



Sutton CE (VC) Primary School

Positive Behaviour Policy

September 2025



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.

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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.

Staff are Cambridgeshire Therapeutic Thinking trained and believe that all children thrive in a **safe, respectful** environment surrounded by adults that endeavour to understand their needs. As a Church school our approach to behaviour is rooted in the key Christian principles of forgiveness and reconciliation; giving each child the opportunity for a fresh start and working with parents to understand the roots and reasons behind difficulties that are displayed.

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. The term "Steps" is drawn from the Norfolk County Council statement on inclusion:- "The process of taking necessary Steps to ensure that every young person is given an equality of opportunity to develop socially, to learn and to enjoy community life."

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 (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:-

Safety

Togetherness

Respect

Integrity

Valued

Excellence

All adults will:

- Model respectful and safe behaviour;
- Always be consistent through the use of this policy;
- Build positive relationships and engage learners;
- Never ignore behaviours which fall short of expectations and follow up on incidents to ensure consistency;
- Encourage the child to recognise and regulate their behaviour e.g. through use of zones of regulation;
- Be aware and alert to the feelings and experiences a child may be trying to communicate through their behaviour;
- Consider whether displayed behaviours give cause to suspect that a child is suffering, or is likely to suffer, significant harm. Safeguarding protocol will be adhered to in these instances.
- Consider whether continued disruptive behaviour might be a result of unmet education or other needs. In such instances, multi-agency support may be necessary.

Therefore, all staff, every day will:

- Meet and greet learners and parents positively
- Be generous with praise;
- Recognise, verbally reward and acknowledge expected and 'above and beyond' behaviours throughout every lesson and beyond the classroom;
- Reinforce and refer to our school rules, 'Ready, Respectful, Safe';
- Be calm and allow 'processing time' when redirecting behaviours that do not meet expectations;
- Personally follow up on incidents, retain ownership and engage in reflective dialogue in a safe space for all parties;

School leaders will (in addition to the above):

- When required, stand alongside colleagues to support, guide and model adherence to this policy;
- Be a regular visible presence around school praising positive behaviours especially during transition times;
- Share good practice and celebrate success;
- Regularly review provision for community members who require support beyond the scope of this policy in time of crisis or need;
- Ensure staff training and mentoring is provided when required;
- Encourage adults and learners to take responsibility for reparations.

Immediate ways to recognise positive behaviour:

At Sutton CE (VC) Primary school, our key principle for positive behaviour management is to build intrinsically motivated learners, who are committed to achieving well for their own growth, not necessarily for a materialistic reward or prize.

Therefore we the main methods for recognising positive behaviour include:

- Verbal recognition e.g. 'Wow, thank you for doing ..., that was so respectful';
- Awarding of house points;
- Sharing directly with parents at the end of the day, through a phone call or via class dojo;
- Recognising individual success by nominating children for STRIVE certificates.

1. Positive behaviours that we expect, recognise and celebrate (Pro-social behaviour)

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;

2. Difficult Behaviour

Children at Sutton CE (VC) Primary School know our school rules and values well and strive to demonstrate positive behaviours at all times. However, we have a clear process for addressing any behaviour that is difficult and does not meet our expectations. Our approach offers both dignity and respect for all involved and ensures that behaviour expectations are taught and understood by children.

Difficult: *Behaviour that falls short of our expectations but is not dangerous. Difficult behaviour should be acknowledged in terms of context (Erica continually shouting out is difficult within a group teaching activity)*

Examples of behaviour that is deemed difficult are:

- Failing to start or complete a level of work that the child is capable of;
- Regularly calling out or making a level of noise inappropriate to the situation;
- Running in the corridor;
- Distracting one's own or others' learning.

<u>Stage</u>	<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.		

Time In (5 minutes maximum) in Peaceful Place in the classroom. Reflection Garden during break times	Children spends 3-5 minutes in the Peaceful Place to reflect before returning to the task. Children may also be asked to complete some of their work here. After 3-5 minutes the child and if the child is still not settling, the teacher gives a choice of changing their behaviour or there will be a consequence. Adults to be clear and specific of the consequences.	'I can see you are finding this difficult, it would be a good idea to have a thinking space away from the others – indicate Peaceful Place'. Do you remember when you put in lots of effort and concentrated hard yesterday with your maths? That is what I need to see again now. If you choose to come back and complete your work, that will be fantastic...
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Allow the 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.		
<u>Educational Consequence</u> If the behaviour is being displayed during break time, the child should spend time with an adult and the issue should be worked through/ discussed/ desirable behaviour practiced. Record made on Pupil Asset, OR	Educational consequence will usually involve missing some break time (usually 5 minutes) to discuss/ practice the desired behaviour. The child should be told that it will be at break time because that is the only time the adults have to do this.	'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...'

<u>Internal referral</u> Time In- 10 minutes maximum in a partner class. If the behaviour is being displayed at playtime, the child should spend time with an adult and the issue should be worked through discussion. Record made on Pupil Asset.	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.	'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 an Educational 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. 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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If there are two or more educational consequences/ internal referrals in a week, class teacher should contact parents to inform and discuss the behaviour and any possible triggers. The Headteacher/ Deputy and/or Assistant should be made aware.	Possible actions: - anxiety mapping. - roots and fruits completed. - pupil voice activity directed by SENCO to establish to function of the behaviour. - 'Predict it, Plan it' document. - 'Going for Green' monitoring sheet to be shared with SLT member and parents daily, for agreed period of time.
If there are two telephone conversations home within a half term a formal meeting with SLT member, parent, and teacher will be planned.	
Records made on Pupil Asset should be factual, avoiding any opinion. They should describe the antecedent, the location, adults present and the action taken. Class teachers are responsible for ensuring incidents are logged.	

3. Anti-Social & Dangerous Behaviour

Antisocial - Behaviour that causes harm to an individual, a group, to the community, the environment or persistent disruption to the learning of others.

Dangerous: Behaviour which is antisocial and will predictably result in imminently injury or harm. This includes harm to self or others, damage to property or behaviour that would be considered criminal if the person was the age of criminal responsibility, such as racist abuse.

Staff must not:

Use negative phrasing (i.e. you are making the wrong choice, stop running).

Use the radio system in front of pupils, or to discuss pupil's behaviour in front of them.

Staff must:

- Approach all situations with a warm, calm and fair manner.
- Verbal reminders of what they should be doing (i.e. walking in the corridor, thank you) using positive phrasing.
- Model the positive behaviours alongside the pupil.
- Visual and verbal clear expectations to be given at the start of each session.
- Use limited choices (i.e. put your pencil on the desk or in your drawer, thank you) - Reinforce the respect rule (i.e. respect your property).
- Encourage the child to recognise and regulate their behaviour e.g. through use of zones of regulation.

The following scripts are advised:

'Can you tell me how this started...' (genuine listening not jumping to conclusions works best) 'I am concerned that you are not being safe/being respectful...'

'I want to help you/ listen to you'.

'You need to understand that you are not being safe/ respectful... you have chosen toso now I am going to...'

'Do you understand why I have decided this? Is there anything else you think we should do to make things right?'

'Thank you for...'

Consequence

A member of the Senior Leadership team may support staff in this discussion or alternatively another member of staff who has a pre-existing good relationship with the child. Children will be given time in a safe space for emotions to reset if required before instigating a consequence.

Staff are encouraged to think of consequences which directly relate to the behaviour. We try to use the word 'obviously' when considering the consequence which should be implemented e.g. *'you have....., and so the consequence is.....'*

Protective Consequences

A protective consequence is used when staff feel there is a risk of a child repeating a behaviour particularly if it has been deemed unsafe and harmful to others. This will be used to ensure that all members of the school community are safe at all times. A protective consequence could involve:-

- Missing break time.
- Reduced access to the playground.
- Extra adult supervision during break or transition times.
- Increased monitoring including lessons and breaktime using the 'Going for Green' format which will be shared with parents and SLT member regularly.

Educational Consequences

An Educational consequence is used to try and ensure that a child learns from their mistakes so that they make better choices in the future. Some educational consequences that could be used are:-

- 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.

Communication

A senior leader (Headteacher, Deputy or Assistant) is informed, as are parents and this is logged on Myconcern. A predict and prevent (*appendix 2*) document is considered to prevent the incident happening again. A repeat incident within a 6 week period would trigger a formal meeting, risk assessment and consideration of a risk reduction plan (*appendix 3*).

Restoration

A restorative meeting should take place at the earliest opportunity following the consequence or even during the period of the consequence following the format of responsibility, respect, repair, reintegrate.

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

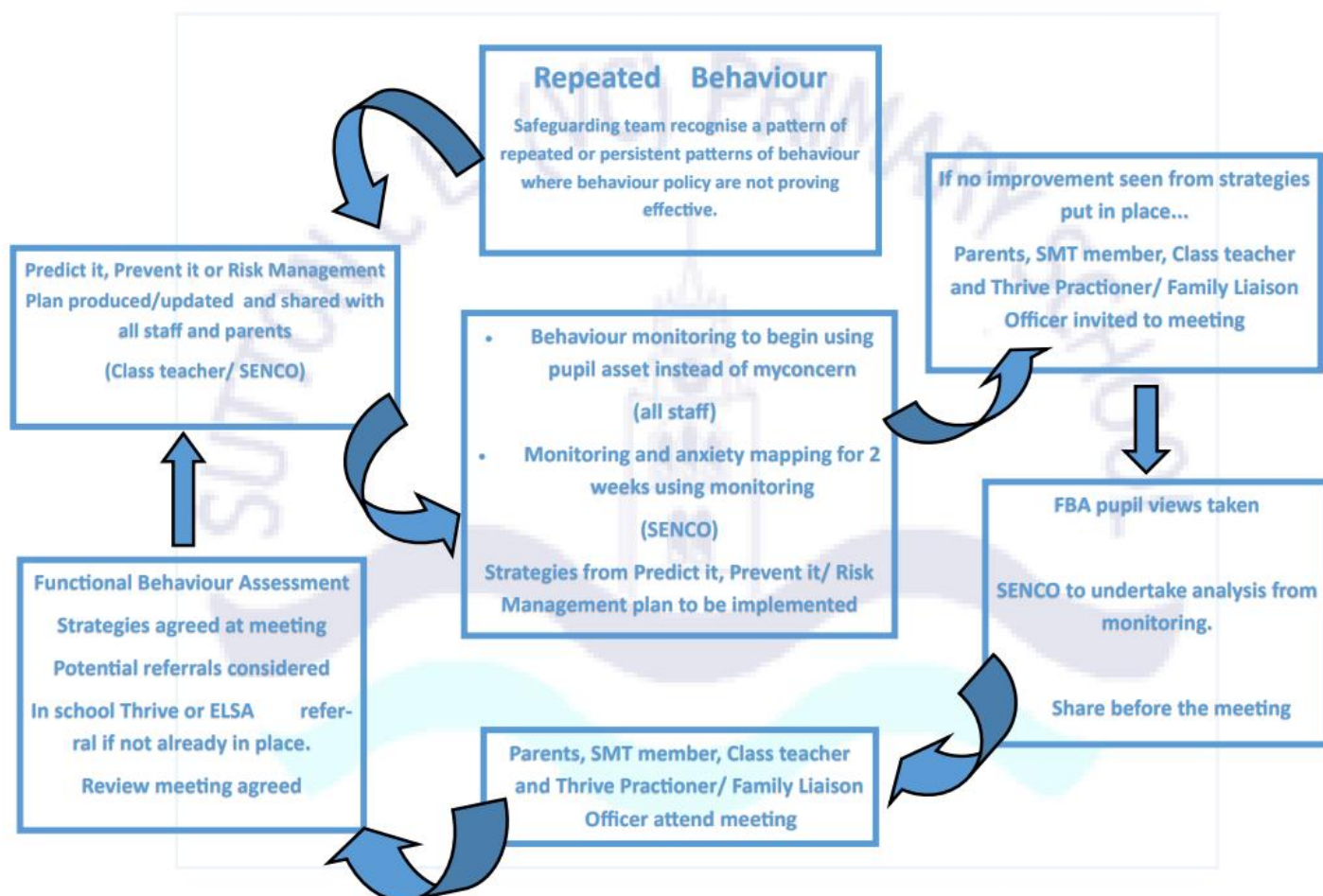
Children will be supported to make up and move on.

Persistent and Repeated Behaviour

Where a child is identified as showing repeated and persistent difficult or dangerous behaviours where educational consequences are not proving effective, the adults working closest with that child will need to consider what the child is trying to communicate through their behaviour. Consideration of a potential unmet need, social, environmental or safeguarding factors will need to be considered. The safeguarding leadership team will monitor behaviour logs on myconcern and through discussion with class teachers, determine when 'Behaviour Monitoring' will be needed.

A period of 'Behaviour Monitoring,' so that anxiety and triggers can be identified and tracked will begin. Parents/ carers will be informed through an initial meeting and a letter sent from the Headteacher or Deputy Headteacher. All staff will now be asked to record all behaviour onto Pupil Asset, with particular emphasis on recording positive behaviours. Pupil views will be taken by the wellbeing team during this initial period.

Parents/ carers and identified staff will be invited to a further meeting led by a member of SMT. The purpose of the meeting will be to investigate the function of the behaviour for the child. Detailed plans will be produced and reviewed regularly until a point has been reached where the behaviour is no longer repeated or is of concern. Referrals to outside professionals including SEND services, Early Help and Younded will be considered and discussed with parents.

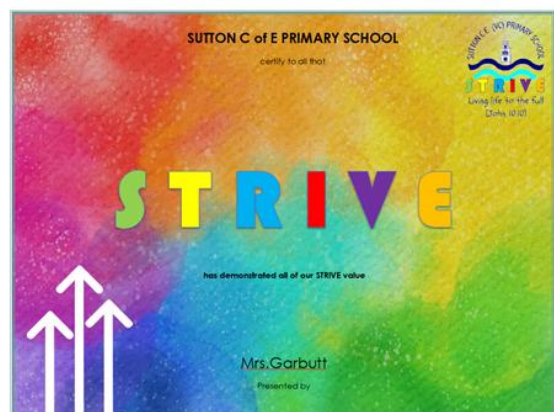
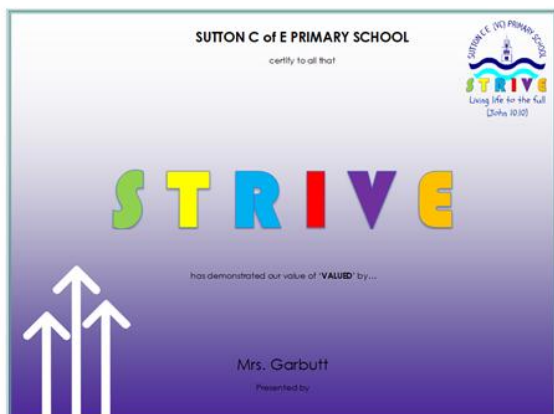
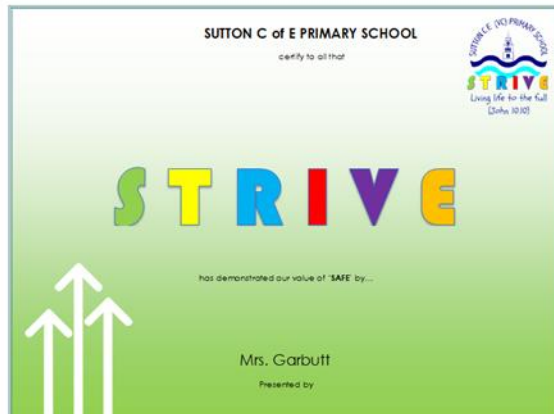


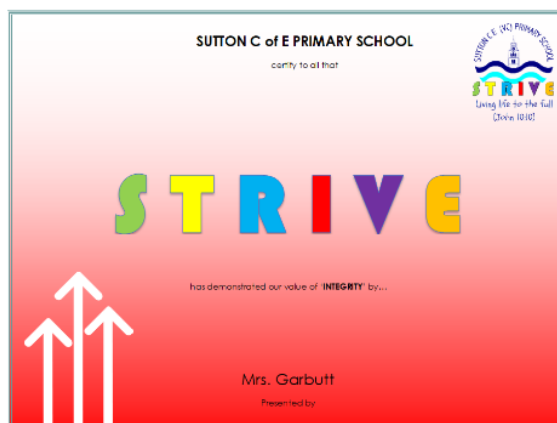
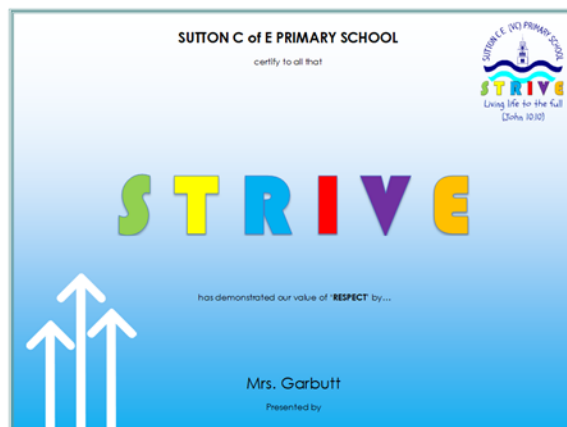
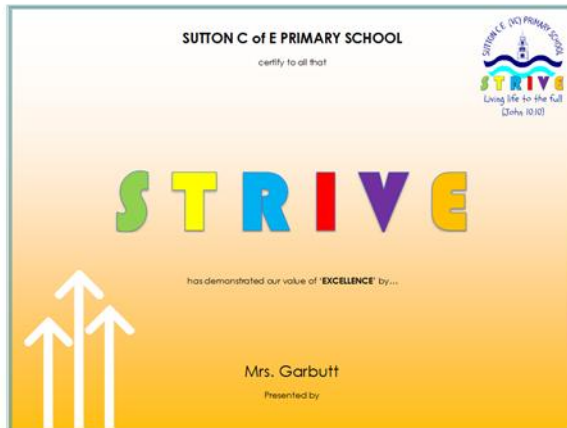
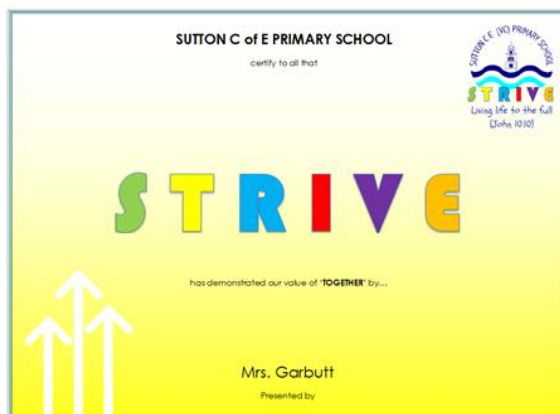
Exclusions

Please see the school Exclusion Policy.

Appendix 1 STRIVE Certificates

STRIVE	
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:

Cambridgeshire Therapeutic Thinking – Risk Reduction Plan

Name:	DOB:	Date:	Review Date:
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Photo	Risk reduction measures and differentiated measures (to respond to triggers)
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Pro-social / positive behaviour	Strategies to respond
Anxiety / DIFFICULT behaviours	Strategies to respond
Crisis / DANGEROUS behaviours	Strategies to respond
Post incident recovery and debrief measures	

Signature of Plan Co-ordinator..... Date

Signature of Parent / Carer..... Date

Signature of Young Person.....Date.....