



Behaviour Policy

Sutton Courtenay Primary School

Approved by the Local Governing Body: October 2026

Review date: October 2027

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.

Aims and Vision

It is our vision that every child develops strong foundations on which to build their life through our school values, positive relationships and a strong sense of belonging.

Our values underpin every aspect of school life and our approach to behaviour. We believe behaviour is a form of communication and that all behaviour should be understood within its context. We recognise that children may require different levels and types of support to achieve the same behavioural expectations.

We maintain high expectations for all pupils whilst recognising the need for reasonable adjustments for pupils with Special Educational Needs and Disabilities (SEND), neurodiversity, communication needs, medical needs, attachment differences and other identified vulnerabilities.

Through explicit teaching, nurture, positive relationships and consistent routines, we support children to understand their personal power and make positive choices.

We are committed to creating a safe, respectful and inclusive environment where every child feels valued, understood and able to thrive.

"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: **Ready, Respectful, Responsible.**

These simple expectations apply throughout the school day, on educational visits and during all school activities.

Inclusive Behaviour Principles

At Sutton Courtenay Primary School, we believe that all children can succeed when provided with the right support, challenge and opportunities.

We recognise that fairness does not always mean treating every child in exactly the same way. Some pupils may require reasonable adjustments to help them access learning, regulate their emotions and meet behaviour expectations successfully.

Staff will seek to understand the reasons behind behaviour and respond with consistency, empathy and professional judgement while maintaining high expectations for all pupils.

The school works collaboratively with families and external professionals to identify and remove barriers to success and ensure all children feel safe, included and able to participate fully in school life.

Using Personal Power for Positive Choices

At Sutton Courtenay Primary School, behaviour is taught, modelled and reinforced through positive relationships, clear expectations and consistent routines.

We recognise and celebrate behaviour that reflects our school values. Positive behaviour is reinforced through praise, recognition, encouragement and meaningful rewards.

Relationships are at the heart of our behaviour culture. Staff model respectful communication, emotional regulation and positive problem-solving. Every interaction is viewed as an opportunity to strengthen relationships, develop character and promote positive behaviour choices.

When behaviour affects learning, safety or wellbeing, children are reminded of their power to choose and are supported to make better choices. Staff respond calmly, consistently and fairly.

Consequences are used to promote accountability and support learning. They are not intended to shame, humiliate or punish. Wherever possible, children are supported to understand the impact of their actions and repair any harm caused.

Mistakes are viewed as opportunities for learning, reflection and personal growth.

There are clear procedures for recognising positive behaviour, responding to inappropriate behaviour and supporting pupils to make positive behaviour choices. These are detailed within the school's Behaviour Procedures, which staff should be read alongside this policy.

Relational and Restorative Practice

We believe that positive relationships provide the foundation for successful behaviour.

When difficulties arise, our primary aim is to restore relationships, rebuild trust and help children learn from their actions.

Staff use restorative approaches to support pupils in understanding:

- what happened;
- who has been affected;
- how others may feel;
- how harm has been caused;
- what can be done to repair the situation;
- what can be done differently in the future.

Restorative approaches support the development of empathy, responsibility, self-awareness and emotional literacy.

Following incidents, staff may use restorative questions such as:

- What happened?
- What were you thinking at the time?

- Who has been affected?
- How have they been affected?
- What needs to happen to make things right?
- What could you do differently next time?

De-escalation and Early Intervention

The school seeks to prevent behaviour concerns from escalating wherever possible.

Staff use a range of proactive and preventative strategies including:

- predictable routines and clear expectations;
- positive reinforcement;
- quality first teaching;
- adapted communication approaches;
- visual supports;
- movement or regulation breaks;
- sensory strategies where appropriate;
- access to trusted adults;
- personalised support plans;
- calm and respectful communication;
- restorative conversations.

Staff will intervene early, support emotional regulation and seek to maintain the dignity of all pupils involved.

Bullying and Child-on-Child Behaviour

Sutton Courtenay Primary School is committed to providing a safe, respectful and inclusive environment where all pupils feel valued, protected and able to thrive. Bullying, discrimination and prejudice-based behaviour are not tolerated and will always be taken seriously.

Definition of Bullying

Bullying is behaviour by an individual or group that is:

- Deliberately intended to hurt another person;
- Repeated over time; and
- Difficult for the victim to defend themselves against due to an imbalance of power.

Children are taught the NSPCC principle: **STOP - Several Times On Purpose**

Bullying may be:

- Physical
- Verbal
- Emotional
- Social or relational
- Online (cyberbullying)

- Prejudice-based

Prejudice-based bullying may relate to:

- Race or ethnicity
- Religion or belief
- Disability
- Special Educational Needs
- Sex
- Gender reassignment
- Sexual orientation
- Family circumstances
- Any protected characteristic protected under the Equality Act 2010.

A one-off disagreement, friendship difficulty, conflict, accidental hurt or isolated incident does not automatically constitute bullying. However, all incidents will be taken seriously and addressed appropriately.

Preventing Bullying

The school seeks to prevent bullying through:

- High expectations based on our values of Ready, Respectful and Responsible
- Positive relationships between pupils, staff and families
- Explicit teaching through PSHE and RSHE
- Online safety education
- Assemblies, collective worship, Anti-Bullying Week/Anti-Bullying Ambassadors
- Use of classroom 'Worry box'
- Celebration of diversity, equality and inclusion
- Pupil voice opportunities
- Staff training
- Effective safeguarding procedures

Particular attention will be given to pupils who may be more vulnerable to bullying, including pupils with SEND, disabilities, children we care for, previously looked-after children, young carers and pupils with protected characteristics or those perceived as different by others.

Responding to Reports of Bullying

All reports of bullying will be taken seriously. The school will:

1. Listen carefully to all parties involved.
2. Gather information and investigate thoroughly.
3. Determine whether the behaviour meets the definition of bullying.
4. Inform parents and carers as appropriate.
5. Implement support and intervention.
6. Apply consequences where appropriate.
7. Monitor outcomes to ensure the behaviour has ceased and that all pupils involved feel safe.

Support and Consequences

Support may include:

- Restorative conversations
- Pastoral support
- Emotional wellbeing support
- Social skills development
- Behaviour coaching
- Increased supervision
- Individual support plans
- Referral to external agencies where appropriate

Consequences will be applied in accordance with the school Behaviour Procedures and may include:

- Reflection and restorative work
- Loss of privileges
- Internal consequences
- Senior leader involvement
- Suspension in serious or repeated cases

Confirmed incidents of bullying will be recorded on the school's agreed recording systems and reviewed regularly by senior leaders to identify patterns, vulnerable groups and preventative actions.

Where bullying presents a safeguarding concern, the matter will also be managed in accordance with the Safeguarding and Child Protection Policy.

Mobile Phone Use in School

Pupils must not use mobile phones during the school day unless this forms part of an agreed medical or safeguarding arrangement.

We recognise that some older pupils may require a mobile phone to support independent travel to and from school. In these circumstances, phones must be handed into the school office at the beginning of the day, stored securely and collected at the end of the school day.

Where a mobile phone forms part of a pupil's medical provision, arrangements will be agreed between the Headteacher, parents, relevant staff and the pupil.

Any misuse of mobile technology will be addressed in line with this policy, safeguarding procedures and current DfE guidance.

Roles and Responsibilities

Role of All Staff

All staff will:

- have high expectations of all children
- model respectful behaviour and positive relationships
- treat all pupils fairly, consistently and with dignity
- create an inclusive environment where pupils feel safe and valued
- use preventative and de-escalation strategies where appropriate
- apply school systems consistently
- communicate concerns promptly to relevant staff

Role of the Class Teacher

Class teachers will:

- deliver high-quality inclusive teaching within an enabling environment
- establish clear routines and expectations
- regularly reinforce the school's rules and values
- foster positive relationships and a sense of belonging
- respond promptly to behaviour that disrupts learning
- use restorative and relational approaches
- make reasonable adjustments for pupils with identified needs where appropriate
- work closely with parents and carers
- liaise with external agencies where necessary
- work alongside the SENDCo to develop effective support plans
- support pupils in understanding and taking responsibility for their behaviour choices

Role of the Headteacher

The Headteacher is responsible for:

- implementing the Behaviour Policy consistently throughout the school
- ensuring the health, safety and welfare of pupils and staff
- promoting a positive culture of behaviour and inclusion
- supporting staff in applying the policy consistently
- maintaining records of significant behaviour incidents
- overseeing suspensions and exclusions
- ensuring compliance with safeguarding, equality and SEND legislation
- reporting to governors on the effectiveness of the policy when required

Role of Parents and Carers

The school works in partnership with parents and carers to support positive behaviour.

Parents and carers are expected to:

- support the school's values and expectations
- work collaboratively with staff
- attend meetings where concerns arise
- support strategies designed to help their child succeed
- encourage respectful, responsible behaviour both in and out of school

The school will inform parents promptly where there are concerns about a child's welfare, behaviour or wellbeing.

Role of Governors

Governors will:

- review and approve the Behaviour Policy
- monitor its effectiveness
- ensure compliance with relevant legislation
- support the school in maintaining high standards of behaviour
- ensure the policy is communicated clearly to pupils and parents
- ensure the policy is applied fairly and without discrimination
- monitor behaviour, suspension and exclusion data

Equality, Inclusion and Reasonable Adjustments

The school is committed to ensuring all pupils have equal access to education and are treated fairly, respectfully and with dignity.

We recognise our duties under the Equality Act 2010 and will make reasonable adjustments for pupils with SEND, disabilities, medical needs or other identified vulnerabilities where appropriate.

Adjustments may include:

- adapted communication approaches
- visual supports
- additional processing time
- sensory or regulation strategies
- personalised support plans
- adapted interventions where appropriate

Behaviour expectations remain high for all pupils. However, responses to behaviour may take account of a child's age, developmental stage, identified needs and individual circumstances.

The school works closely with families and external professionals to ensure pupils receive appropriate support whilst maintaining high aspirations for achievement, behaviour and personal development.

Consequences and Behaviour Responses

At Sutton Courtenay Primary School, consequences are intended to support reflection, accountability and positive behaviour change. They are not intended to shame, humiliate or punish.

Responses to behaviour are applied consistently, fairly and proportionately, taking account of:

- The age and developmental stage of the pupil
- SEND, disability and reasonable adjustments
- Safeguarding considerations
- Individual circumstances;
- The seriousness, frequency and impact of the behaviour

The school's graduated response to behaviour includes:

- Recognition and rewards
- Classroom reminders
- Warnings
- Restorative conversations
- Reflection time
- Removal from class where appropriate
- Parental communication
- Behaviour support planning
- Senior leader involvement

More serious incidents may result in immediate intervention, internal consequences, behaviour support plans, suspension or permanent exclusion where appropriate.

Where behaviour causes significant harm, places others at risk, involves bullying, discriminatory behaviour, repeated defiance or serious disruption, senior leaders may become involved at any stage.

The school will always seek to balance support and accountability, helping pupils understand the impact of their actions whilst maintaining high expectations for behaviour, conduct and personal responsibility.

Suspension and Permanent Exclusion

A decision to suspend or permanently exclude a pupil is a serious sanction and will only be used when necessary, lawful, reasonable and proportionate.

The school will always seek to understand and address the underlying causes of behaviour. A range of support strategies and interventions will be considered before suspension wherever possible.

Suspension or permanent exclusion may be considered where:

- there has been a serious breach of the school's Behaviour Policy
- allowing the pupil to remain in school would seriously harm the education, welfare or safety of the pupil or others

Before making a decision, the Headteacher will consider:

- all available evidence
- the individual circumstances of the pupil
- any SEND, disability or safeguarding factors
- the school's duties under the Equality Act 2010
- whether reasonable adjustments have been considered where appropriate

Only the Headteacher, or acting Headteacher, may suspend or permanently exclude a pupil.

The school will follow current Department for Education guidance relating to suspension, permanent exclusion, reintegration and parental rights of representation and appeal.

Where a suspension occurs, the school will work in partnership with the pupil and family to support a successful return through a planned reintegration process.

Links to Other Policies

This policy should be read alongside:

- Safeguarding and Child Protection Policy
- SEND Policy
- Attendance Policy
- Online Safety Policy
- Equality Information and Objectives
- Peer-on-Peer Abuse Procedures
- Staff Code of Conduct
- For staff: Behaviour Procedures

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.