



Behaviour Policy

Sutton Courtenay Primary School

Approved by the Local Governing Body: 29th September 2025

Review date: October 2026

This policy has been reviewed by the Local Governing Body in March 2026 to ensure it is in line with the updated DfE guidance on mobile phones and restrictive interventions.

The policy must be reviewed and updated at least every 12 months.

Legislation and statutory requirements

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

- Behaviour in schools: advice for headteachers and school staff 2024
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement
- Restrictive interventions, use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice It is also based on the special educational needs and disability (SEND) code of practice.

In addition, this policy is based on:

- Schedule 1 of the Education (Independent School Standards) Regulations 2014; paragraph 7 out 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 shall publish their behaviour policy and anti-bullying strategy online
- This policy complies with our funding agreement and articles of association.

Aims and vision

It is our school vision that children develop strong foundations on which to build their lives through our school values and love for one another. Our values underpin all aspects of our behaviour management in school, as does our unconditional love for all our children. We believe their behaviour is a communication, and that all behaviour choices should be seen within a context. We know that we can support children to make positive behaviour choices through explicit teaching around the understanding of their personal power.

Jesus said, "Let the little children come to me, and do not hinder them, for the kingdom of heaven belongs to such as these." *Matthew 19:14*

Rules and values

Our three school rules are the same as our school values:

- Be ready
- Be respectful
- Be responsible

Using personal power for positive choices

At Sutton Courtenay, we manage behaviour through the use of positive reinforcement. We reward behaviour we want to see with attention to encourage it.

When there is behaviour that is disruptive to the learning of others for whatever reason, children are reminded of their power to choose and rewarded if they make good choices.

When good choices are not made, we use a restorative approach. We aim to equip children with the life skills to help them form worthwhile relationships and learn to understand the impact of their actions. By bringing those harmed by conflict and those responsible for the harm into communication, we can enable everyone affected to play a part in repairing the harm and finding a positive way forward. This process involves calmly teaching children to see things from another person's perspective and find ways forward through collaboration. Through this they learn the vocabulary to express thoughts, feelings and needs, and they develop the skills needed to listen to others doing the same.

There are clear procedures for celebrating achievement and managing the consequences of misbehaviour. – see the related document, 'Behaviour Procedures'.

Bullying

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear. Please refer to the Anti Bullying Policy for further details. Incidents of bullying will be recorded on Integris.

Mobile phone use in school

Pupils must not bring mobile phones into school. However, we acknowledge that some older children may bring phones with them to support their growing independence in walking to and from school. Where this is the case, these must be handed in to the school office at the start of the day, stored safely during school hours, and collected at the end of the day. A small number of children in school may need to keep mobile phones for medical purposes – for example, where these have blood sugar scanning apps for children with diabetes. In this situation, the headteacher will agree with parents, the pupil and class teachers where this phone is stored during the day, and who is able to access this.

Role of all Staff

- Have high expectations of the children
- Treat each child fairly
- Be a good role model
- Communicate any concerns with the class teacher

Role of the Class Teacher

- Deliver high quality inclusive teaching in an enabling environment
- Remind children of the school rules and values regularly
- Respond quickly to behaviours that disrupt learning
- Follow the whole school systems
- Follow up incidents with PSHCE lessons to build on restorative approaches
- Liaise with external agencies, as necessary, to support and guide the progress of each child.
- Liaise with the SEND lead and parents to produce meaningful Specific Outcome Plans

Role of the Headteacher

- It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in

the school.

- To support the staff by implementing the policy by setting standards of behaviour.
- Keep records of all reported serious incidents of behaviour.
- To follow the Exclusion Guidance
- To liaise with the Governors when necessary

Role of Parents and Carers

The school tries to work collaboratively with parents to encourage consistent messages about how to behave at school.

- We inform parents immediately if we have concerns about their child's welfare or behaviour.
- A copy of our expectations, rewards and approaches is published on our website and is provided for all new or prospective parents, and to any other interested parties on request. We expect parental support as we help children to develop good behaviour choices, and we work hard to achieve this.
- If parents have any concern about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the head teacher. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

Role of Governors

- To approve the general guidelines on managing behaviour and to review its effectiveness. Governors support the Headteacher in carrying out these guidelines.
- The Headteacher has the day to day authority to implement the school behaviour and discipline policy, but the governors may give advice to the Headteacher about particular disciplinary issues.
- Ensure that the behaviour policy is communicated to pupils and parents, is non-discriminatory and the expectations are clear.
- Governors will support the school in maintaining high standards of behaviour. Sutton Courtenay acknowledges its legal duties under the Equality Act 2010 in respect of safeguarding and in respect of students with special educational need.

The Governing Body, Headteacher and staff will ensure there is no differential application of the policy and procedures on any grounds, particularly ethnic or national origin, culture, religion, gender, disability or sexuality. They will also ensure that the concerns of the students are listened to and appropriately addressed.

Suspension and Permanent Exclusion

A decision to suspend a pupil for a fixed period or permanently exclude is seen as a last resort by the school. The school is responsible for communicating to pupils, parents and staff its expectations of standards of conduct. A range of policies and procedures are in place to promote good behaviour and appropriate conduct.

No suspension or exclusion will be initiated without first exhausting other strategies or, in the case of a serious single incident, a thorough investigation. Children may also be suspended for lunchtime periods only.

Reasons for suspension or permanent exclusion:

- Serious breach of the school's rules or policies
- Risk of harm to the education or welfare of the pupil or others in the school

A child could be suspended or permanently excluded if an incident is serious enough for the child to be withdrawn immediately from school without prior strategies being employed. Examples of this include physical violence to a member of staff or pupil or extensive vandalism to school property.

Only the Headteacher (or acting Headteacher) has the power to suspend or permanently exclude a pupil from school. The Headteacher may suspend a pupil for one or more fixed periods, for up to 45 days in anyone school year. The Headteacher may also exclude a pupil permanently.

If the Headteacher suspends or permanently excludes a pupil, they inform the parents immediately, giving reasons for the suspension or permanently excluded. At the same time, the Headteacher makes it clear to parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make such an appeal.

The governing body itself cannot either suspend a pupil or extend the suspension period made by the Headteacher.

The governing body has a discipline committee which is made up of between three and five members. This committee considers any suspension or exclusion appeals on behalf of the governors.

When an appeals panel meets to consider exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by the parents and the LEA, and consider whether the pupil should be reinstated.

If the governors' appeal panel decides that a pupil should be reinstated, the Headteacher must comply with this ruling.

During a period of suspension:

Wherever possible, a member of senior staff will conduct a home visit to discuss integration and the re-integration plan.

The use of restraint

Restraint is where adults intervene physically against a child's will, and is different from supportive physical intervention, for example, to encourage them to walk to a safe location. Restraint of children is only used in exceptional circumstances.

These are:

- When a child's behaviour is likely to cause them physical harm, or
- When a child's behaviour is likely to cause harm to others around them.

Only members of staff who have been fully trained in 'Team-Teach' techniques will use restraint.

See appendix 1 for more details.

Equality of Educational Opportunity

Every effort will be made to ensure that all children will receive their entitlement to the full curriculum. Some aspects of the behaviour procedures in school may be modified to accommodate particular children's needs.

Behaviour Procedure

Procedures are reviewed regularly between all staff, and updated as necessary. They reflect our positive ethos, and are based on systems of rewards and sanctions. Please see the document 'Behaviour Procedures' which outlines our routines in school.

Links to other policies

In order for the behaviour policy to be effective, a clear relationship with other school policies particularly equality of opportunity, safeguarding, special educational needs, Suspensions and Exclusions, anti-bullying and peer-on-peer abuse has been established.

Appendix 1 Restrictive Interventions and Use of Reasonable Force

In line with statutory DfE guidance Restrictive Interventions Including use of Reasonable Force in Schools, April 2026.

1. Definitions

Restrictive interventions include reasonable force, physical restraint and seclusion. These are only used when necessary to prevent harm, serious disruption or damage, and must be proportionate to the risk presented.

Reasonable force: actions to control or guide a pupil using minimal physical contact.

Physical restraint: holding back or bringing a pupil under control to prevent injury, serious disruption or damage.

Seclusion: confining a pupil alone and preventing them from leaving a space; used solely to maintain immediate safety, time-limited, and never used as punishment. The pupil is monitored throughout, and arrangements for safe exit are made clear. Every use of seclusion is recorded and reported as a significant incident.

Significant event: any incident where the use of force goes beyond appropriate physical contact between pupils and staff as described on p7 of DfE Restrictive Interventions guidance. This includes where physical force is used to implement a non-physical restrictive intervention.

2. Who can use reasonable force?

All members of school staff have a legal power to use reasonable force. This power also applies to individuals temporarily put in charge of pupils by the headteacher (for example, volunteers on school visits).

Where possible, staff should alert a senior member of staff if they anticipate that physical intervention may be required.

3. When can interventions be used?

There are some circumstances when it is appropriate for staff to have some physical contact with pupils which does not give rise to question over the use of reasonable force or other restrictive interventions – for example, giving first aid, offering comfort or praise, demonstrating musical instruments or other equipment, or guiding / escorting pupils including helping a pupil to a space they have chosen to access to self-regulate.

Staff may use reasonable force or physical restraint to prevent pupils from harming themselves or others, causing serious disruption, or damaging property, and to maintain safety during school activities including trips.

Examples include removing a disruptive pupil from a classroom, preventing a pupil from leaving where this would create significant risk, stopping a fight, or restraining a pupil at risk of self-harm.

4. Conducting a search

Headteachers and authorised staff may search for prohibited items including knives and weapons, alcohol, illegal drugs, stolen items, tobacco and cigarette papers, fireworks, pornographic images, and any article likely to be used to commit an offence, cause personal injury or damage to property.

Reasonable force may be used where lawful and necessary to conduct a search for prohibited items. Force must not be used to search for items banned solely under school rules.

Any use of force during a search is recorded and, where significant, reported to parents/carers.

5. Prevention, de-escalation and communication

Where necessary, staff work with pupils and their parents to co-produce behaviour support plans. These outline adjustments needed in order to ensure the pupil is most effectively supported, so reducing the likelihood of the need for restrictive intervention. They also outline the circumstances where it may be appropriate for staff to have additional physical contact with a pupil. Parameters around this contact are discussed with relevant people, typically including teachers and other adults, parents, the pupil (depending on their age), and any other professionals involved in providing support; these are included on the behaviour support plan.

Where there is an identified risk that there remains an increased likelihood of the need to use reasonable force and / or other restrictive intervention, a risk assessment will be written. This will include consideration of the need for additional training and other prevention strategies.

Behaviour support plans are reviewed with the pupil (depending on their age) and their parents periodically and following any significant incident so that amendments can be made based on the evidence of what has and has not worked in practice for the individual pupil.

6. Staff training and support

Staff receive role-appropriate training covering prevention and de-escalation techniques; safe and lawful use of reasonable force and physical restraint; seclusion safeguards; and statutory recording and reporting requirements. Training equips staff to judge where it is appropriate to use restrictive intervention, including where quick decisions are needed, and helps ensure staff understand how to assess that their response is reasonable under pressure.

Additional support is provided following incidents, including supervision and reflective practice.

7. Recording and reporting

Each significant incident involving force or seclusion is recorded on CPOMs, to include reason; type and duration of intervention; staff involved; injuries; and outcome. Records are made by the staff member/s involved as soon as practicable after an incident and no later than the same day. Parents/carers are informed as soon as practicable following a significant incident; staff endeavour to do this no later than the end of the same day. Reports are shared in writing (typically via email) alongside, as far as possible, a verbal discussion (phone call, video call or in person).

The Local Governing Body reviews restrictive intervention data three times a year in the Headteachers Report to identify patterns, ensure compliance, and support improvement of preventative and de-escalation strategies. The Trust Board, through its Standards and Safeguarding Committee, reviews aggregated trust-wide restrictive intervention data three times a year through the CEO Report.