



Sutton CE (VC) Primary School

Positive Behaviour Policy

July 2026



Values and vision statement

Our vision as a Church of England school places Christian values at the heart of everything we do. The values are encapsulated in the acronym STRIVE - 'Safety, Togetherness, Respect, Integrity, Valued and Excellence'. As a school community, we aim to serve one another and work together for the common good, so that everyone can experience life in all its fullness. (John 10:10).

The parable of the mustard seed (Mark 4:30-32) can represent our children, who are nurtured here, and enabled to live life in its fullness through our teaching and care. It can also represent our school flourishing within our community and the community connecting to our diverse world.

Aims

- To promote our values through positive behaviour and conduct of all members of the school community.
- To establish a positive and caring learning environment that promotes **safety, togetherness, respect, integrity** and **excellence** where every member of the community feels **valued**.
- To instil a culture of restorative practices to ensure that children are treated with **respect**, feel **safe** and **valued** when approaching behaviour management, in line with the Cambridgeshire Therapeutic Thinking approach.

We believe that all behaviour is a form of communication. Therefore, we have a graduated approach to managing behaviour at our school which will usually be managed within class teams and by the adults that know the child best. Senior members of staff will be involved when behaviours become repeatedly difficult or dangerous.

***Cambridgeshire Therapeutic Thinking** is adapted from the original work by Angela Wadham. In line with this training, our approach has an emphasis on consistency, on the teaching of internal discipline rather than imposing external discipline, and on care and control, not punishment. It uses techniques to de-escalate a situation before a crisis occurs and, when a crisis does occur, it adopts techniques to reduce the risk of harm.*

Our Positive Behaviour Policy acknowledges the school's legal duties in respect of the Equality Act 2010 and the specific Special Educational needs of pupils in our care. In doing so, the following points are fundamental to the implementation and application of this policy;

- Safeguarding of and respect for pupils with Special Educational Needs and/or disability (SEND) - Making reasonable adjustments in behaviour management in respect of the understanding and capabilities of pupils with SEND.
- No sanction will breach any other legislation (e.g. respect of disability. Special educational needs, race, religion and other equalities and human rights) and it must be reasonable in circumstances.

Our School Rules

At our school, we STRIVE every day:

- Safety – We keep ourselves and others safe
- Togetherness – We work and learn together
- Respect – We show kindness and respect to everyone
- Integrity – We do the right thing, even when it's difficult
- Valued – We make everyone feel included and important
- Excellence – We always try our best

Expectations of All Adults

All adults will:

- Model respectful, safe and professional behaviour at all times.
- Apply this policy consistently and fairly.
- Build positive relationships and actively engage learners.
- Address behaviour that falls short of expectations and follow up incidents to ensure consistency.
- Support pupils to recognise and regulate their behaviour (e.g. through the Zones of Regulation).
- Remain attentive to the feelings and experiences that pupils may be communicating through their behaviour.
- Consider whether behaviour presents safeguarding concerns and, where appropriate, follow safeguarding procedures.
- Reflect on whether persistent disruptive behaviour may indicate unmet educational or wider needs, and seek multi-agency support where appropriate.

Therefore, all staff, every day, will:

- Positively meet and greet pupils and parents/carers.
- Use praise generously and authentically.
- Recognise, acknowledge and reward expected and 'above and beyond' behaviours in lessons and around the school.
- Consistently reinforce the school rules: *Safety, Togetherness, Respect, Integrity, Valued, Excellence*
- Remain calm and allow processing time when addressing behaviour that does not meet expectations.
- Take ownership of incidents by following them up and engaging pupils in reflective, restorative conversations in a safe and supportive environment.
- Record any incidents of concern using the school system (Pupil Asset).

Additional Expectations of School Leaders

In addition to the above, school leaders will:

- Support colleagues by modelling and reinforcing effective implementation of this policy.
- Maintain a visible presence across the school, actively recognising and praising positive behaviour, particularly during transitions.
- Share effective practice and celebrate success across the school community.
- Regularly review provision for pupils requiring support beyond this policy, particularly in times of crisis or need.
- Ensure appropriate staff training, coaching and mentoring is provided.
- Promote a culture in which both adults and pupils take responsibility for restoring relationships and making reparations.
- Regularly monitor behaviour logs, supporting staff with strategies for persistent, dangerous and whole school trends.

Immediate Recognition of Positive Behaviour

At Sutton CE (VC) Primary School, our approach to behaviour is rooted in the development of intrinsically motivated learners. We aim to foster pupils who are committed to their own growth and success, while recognising and celebrating those who consistently demonstrate our school values.

To support this, we use the following strategies to recognise positive behaviour:

- Verbal recognition – specific and meaningful praise, for example: *"Thank you for doing..., that showed great*

respect.”

- Awarding house points to acknowledge positive contributions and effort
- Sharing success with parents and carers at the end of the day, via conversations, phone calls or Class Dojo
- Celebrating individual achievement through nomination for STRIVE certificates

These approaches help to reinforce positive behaviour, build confidence and promote a culture where all pupils feel valued and encouraged to succeed.

Positive behaviours that we expect, recognise and celebrate

Being Safe	Showing Togetherness	Being Respectful
· Caring for others; · Seeking help and support; · Actively avoiding putting yourself and others at risk; · Awareness of the safety of others; · Moving safely around the building e.g. always walking; · Acting upon concerns; · Learning from mistakes; · Keeping the learning environment tidy;	· Helping another child to achieve; · Working collaboratively; · Being a good buddy to the younger children; · Completing a role at the school e.g. a Playground Leader or a Library Monitor; · Contributing to the school community and wider community; · Seeking help and support when needed; · Engaging with Collective Worship;	· Following instructions · Demonstrating equity and fairness; · Looking after the learning environment and resources; · Demonstrating tolerance of others; · Employing a calm manner; · Having patience; · Being polite and demonstrating good manners; · Holding the door open for someone else;
Showing Integrity	Helping others to feel valued	Excellence
· Doing the right thing even if others are not looking; · Telling the truth even if that is difficult to do; · Demonstrating any of our values without having to be asked;	· Showing empathy; · Listening to others point of view; · Greeting others; · Celebrating others successes; · Saying thank you;	· Resources organised; · Completing work with pride and care; · Listening attentively; · Always being engaged in learning; · Being open-minded; ; · Having a positive mindset; · Having an enquiring mind. · Completing reading and home learning; · Showing independence when working;

Difficult Behaviour

At Sutton CE (VC) Primary School, pupils are taught and supported to understand and demonstrate our school rules and values. We expect all children to consistently strive to show positive behaviour. However, we recognise that, at times, some behaviours may fall short of these expectations.

We have a clear and consistent approach to addressing such behaviour. This approach maintains dignity and respect for all involved, while ensuring that expectations are reinforced, understood and supported through teaching and reflection.

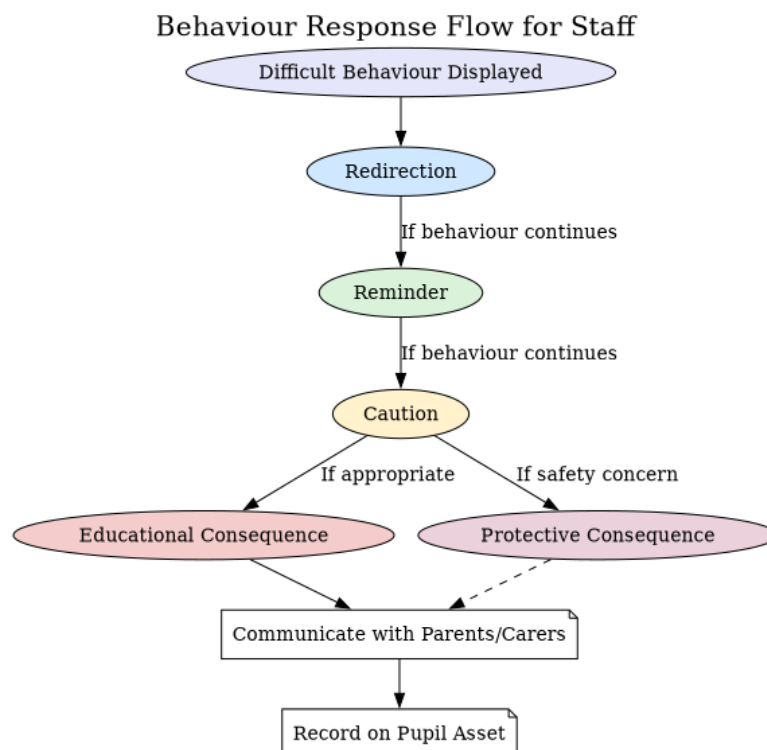
Definition

Difficult behaviour refers to behaviour that falls short of expectations but does not present a risk of harm.

Examples of Difficult Behaviour

This may include:

- Failing to start or complete work that the pupil is capable of completing
- Calling out or making noise at an inappropriate level for the situation
- Distracting their own learning or the learning of others



	<u>Action</u>	<u>Script</u>
Redirection	Gentle encouragement to conform, a small kind comment, a nudge in the right direction, a non-verbal cue.	'I notice...' refer to another child's expected behaviour Check-in privately, 'Is there a problem that I can help with...?' 'Super listening/focused work...'
Allow child time to process redirection before move onto the next stage During 'processing time' step away and engage positively with the class/other children.		
Reminder	After giving a child the time to process and act upon redirection. Privately and calmly, speak to the child at, or lower than, eye level. Make reference to our core values/ school rules and offer a reminder to the child about applying these values/ rules to make the situation right again. Adults should display calm tone and body language.	'I have noticed that you have not started your work today and you are distracting the children around you. You know we are all working hard to be respectful. I need you to try harder to do this.' What do you think caught my attention?' 'Bob, it's not like you to be ____, can I help?'
Allow child time to process and act upon the reminder before moving to the next stage. During 'processing time' step away and engage positively with the class/other children.		
Caution	If behaviour is not improving, a caution will be needed in order to clarify expectations and explain that if an improvement is not seen, 'time in' the Peaceful place will be given. A clear verbal caution delivered privately wherever possible – giving them a final opportunity to engage.	With a calm demeanour: 'I need to see you...' 'I expect to see... in next x minutes.' 'Thank you for...'

Allow the child time to process and act upon the caution before moving to the next stage.

During 'processing time' step away and engage positively with the class/other children.

Communication with parent/ carers

When a protective or educational consequence (as outlined below) is implemented, staff will communicate this with parents/carers at the earliest appropriate opportunity. This may be done face-to-face, via a telephone call, or through an agreed communication platform such as ClassDojo.

Communication will focus on:

- A factual description of the observed behaviour
- The actions taken by staff to ensure safety and support
- The child's wellbeing and next steps

Educational Consequence

An educational consequence is a purposeful response to behaviour that helps a pupil understand the impact of their actions, repair any harm caused, and learn how to make better choices in the future. It is designed to teach and reinforce positive behaviour, rather than simply punish.

An educational consequence should be given at the earliest opportunity and should be at a time when an adult is able to give that child or group of children their attention. This may mean that some time from a break or lunch time may be used. Adults should ensure children has enough time left to have a break or provide this time soon after.

Educational consequence will usually involve missing some break time (usually 5 minutes) to discuss/ practice the desired behaviour.

Examples of educational consequences:

Comic strip conversations

Exploring zones of regulation and toolkit

Restorative conversation/act between peers e.g. an act of kindness as a way of apology

- Making realistic reparations to the victim(s).
- Community job - where possible that relates to correcting the misdemeanour.
- Completing research on the possible impact of the misdemeanour on the victim/ or the consequence in the outside world.
- Completing a comic strip conversation to consider the impact of their actions on all parties and consider how words, body language and the environment played a part.
- Catching up on missed learning.

'I want to understand why you are finding this difficult/ this is very important and I want to help you... '

'The only time I have is at playtime for us to practice/ discuss so you will now need to stay in with me during break.'

'Thank you for...'

"Let's think about what will help next time."

Protective Consequence A planned, supportive response that aims to keep the individual and others safe, reduce harm, and guide the person back to appropriate behaviour without being punitive. Key features: • Focused on safety and wellbeing rather than punishment • Teaches or reinforces appropriate behaviour • Maintains dignity and relationships • Helps de-escalate situations	A Protective consequence may include: - Moving a student to a quieter space when they are overwhelmed - Stopping a game or type of play until it is deemed by adults the children are able to play it safely - Limiting access to an item that is being misused - Restricting areas or access to the playground during unstructured times while still providing an alternative - Providing adult support or supervision to prevent harm - Giving time and space to regulate emotions before continuing an activity	"I'm helping you stay safe and get back on track." "I'm going to help keep everyone safe right now." "I can't let you [unsafe behaviour]. I'm going to help you with this." "This isn't safe, so we need to change what's happening." "I'm here to help you get back on track." "You can't do that, but you can do this instead." "Let's try a different way." "Pause—this is what we need to do instead." "I'm guiding you to a safer choice." "We're going somewhere quieter to help you feel safe and calm." "Let's take a break in a calmer space." "Come with me—I'll help you reset." "I'm need to take this for now because it's not being used safely." "We'll try again later when it's safe." "You can have this back when we're ready to use it safely."
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<u>Internal referral</u> Time “In”- 10 minutes in a partner class. This should only be used when a child has been through the above steps and their behaviour is causing disruption to others. Teachers should consider whether a sensory break would be more appropriate.	The child should be sent with work to have ‘Time In’ the next door class (with note explaining task to be completed and should <u>not</u> focus on the misdemeanour). Adults should not draw unnecessary attention to the child when they arrive and they should feel welcome in.	‘I think some time in *partner class* may be a good break for you, now you must collect your things and go to xx and I will see you when your work is complete/at the end of the 10 minutes’. The partner class teacher will respectfully acknowledge the child, ask them to continue with their work and send them back after ten minutes. ‘I would like you to sit here and complete your work quietly. Thank you.’
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<u>Reparation</u> This should take place whenever a consequence or Internal Referral are initiated.	A restorative meeting should take place before the next session following the format of responsibility, respect, repair, reintegration. Responsibility Children will be encouraged to take for responsibility for their actions. Respect Adults and children will respect the views of everyone involved by hearing their thoughts and listening to how they are Feeling. Repair Children will be encouraged to repair relationships and apologise where appropriate. Reintegrate Children will be supported to make up and move on. Teacher to reflect on whether any adaptations should be made provision to minimise the risk of repeated incidents of the same behaviour. Lots of positive praise in the next session is important.	‘Thank you for...’ ‘How were you feeling?’ ‘How did ... make people feel?’ ‘How do you feel now?’ ‘What do you think we should do to put things right?’ ‘What do you think might help you to be ready to do things better next time?’ ‘Thank you for chatting to me about what happened, I am glad we have found a way to move forward.’
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Persistent and Repeated Behaviour

Where a child demonstrates persistent or repeated behaviours, particularly where these are challenging or unsafe and standard protective or educational consequences are not having impact, staff will seek to understand the underlying reasons for the behaviour.

Adults working closely with the child will consider what the behaviour may be communicating, including:

- Potential unmet needs
- Social, emotional, or developmental factors
- Environmental influences
- Possible safeguarding concerns

The Senior Management Team (SMT) will monitor behaviour records (via Pupil Asset system) and determine when a period of Behaviour Monitoring is required.

Behaviour Monitoring Process

A structured period of Behaviour Monitoring will be implemented to:

- Identify patterns, triggers, and anxiety factors
- Understand the function of the behaviour
- Inform appropriate support strategies

Parents/carers will be informed through an initial meeting, followed by a formal letter from the Headteacher or Deputy Headteacher.

During this period:

- All staff will record behaviour on Pupil Asset, including a strong emphasis on positive behaviours
- The child's views will be gathered by the wellbeing team
- Observations and data will be regularly reviewed

A follow-up meeting, led by a member of the Senior Management Team (SMT), will involve parents/carers and key staff. The purpose is to:

- Explore the function and context of the behaviour
- Agree supportive strategies and interventions
- Develop a personalised plan

Plans will be reviewed regularly and adapted as needed until behaviours reduce or are no longer of concern.

Where appropriate, referrals to external services (e.g. SEND, Early Help, Younded) will be discussed and agreed with parents/carers.

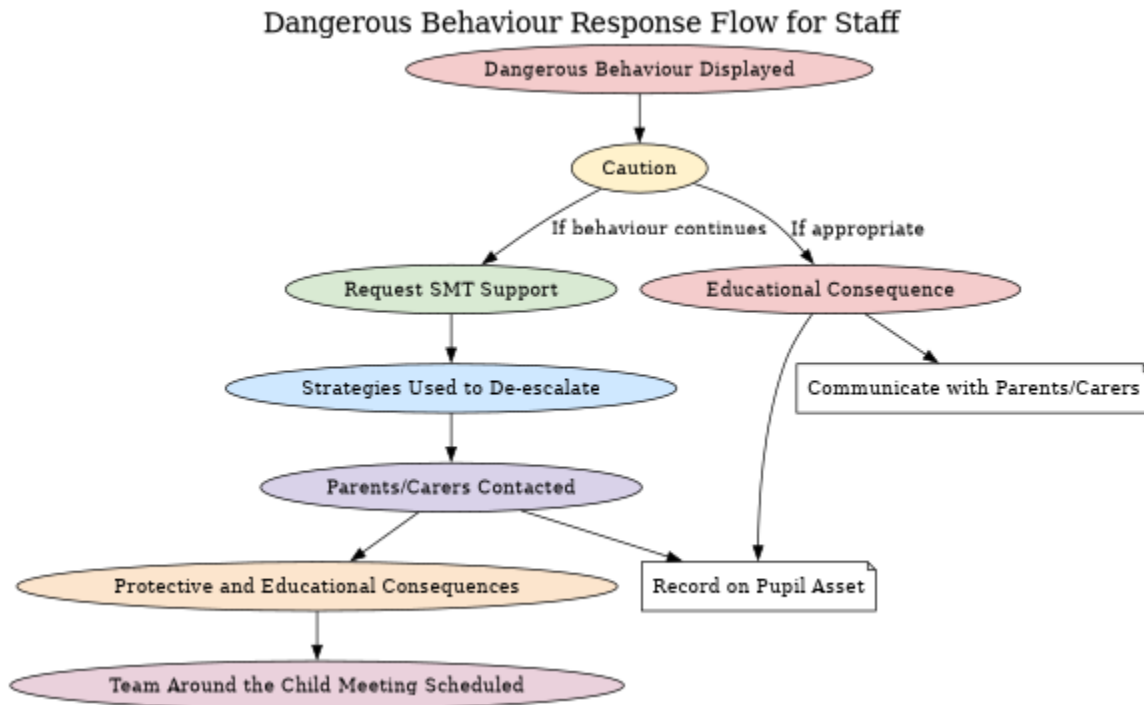
Dangerous Behaviour

Definition:

Dangerous behaviour is behaviour that is likely to result in immediate risk of harm or injury. This includes:

- Harm to self or others
- Significant damage to property

- Actions that may be considered criminal if the child were of the age of responsibility (e.g. discriminatory or abusive behaviour)



Staff should:

- Respond in a calm, consistent, and respectful manner
- Provide clear, positive instructions (e.g. “Walk with me to the safe space”)
- Model appropriate behaviour
- Give children space and time to regulate where safe to do so
- Offer limited, structured choices
- Reinforce key values (e.g. respect, safety)
- Support the child to recognise and regulate emotions (e.g. Zones of Regulation)
- Inform a member of SMT promptly where dangerous behaviour occurs
- Record all incidents on Pupil Asset and consider reporting via MyConcern (safeguarding system) where appropriate

Recommended Adult Scripts

Staff should use calm, supportive language such as:

- “Can you help me understand what happened?”
- “I’m concerned because this isn’t safe.”
- “I’m here to listen and help you.”
- “We need to make sure everyone is safe, so I’m going to...”
- “Do you understand why we need to do this?”
- “How can we make this right?”
- “Thank you for working with me.”

These scripts should be delivered with genuine curiosity and without assumption.

Support and de-escalation

Where needed:

- A member of the Senior Leadership Team, or a trusted adult, may support
- The child will be given time and space in a safe environment to regulate before any restorative conversation or consequence is applied

Linking Consequences to Behaviour

Staff should ensure that consequences are **logical and directly related** to the behaviour. For example:

- “The equipment has been thrown, so we will now spend time tidying and restoring the area.”

Whilst we recognise that behaviour is a form of communication and that, at times, incidents may result in damage to or breakage of school property, our aim is always to provide every child with a fresh start and to work collaboratively with families to support positive outcomes.

There may be occasions when discussions with parents or carers take place after an incident has occurred. The school operates within a limited budget, where there is repeated or significant damage to school property, we will ask parents or carers to make a contribution towards the cost of repair or replacement. Any such request will be considered on a case-by-case basis and discussed with parents or carers.

Recording of behaviour
Whenever a protective or educational consequence has been implemented, staff should record this onto our Pupil Asset system. This is monitored regularly by the Senior Management Team (SMT). Records made on Pupil Asset should be factual, avoiding any opinion. They should describe the antecedent, the location, adults present and the action taken. All staff are responsible for ensuring incidents are logged.

Personalised Plans

We recognise that some children may require additional or adapted approaches that differ from those outlined in this policy. In such cases, personalised support plans will be developed in collaboration with the child and their parents/carers. These will be shared with all staff.

Where appropriate, these plans will be informed by guidance from external professionals, such as SEND services, Younited, paediatric services, or through an Education, Health and Care Plan (EHCP). We will have tools such as anxiety mapping to inform the approaches used.

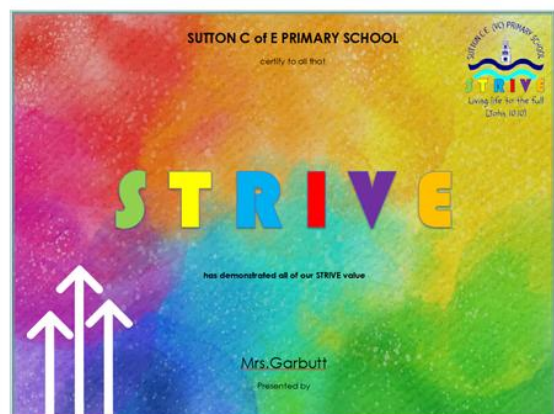
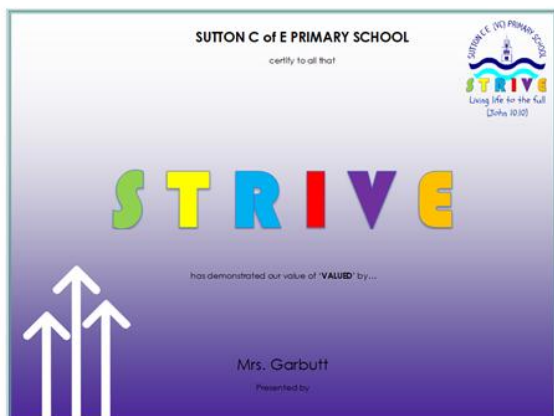
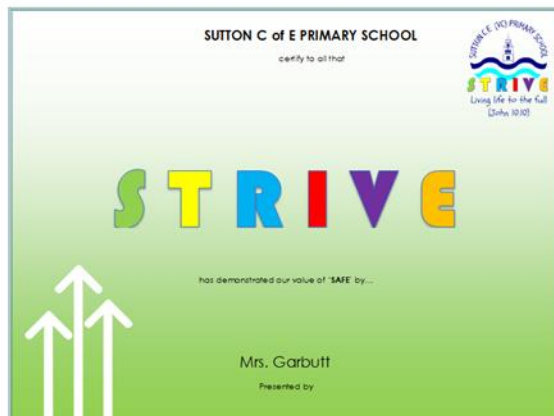
All plans will be reviewed regularly and adapted as needed to ensure they continue to effectively support the child's needs.

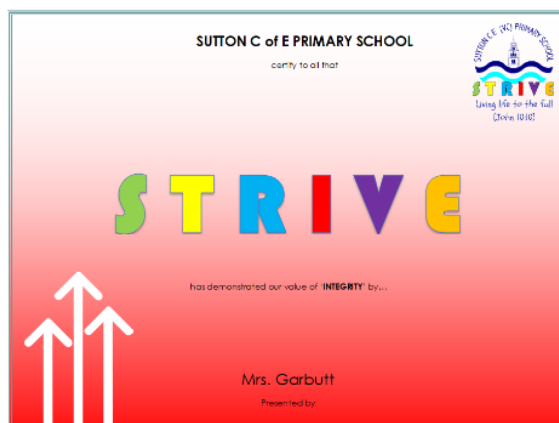
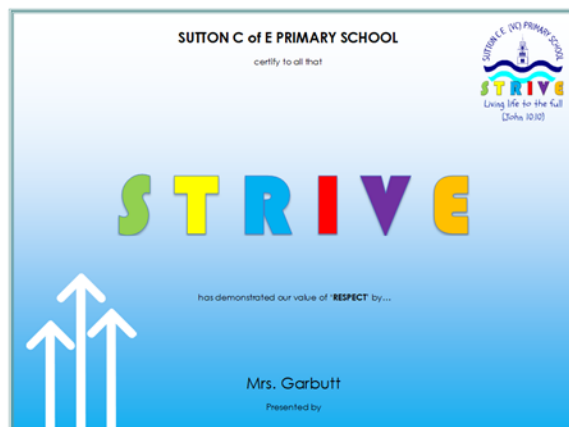
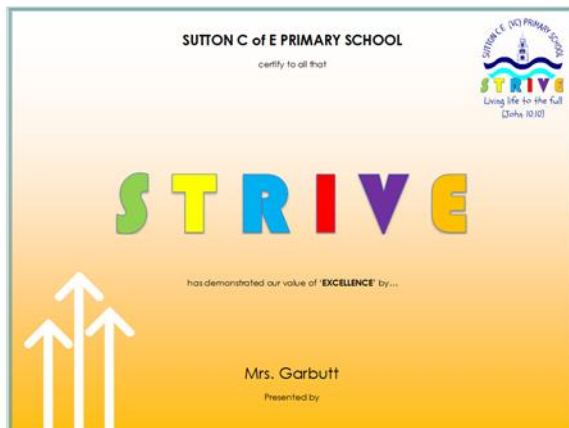
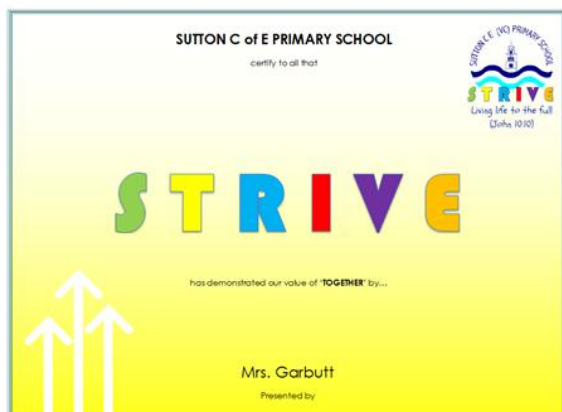
Exclusions

Please see the school Exclusion Policy.

Appendix 1 STRIVE Certificates

	
SAFE	We uphold and protect each other's rights to be safe from harm
TOGETHER	We work and play together in an environment where all are welcome
RESPECT	We celebrate and embrace our differences
INTEGRITY	We are open and honest with one another
VALUED	We listen to and respect each other's views
EXCELLENCE	We try our best so that we may reach our full potential





Anxiety Analysis – Predict it, Prevent it

Name: Date:

Adults Involved

Difficult or Dangerous Behaviour Summary:

Predict it	Prevent it
It is likely that this may happen (include triggers):	Control measures to prevent this behaviour are:

Personalised Plan

Personalised Plan

Name:

Last updated:



My trusted adults in school are:	Triggers that cause me to become overwhelmed:	Places I feel safe in school:

Zone	How I am feeling:	What you might see:	*child* will:	Adults in school will: