

Little Sutton Church of England School and Conker Club Behaviour Policy



Our principal aim is that every member of Little Sutton C. of E. Primary School and Conker Club community feels valued and respected, and that each person is treated fairly and well. We are a caring community whose values are built on mutual trust and respect for all. Our Christian Values – are intertwined with our school rules (generosity, compassion, courage, forgiveness, friendship, respect, thankfulness, trust, perseverance, justice, service and truthfulness).

Our Behaviour Policy is designed to support the way in which all members of the community can live and work together in a supportive way. It aims to promote an environment where everyone feels safe and secure.

The primary aim of our Behaviour Policy is to establish a positive school climate which will foster co-operation, willingness and responsibility thus building a sense of community. Through the promotion of respectful relationships, people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in a collaborative, effective and considerate way.

Policy Aims

Through the promotion of good behaviour, this policy aims to:

- Offer a structure within which children can develop skills of self-discipline.
- Create a community where people behave considerately towards one another and the Christian Values are embedded in the school.
- Help children grow in a safe and secure environment – to become positive, responsible and increasingly independent members of the community.
- Provide a supportive learning environment where people take risks, welcome challenge and encourage others.

Expected Behaviour

Our main three rules are:

1. Be safe
2. Be kind
3. Be respectful

Within these three rules, we **expect** the following of pupils:

- Be polite and considerate towards each other.
- Respect school property.
- Support each other.
- Follow instructions.
- Help each other learn and achieve.
- Celebrate each other's successes.
- Aim high and be the best you can be in line with our REACH acronym – resilience, engagement, ambitious, creative and healthy.
- Use good manners.
- Use kind hands and words.
- Patience and understanding.
- Help create a supportive learning environment.

Little Sutton C. of E. Primary School and Conker Club have high behaviour expectations of all pupils. Through the development of a structured environment with established routines, children are guided towards making choices that promote a safe and positive learning environment for all.

Alongside the established school rules, each class and/or wrap around provision can develop their own behaviour agreement at the beginning of the year or on their transition visit to their new class. This will detail expected behaviour to make the classroom a physically, mentally and emotionally safe place to be.

Encouraging Good Behaviour

School rules are displayed around the environment and should be referred to as a reminder of what IS expected. Staff will refer to the desired behaviour rather than the unwanted behaviour. Staff will link expectations to the 12 Christian Values and the REACH statement. Encourage children to model the values such as being kind and forgiving that the Bible teaches us.

Children are reminded about expected behaviour through the school environment displays, class discussion, individual conversations and through the PHSE and SRE curriculum.

Children are sometimes given a designated role in their classroom to develop their sense of belonging and an important part of our school community. These roles are changed regularly although some be longer term roles.

Often inappropriate behaviour arises when a child feels upset, angry or frustrated. Children are taught self-regulation techniques to help them in situations they find emotionally challenging. They may be supported with a Behaviour Plan or use support aids such as zones of regulation resources. These will be used in school time and in wrap around provision to provide consistency.

The Nest is a safe place provided in the school. This is a small, comfortable area a child can remove themselves to for a short period of time if they feel they need space to deal with their own upset or to use self-calming techniques. This is not a time out punishment, rather an opportunity to calm down and reflect how they can make better choices or deal with surges of emotions.

Little Sutton also has a trained ELSA teaching assistant that can support pupils in a proactive way to understand how they can self-regulate and uses social stories to support pupils with additional needs to understand the rules. This is only available during the school day.

Recognising Good Behaviour

It is the expectation that all children will follow school rules, work hard, support each other and complete our daily tasks in wrap around provision and during the school day. These efforts and achievements will be recognised daily through interactions and praise in the moment. The reward is the sense of achievement itself. Physical rewards will be given but in a determinate way. As a staff we feel this will retain the special nature of a 'reward' being something which is strived for and not expected.

What behaviours are rewarded:

- Working collaboratively
- Going out of their way to help others
- Acts of community/global spirit
- REACH – demonstrating resilience, engagement, ambition, creativity, healthy

The Rewards

- Each week we can nominate a pupil from each class to receive a 'REACH' award. This is awarded for behaviours which are particularly kind, helpful or supportive. A 'Certificate of Achievement' given for children who demonstrate Resilience, Engagement, Ambition, Creativity and Health are given in Friday's Class Celebration Assembly. One value per week will be the school focus to ensure these values are taught, understood and lived.
- ClassDojo is a classroom management tool used to support positive behaviour and strengthen communication between teachers, students, and parents. It allows teachers to award points for positive behaviours, linked to REACH, Agents of Change, good manners and collaborative learning. The platform provides a clear and consistent system for recognising student efforts and reinforcing school values. ClassDojo also facilitates regular updates to parents through announcements, to build a supportive home-school partnership. The aim is to ensure pupils are recognised as individuals for their positive behaviours. Once children reach milestones linked to points, they will receive a certificate of achievement.
- As above and to further encourage a team approach, children will be grouped in teams. At the end of each half-term, the team with the most dojo points across the school will receive an extra reward such as an extra break time. Any pupils, who are part of the winning team, but have consistently broken the school rules, will not receive this reward.

- Pupils may also be chosen for a Secret Headteacher award to celebrate positive outcomes linked to learning, behaviour and personal development. If children are recognised for demonstrating positive attitudes to learning and behaviour, they may receive a ticket. All tickets are placed in to a box where one is drawn each Friday, during celebration worship. All pupils selected during the week will receive a prize and the overall winner will receive an alternative prize and a place at the Headteacher's table during lunch on the last day of term.

Dealing with Inappropriate Behaviour

The following incidents will be addressed and this policy followed:

- Speaking disrespectfully.
- Purposefully hurting the feelings of others.
- Using unacceptable language.
- Hurting someone physically.
- Disrupting the learning of others.
- Damaging property.
- Not following instructions.
- Doing something that threatens the safety of others.
- Using inappropriate gestures.

Children with SEND and vulnerable pupils have a one-page profile which explains how systems are adapted to provide additional clarity and support systems which may be put in place.

How we tackle inappropriate behaviour

- Low level disruptions receive a verbal warning –eg “Please can we not X. If you continue to X, you are making a choice to X. This means you can choose to continue X or miss some of your playtime”. After one warning the behaviour continues, children will miss 5 minutes of their break as opportunity to reflect on their behaviour with an adult. If behaviour continues after this consequence is in place, children will miss all of their break time.
- When children do not respond and continue to repeat behaviours, they will need to meet with the Headteacher.
- Reflection time outside of the room where behaviours warrant instant removal. If they return and continue, teachers will make contact with parents/carers to discuss appropriate consequences. Appropriate consequences will be discussed and agreed during discussion with parents.
- If there are three instances in a week, teachers will phone home or see parents/carers after school to discuss behaviour expectations.
- Consistent breaking of school rules will result in a behaviour plan agreed between pupil, teacher and parent to reinforce expectations and encourage good choices.
- If a pupil has caused significant physical or emotional harm to another, child meets with the Headteacher and parents will be informed immediately.

The safety of the children in our care is paramount in all situations. If a child's behaviour endangers the safety of themselves or others, the class teacher stops the activity and may remove the child from taking part, or remove the rest of the class to ensure safety for all. If a child threatens or hurts another child, the class teacher records the incident on CPOMS, deals with it as above and the child receives a consequence. If a child repeatedly acts in a way that disrupts or upsets others, the Headteacher contacts the child's parents/carers and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child. (Parents/carers are often involved before this stage as staff aim to have an open informal communication with parents/carers about any concerns).

Individual children may also need a behaviour plan to support positive behaviour choices in school.

Little Sutton C. of E. Primary School and Conker Club do not tolerate bullying of any kind. If we discover that an act of bullying or intimidation is taking place, we act immediately to prevent further occurrences of such behaviour inline the Anti-Bullying Policy. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.

All members of staff are aware of the regulations regarding the use of force by teachers, as set out in DfE non-statutory guidance The Use of Force to Control or Restrain Children, 2008. Staff only intervene physically to guide or hold children or to prevent injury

to a child or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the support of children. Staff have been Team Teach trained in positive handling and de-escalation.

The Den – A Supportive Outdoor Space

We recognise that some children may benefit from a quieter, more structured environment during breaktimes. *The Den* is a small outdoor space designed to offer a calm and supportive alternative to the main playground. It provides pupils with the opportunity to regulate their emotions, build confidence, and develop positive social interactions at their own pace. In some cases, following an incident, we may suggest time in *The Den* as part of a supportive reintegration process, helping children feel safe, understood, and ready to successfully return to the main playground environment.

Behaviour Escalation Process

While most behaviour concerns are managed effectively within the classroom, there may be occasions when further support is needed. Our escalation process ensures a consistent and fair approach:

- 1. Class Teacher**

The class teacher is the first point of contact and is responsible for managing day-to-day behaviour using agreed strategies. They will work closely with the pupil, maintain communication with parents/carers, and record concerns as appropriate.

- 2. Senior Leadership Team (SLT)**

Continued issues or more serious incidents will be referred to a member of the SLT (e.g. Assistant Head or Deputy Head). At this stage, a formal behaviour plan may be considered, and parents/carers will be invited to meet with school leaders to agree next steps.

- 3. Headteacher**

If behaviour does not improve, or in the case of serious breaches of the behaviour policy, the Headteacher will become directly involved. This may include further interventions, referrals to external support services, or consideration of internal exclusions, fixed-term exclusions or permanent exclusions.

- 4. Governing Body**

In cases of persistent or extreme behaviour where all other avenues have been exhausted, the matter may be referred to the Governing Body. This could include involvement in exclusion processes or appeals, in line with statutory guidance and school policy.

The role of the class teacher

It is the responsibility of the staff to ensure that school rules are enforced and that children behave in a responsible manner during the day. The staff in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work to the best of their ability. The class teacher treats each child fairly and enforces the Behaviour Policy consistently. Staff treat all children in with respect and understanding.

If a child displays inappropriate behaviour repeatedly, in the first instance, the class teacher or Conker Club manager deals with incidents him/herself. The staff member will contact the parent or carer of a child if behaviour continues to impact on the learning, safety or welfare of that child or others. If inappropriate behaviour continues, the staff member seeks the support of the Headteacher and SENCO if appropriate.

Behaviour deemed to reflect Special Needs

For children with SEND, there will be some incidences where the school policy needs adapting to reflect a child's individual needs. Expectations of behaviour will still be high but the rewards and consequences may need to be personalised through a specific plan, which is shared with the child and the parents/carers.

Where inappropriate behaviour consistently fails to respond to quality first teaching and is not managed by the strategies outlined in this document, it is the responsibility of the class teacher, in consultation with the SENCO to draw up an Individual Behaviour Plan to further support children in making good decisions. This plan is shared with the child and the parents/carers.

Where targets are not met, and the child consistently fails to reach the standards of behaviour expected, the SENCO may request the involvement of outside agencies. This is in accordance with the Cheshire West and Chester Local offer and complies with the 2015 Special Needs Code of Practice 0-25years.

The 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 their school, and to report to governors, when requested, on the effectiveness of the policy. It is also their responsibility to ensure the health, safety and welfare of all children in the school. The Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy. The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of inappropriate behaviour that threaten the safety of themselves and others. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. Both these actions are only taken after the Chair of Governors has been notified.

The role of parents/carers

Little Sutton C. of E. Primary School and Conker Club works collaboratively with parents/carers so children receive consistent messages about how to behave as a member of the community. We expect parents/carers to support their child's learning, and SEMH needs and to co-operate with the school. We try to build a supportive dialogue between the home and the school, and we inform parents/carers immediately if we have concerns about their child's welfare or behaviour.

If the school has to use reasonable consequences to enable a child to learn from their mistakes, parents/carers should support the actions of the school. If parents/carers 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 Headteacher. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented.

The role of the Local Academy Committee

The Academy Committee has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The 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 Governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

Fixed-term and permanent exclusions

The Headteacher, or Senior Leader in their absence, has the power to exclude a child from school. The Headteacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a child permanently. It is also possible for the Headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.

If the Headteacher, or Deputy Head in their absence, excludes a child, parents/carers are informed immediately, giving reasons for the exclusion. The Headteacher makes it clear to the parents/carers in a letter that they can, if they wish, appeal against the decision to the Academy Committee immediately by writing to the Chair of Governors. In the letter, the school informs the parents/carers how to make any such appeal. The school also informs the parents/carers that if they consider the exclusion has occurred as a result of discrimination then they may make a claim to the First- tier Tribunal (Special Educational Needs and Disability) in the case of disability discrimination, or the County Court, in the case of other forms of discrimination. Such a claim must be lodged within 6 months of the date the child was excluded. The Headteacher informs the LA and consults with the Chair of Governors and Chair of the Trust about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

The Academy Committee itself cannot either exclude a child or extend the exclusion period made by the Headteacher or Deputy Head. If a parent appeals against the exclusion the appeals panel meet to consider the circumstances in which the child was excluded and consider any representation by parents/carers. Whilst the Academy Committee has no power to direct reinstatement, they must consider any representations parents/carers make and may place a copy of their findings on the child's school record.

Following a period of exclusion, the child and parent or carer must attend a reintegration meeting with the Headteacher, class teacher and SENCO if appropriate before they re-enter the classroom. This meeting will:

- Review events which led to exclusion
- Review how feelings and events could have been dealt with more positively
- Reassert the expectations of behaviour and the school rules.

Monitoring

The Headteacher monitors the effectiveness of this policy on a regular basis in consultation with staff. They also report to the Academy Committee on the effectiveness of the policy and, if necessary, makes recommendations for further improvements. The Headteacher keeps a record of any child who is excluded for a fixed-term, or who is permanently excluded and will inform the local authority. It is the responsibility of the Academy Committee to monitor the rate of exclusions, and to ensure that the policy is administered fairly and consistently.

Review

The Headteacher and Governors review and approve this policy every two years. They may, however, review the policy earlier than this, if the government introduces new regulations, or if they receive recommendations on how the policy might be improved.

This policy was reviewed in October 2025.

Due date for review October 2026.

Appendix 1

Daily Routines and Expectations of school

All staff share expectations of behaviour around the school environment. We want to guide children in developing those expectations of themselves and will provide a supportive environment in which to do this.

Pictorial cues will be displayed around the environment modelling expectations as they move around the school independently. The pictures will model both expectations and undesirable behaviours. (Fig 1).

Guidance on school expectations are set out below:

1. Morning arrival and afternoon departure – the school grounds are not a playground during morning arrival and afternoon departure. Children should be supervised by their adult and chat calmly and quietly. When the gates are open, children walk to their class entrance, line up and teachers will collect the pupils. Parents/carers must leave the playground at 8:50, once the teacher has led the pupils in to class.
2. Cloakrooms – personal space and personal belongings are respected. Children politely and patiently wait to hang their belongings when there is space to do so. If a child notices belongings have fallen, they must place the items back and let the owner know.
3. Movement around the school – the hall and corridors are part of our learning environment and expectations of behaviour around the school is of the same standard as within the classroom. The hall and corridors should be calm, quiet, tidy and safe.
4. Registration – Children will be greeted during register with a 'good morning *name*' and the same response will be expected.
5. Carpet time – respect personal space and help each other to learn.
6. Lining up – the line will be ordered, quiet and calm. When the adult stands ready, the children face the adult and talking stops.
7. Transition from class to playtime – children will be dismissed to playtime in groups to promote ease of movement. Children will exit the classroom and enter the playground in a calm and safe way.
8. Entering school during breaks - permission from the adult on indoor duty must be requested by the child.
9. Dining – during dinner in the hall, children sit in a seat that is free. Once a seat is chosen, no moving of seats is allowed unless instructed by an adult. Children can talk to others dining at their table but talking must be with a quiet tone. Any mess made must be cleared by the child and they should leave their space clear for the next diner. Throwing of food or behaviour that is deemed inappropriate may result in pupils being removed from the dinner hall.
10. Toileting during class time – use of the toilet is allowed on request of the adult in charge. In KS2 permission will not be given 30 minutes after a break unless there are special circumstances. Toilet passes will be given to pupils coming in to the building from outside to monitor and safeguard.
11. Home time – children will be sent in groups to collect their belongings and return to the classroom. Children will then be dismissed 1 by 1 and should leave the building calmly.

A Consistent Approach and Shared Expectations

Our approach to behaviour management is designed to offer a structure within which children can develop effective skills of self-discipline. With expectations and rules established and communicated through the environment, children are encouraged to make choices and to recognise that all choices have resulting consequences: choices that promote the ethos of our school community are rewarded and choices that conflict with the ethos procure consequences that require self-reflection.

A co-ordinated 3 step approach to unwanted behaviours is followed to establish consistency of practice. This consistency enables children to understand expectations and provides them with opportunities to make choices about their behaviour.

We want children to recognise that it is their choices and decisions which produce outcomes. Rewards are not given; they are earned when good decisions are made. Sanctions are not imposed; they are chosen when poor decisions are made.

Staff conduct and tone

At our school, we believe in maintaining a calm, respectful learning environment. Teachers are encouraged to be firm (where necessary), clear, and consistent when managing behaviour, setting high expectations for all pupils. Shouting is not an acceptable approach to discipline, as it can undermine trust and escalate situations. Instead, staff are supported to use positive behaviour strategies, assertive communication, and de-escalation techniques to address issues effectively and respectfully.

The 3 Step Approach

STEPS			
1: Directed instruction	State the expectation in a regular tone of voice.	This instruction should instruct and model what behaviour is wanted and not state the unwanted behaviour.	Please go and sit in your seat or 'look at x sitting beautifully'.
2: Choice and consequence	Help children learn cause and effect to inform their choices.	State the choices the child now has in a calm and neutral tone.	You have a choice Fred: if you choose to keep doing x, you will lose 5 minutes of play or sit in your seat and keep 5 minutes of play.
3: Implement consequence	If the child chooses the consequence, remind them that it was their choice.	Maintain a calm and neutral tone.	You were given a choice and you chose to continue wandering around therefore you lose 5 minutes of play/lunch.

At Little Sutton C. of E. Primary School we focus on recognising and promoting good choices, but we realise that sometimes children will make choices which result in undesirable consequences.

A consistent, whole school approach will offer a structure within which children know what their options are. They will be able to make informed choices and will be supported in self-regulating their behaviour.

Our Responsibility

As educators, we have a shared responsibility to help shape children into sensible, respectful, and well-rounded individuals. By setting clear boundaries, modelling positive behaviour, and teaching the importance of consequences, we support our pupils in developing the self-discipline and emotional intelligence needed for life beyond the classroom. Our approach aims not just to manage behaviour, but to guide children in becoming kind, responsible citizens who understand the impact of their actions on others.