 20 stars collected as an individual are exchanged for a class stone.
- The counters are collected with a class board.
- Every 7 counters earns the class a mini treat (additional playtime, 10 minutes free play)
- When the board is full (42 counters) the class earn a maxi treat (non-uniform day, sports afternoon or movie)
- Staff members can award counters to the class for group behaviours.
- Mini and maxi treats are defined with pupils at the beginning of each year in class.

<u>Examples of mini treats</u>	<u>Examples of maxi treats</u>
• 10 minutes extra playtime • Toy from home at breacktime • Biscuits	• Specialist afternoon (sports or arts) • Non uniform or dress up day • Board games afternoon

Discouraging anti-social behaviour

Although we believe clear expectations and positive feedback will do much to support good behaviour, we also need strategies to discourage and stop unwanted behaviour. Our agreed sanctions are as follows.

Stage	Strategies/sanctions	Typical but not exhaustive behaviours at this stage	
1	Reminder of expectations Non-verbal signals	Reinforcing positive behaviours.	
2	Verbal warning	Low level single event behaviour e.g. not listening, poor manners etc.	
3	Time out, within own classroom or another	Repeated low level unwanted behaviours, as above.	
4	Loss of privilege, such as playtime	Persistent low level unwanted behaviour. Rudeness, lack of respect, use of inappropriate language, refusal to follow instructions.	At these stages incident must be recorded on CPOMS
5	Involvement of Headteacher and parents	More serious behaviours including physical or verbal aggression towards another person. Bullying in any form, deliberate damage to school property of person's belongings.	
6	Internal Exclusion	As above, where other strategies have not yet been effective.	
7	Fixed term Exclusion	Persistent disruptive behaviour. A single serious event where the physical or emotional safety of other children or staff is at risk. Persistent bullying.	
8	Permanent Exclusion	In response to a serious breach or persistent breaches of the school's behaviour policy and where allowing a pupil to remain in school would seriously harm the education or welfare of others in school.	

All allegations of bullying will be investigated in line with the school anti-bullying policy.

School responsibility

We acknowledge that:

- All staff must accept responsibility for all children in the school, not just their own class.
- Children will usually demonstrate good behaviour when they are motivated and presented with work appropriate for their ability.
- Children need to be aware of how their classroom is organised so that they can access materials with a minimum of fuss.
- We need to be aware of areas in the school where there could be potential problems, e.g. classroom 'bottlenecks,' cloakrooms etc.
- When children assemble together in the hall they are likely to demonstrate good behaviour if there are clear expectations about how they enter the hall and sit. All staff ensure that their class comes into the hall in a quiet, sensible manner.
- Most instances of inappropriate behaviour occur during free times such as at play and lunch times. Teachers must ensure they are outside promptly at the designated time at the end of free time sessions.
- We need to make sure all children are aware of the role of our midday supervisory staff and our expectations of how children should relate to them.

CPOMS

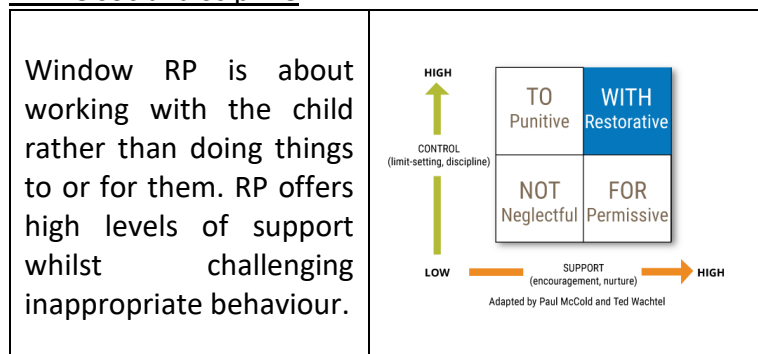
CPOMS is a software application for monitoring child protection, safeguarding, pastoral and welfare issues. Working alongside the school's existing safeguarding processes, CPOMS helps with the management and recording of child protection, behavioural issues, bullying, SEND and domestic issues. In using CPOMS, the school can ensure that pupils are safe and fully supported whilst school staff can focus on teaching and providing support.

Restorative Practice

Restorative practice is not a sanction. It is a tool for addressing concerns around a child's behaviour particularly in relation to others. It may resort in a sanction dependent on the severity of the unwanted behaviour. In some circumstances, the restorative practice process, and repairing the harm caused may be a satisfactory outcome and no further sanction may be necessary.

There are some key elements to restorative practice (RP)

1. The social discipline



2. A fair process

Children are involved by discussing the situation. Final decisions are made and rules are clearly stated so everyone understands the boundaries and consequences. We may not like the outcome but the process has been fair.

3. Restorative questions

These are asked to sets of children, the wrong doer and the harmed. Discussion should always focus on the actions rather than those completing them.

Questions for the wrong doer	Questions for the injured party
What happened?	What did you think when you realised what had happened?
What were you thinking/feeling at the time?	What have your thoughts been since?
What have your thoughts been since?	How has this affected you and others?
Who has been affected by what you did?	What has been the hardest thing for you?
In what ways have they been affected?	What do you think needs to happen to make things right?
What do you think you need to do to make things right?	

Training Needs

Training needs will be identified and addressed with the school's financial constraints. In addition, we will endeavour to ensure all members of staff are made fully aware of all available and relevant training provision and information.

Monitoring and evaluating this policy

The effectiveness of this policy will be evaluated every year. This will take place in consultation with the Headteacher, staff team and governing body members.

