



**Sutton Valence
Primary School**
Behaviour Policy

Date Agreed: March 2026

Review Date: March 2027

Agreed By Governors: March 2026

Our Values and Principles

Children at Sutton Valence Primary School are expected to act in accordance with our core values at all times:

Being Resilient

Being Respectful

Positive Relationships

Sutton Valence Ways:

Star Sitting, Wonderful Walking, Lovely Listening, Lovely Lining-Up, Delightful Diners, Peaceful Playtimes and Marvellous Manners. (See Appendix C)

Aims

At Sutton Valence Primary School we believe that the promotion of excellent behaviour, the development of self-respect and respect for others is a vital part of a child's education. We want to encourage a positive social environment where children and adults receive positive feedback through praise and reward. We aim to encourage pupils to value themselves and others by respecting rights and tolerating difference. We aim to:

- Allow children the right to attend school in which learning takes place without disruption from others;
- Encourage children to be responsible for their own actions;
- Encourage the support of parents and develop open communication to establish a consistent approach to behaviour;
- Reward good behaviour;
- Challenge and deal with unacceptable behaviour following clear procedures and guidelines.

Responsibility

The responsibility for ensuring excellent behaviour lies with the Head Teacher, Key Stage Leaders, all Teaching Staff, Support Staff, Pupils, Parents and Governors.

Principles

We believe that praise, positive actions and reward promote excellent behaviour. A consistent and fair approach across the whole school is essential. Mutual respect is fostered between staff and pupils. It is expected that children's behaviour and adults' responses will be consistent at all times of the day (whether structured or unstructured).

Through daily contact, circle times and assemblies the children are:

- Encouraged to ensure their behaviour is such that the ethos and values of the school are upheld at all times within school.
- Encouraged to think about their own behaviour and the effect it has on others.
- Given strategies for coping with inappropriate behaviour such as reflection strategies, calm down strategies and timely reporting of worries to an adult.

Restorative Practice

Being 'restorative' focuses on building positive relationships based on respect and fairness. In turn, this creates a community that is supportive, accountable and positive.

The Restorative Practice framework is based upon 'knowing the effect I have on others'. Making changes to the way we approach incidences and issues provides all members of our school community with the opportunity to think about how they relate to each other and how they can find positive ways of repairing harm caused, rather than focusing solely on punishing poor behaviour. Children and adults are encouraged to put things right together.

All members of staff are trained in the key principles of Restorative Practice, and we understand the importance of modelling positive language and behaviour, taking time to develop positive and meaningful relationships.

See Appendix A – restorative question prompts

Sutton Valence Primary School Behaviour System

Rewards

Dojo Points/House Points

Good work and showing school values will be rewarded with Dojo points. Each child receives a stamp on their card every time they reach 20 Dojos. When the card is complete (120 Dojos) the child gets to come to the Head teacher's office to get a prize from the golden box. In addition, to encourage team effort, when the class as a collective reach 1000 Dojos, the class can choose a whole class reward.

Gold Awards

Each week there are 2 children selected from every class to be given the Gold Award in Gold Assembly. These awards are given for outstanding work, exceptional behaviour and demonstrating our school values.

Head teacher's Award

In Gold Assembly each week someone is selected from across the whole school to be given the Head Teacher's award. This award is for consistently demonstrating one or more of our school values.

Dealing with Inappropriate Behaviour

No Band	Gentle encouragement, a 'nudge' in the right direction.	A reminder of our values expected.
Band 1	Prompt reminder	A quiet word to child reinforcing expectations and values.
Band 2	Time out (age appropriate) Reflection with class-based staff	Speak to the pupil privately following time out using restorative language "I have noticed that..." "At Sutton Valence, we expect..." "Because of that choice you need to..."

		“Do you remember yesterday/ last week when you...(refer to positives)” Thank you for listening...” Record on CPOMS
Band 3 Not being respectful	Time out (age appropriate) Reflection time with Key Stage Lead Parent informed	Speak to the pupil privately following time out using restorative language with Key Stage Lead. Class Teacher informs parent Record on CPOMS
Band 4 Not being safe	Time out of class in opposite Key Stage Leader classroom or missing playtime Reflection with Key Stage Lead Parent informed	Speak to the pupil privately following time out using restorative language with Key Stage Lead. Class Teacher informs parent Record on CPOMS
Band 5 Severe behaviour concern	Sent to senior teacher Loss of free time/internal suspension/external suspension Reflection time with senior teacher Parent informed	Child spoken to with senior teacher using restorative language Class teacher informs parent (DHT/HT makes contact if external suspension) Record on CPOMS
N.B. At anytime SLT may choose to move straight to any band. See Appendix B for Behaviour Code		

Parental Contact Steps

	Actions	Frequency
1	Teachers make contact with parents on the day at pick up/phone call home	Every Band 3/4/5 event
2	Teacher meet with parents to discuss potential reasons for this spike in behaviour	After 3+ incidents in a week
3	Senior Leader and Teacher meet with parents to discuss repetition of behavioural incidents	Consistent incidents over a 2-week period
4	DHT meets with parents to discuss ongoing behavioural incidents - Introduce a report card (1 week)	Consistent incidents over a 3-week period
5	DHT meets with parents to discuss ongoing behavioural incidents Review report card and implement another report Discussion with SENCO re: PSP	Consistent incidents over a 4-week period
6	HT meets with parents to discuss ongoing behavioural incidents Discussion with SENCO re: PSP	Consistent incidents over a period of a term
Depending on the nature of the behaviours, SLT may choose to move straight to any level.		

Links to relevant policies and guidance

This should be read alongside:

- SEND policy
- KCSIE
- Child Protection Policy
- Positive Handling Policy
- Equal Opportunities Policy
- Suspension and Permanent Exclusion Policy
- Attendance Policy
- Searching and confiscating guidance

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101597/Behaviour_in_schools_guidance_sept_22.pdf

Suspensions and Exclusions

Suspension will only be considered an option when other methods have failed for a period of time and/or where behaviour jeopardises the safety to self or others for example if a child, as outlined above.

When establishing the facts in relation to an exclusion decision, the Head Teacher will apply the “balance of probabilities” meaning that it is more likely than not that a fact is true. Mitigating circumstances, provocation, reasons for the behaviour and the behaviour record of the pupil will also be taken into consideration.

When an external exclusion is sanctioned, a member of the senior leadership team will seek an immediate communication with parents to explain the circumstances surrounding the decision. The senior leader will then write a formal letter of suspension to parents to explain the reason for and the conditions of the suspension. On returning to school, the child, parents, and a member of the senior leadership team will discuss the changes needed in behaviour and document any support that will be given to help achieve this in the form of a ‘reintegration’ meeting.

Permanent Exclusion

Permanent exclusion is the very last resort and will only be considered in the most serious of circumstances.

Children with identified additional needs

A child with identified additional needs is supported and monitored by the Class Teacher, Key Stage Leader(s), SENCO and Teaching Assistants. In many cases a ‘Personal Plan’ or ‘Pastoral Plan’ will be designed to meet the needs of the child and will be agreed in consultation with parents and the child concerned. The plan will be reviewed on a regular basis.

The above positive behaviour policy applies to all children whilst balancing that for some children, particularly those with SEND, expectations and actions may be reasonably adjusted accordingly.

Conduct During Non-Class Times

We uphold the highest standards for behaviour at all times. Children should behave sensibly and politely whether in or out of school. Children are reminded that they are always representing the school, whether in uniform or not. Sanctions may be applied if it is brought to our attention our children are not representing the values and behaviours expected at Sutton Valence outside of school.

PTFA Events

The following procedures are followed for PTFA events held on the school premises. If a child's behaviour at a PTFA event raises concerns about safety, risk, or vulnerability, we will respond in the same way we would to any safeguarding concern - calmly, proportionately, and with the child's welfare at the centre.

Unacceptable behaviours:

- Physical harm
- Threatening behaviour to peers
- Threatening / aggressive towards adults
- Safeguarding concerns

If one of the above behaviours occurs, the following will happen:

- Parent called to collect child from event early
- The child may be unable to attend future events — on HT/DHT discretion in discussion with PTFA

There will be a member of staff present at each event who will be responsible for implementing the above procedure.

Bullying and cyber bullying

Even though there is no legal definition on bullying, we believe it is extremely important to ensure that there is consistent understanding of what bullying is. We use the definition from the Anti-Bullying Alliance, which states that bullying is:

'The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or online.'

Bullying can happen to anyone. This policy covers all types and forms of bullying including:

- Bullying related to physical appearance
- Bullying of young carers, children in care or otherwise related to home circumstances
- Bullying related to physical/mental health conditions
- Physical bullying
- Emotional bullying
- Sexual bullying: child on child abuse; sexual violence and harassment
- Bullying via technology, known as online or cyberbullying
- Prejudicial bullying (against people/pupils with protected characteristics):
- Bullying related to race, religion, faith and belief and for those without faith
- Bullying related to ethnicity, nationality or culture
- Bullying related to Special Educational Needs or Disability (SEND)
- Bullying related to sexual orientation (homophobic/biphobic bullying)
- Gender based bullying, including transphobic bullying
- Bullying against teenage parents (pregnancy and maternity under the Equality Act)

Procedure for dealing with reported incidents of bullying

1. The allegation will be investigated by a member of staff
2. If we believe there has been an instance of bullying then this must be logged onto CPOMS. The purpose of this is to ensure that all instances of bullying are recorded and reported/monitored appropriately.

3. If allegation has been confirmed SLT will take over the investigation and ensure any consequences are in line with the behaviour policy and logged onto CPOMS. Support will be introduced for all children concerned.
4. The parents will be informed by the most appropriate means.
5. Relevant staff will be informed and monitoring will be used to discourage further incidents. If further incidents do occur, a more serious consequence will be considered by SLT.

The role of parents

Managing behaviour in school is more likely to be effective if the school can work with parents as genuine partners in the education process. Parents are informed about school procedures for acknowledging appropriate behaviour and sanctioning inappropriate behaviour as outlined in this policy.

On starting school at Sutton Valence parents are asked to sign the Home/School Agreement where they agree to support the School Behaviour Policy and support the school's decisions concerning their child's behaviour. This is then annually sent out to parents as a reminder of expectations.

Embedding positive behaviour

At Sutton Valence Primary School, we believe that positive behaviour is fundamental to creating a safe, inclusive, and nurturing learning environment. Behaviour is not treated as a standalone concept but is **woven throughout every aspect of school life**.

We promote and support positive behaviour through:

- **PSHE Curriculum:** Our Personal, Social, Health and Economic (PSHE) education provides structured opportunities for children to explore emotions, relationships, and responsible decision-making.
- **Consistent Staff Modelling:** All staff consistently model respectful, calm, and positive behaviour throughout the school day, setting clear expectations and demonstrating our school values in action.
- **Personal Development:** We prioritise the personal development of both pupils and staff, recognising that emotional intelligence, empathy, and self-regulation are key to positive behaviour.
- **Emotional regulation:** We use The Colour Monster in Key Stage 1 and Inside Out in Key Stage 2 for children to identify how they are feeling. If required safe spaces are set up for children.
- **Sensory Room:** This is used for timetabled session where needed but also on an ad hoc basis for other children to support regulation.
- **Whole-School Approach:** Behaviour expectations are embedded across the curriculum and school routines, ensuring consistency and clarity for all pupils.

Appendix A

The Restorative Questions:

What happened?

Drawing out each person's story one at a time, usually starting with the person who has caused the harm. The aim is not necessarily to come to a definitive conclusion on what has happened, but for each person to have their point of view listened to.

What do you think and feel about that?

What each person was thinking and feeling at the time, before and since.

Who has been affected and how?

Older children are encouraged to think about the wider implications of who has been affected e.g. the school community and families.

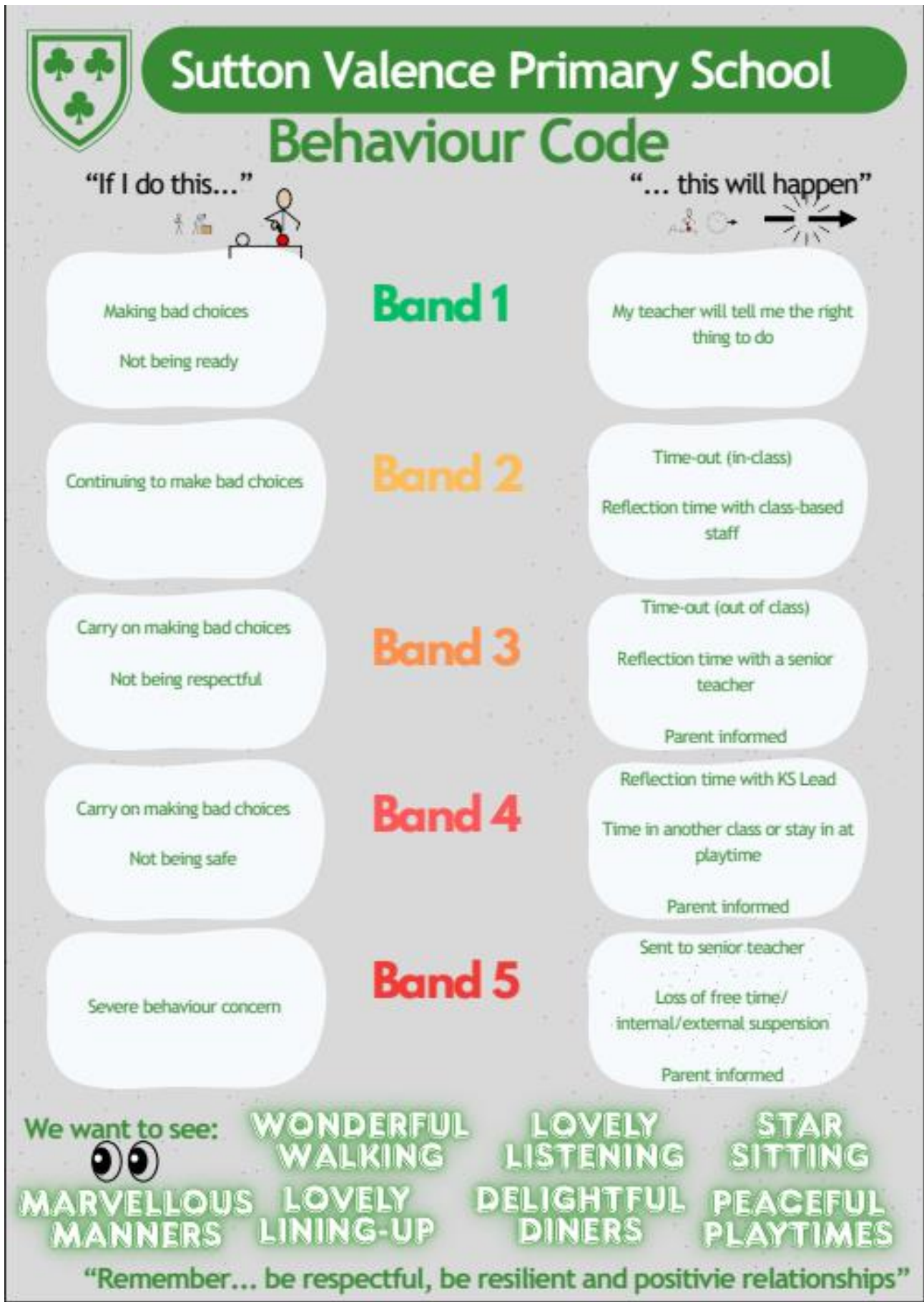
What are the needs of those involved?

What those affected need to feel better, move on, repair harm and rebuild relationships.

What do you think needs to happen next/to make things right with each other and with the school community?

How do those people agree and negotiate meeting the needs identified above, and what support might they need to do this?

Appendix B



Appendix C

'The Sutton Valence Way'

Star Sitting



- S. Sit up tall
- T. Track the speaker
- A. Ask and answer questions
- R. Respect everyone

Wonderful Walking



- We walk in silence.
- We use soldier arms.
- We walk sensibly.
- We face the direction we are walking in.

Lovely Listening



- We use STAR sitting.
- We put up our hands if we want to speak.
- We focus on the speaker.

Lovely Lining-Up

- We face forwards.
- We use soldier arms.
- We stand in silence.



Delightful Diners



- We use STAR sitting.
- We use quiet voices.
- We use Lovely Lining-Up and Wonderful Walking.
- We use our Marvellous Manners.

Peaceful Playtimes



- We use Wonderful Walking to and from the playground.
- Whistle 1 = stop
- Whistle 2 = line up
- We use Lovely Lining-Up.

Marvellous Manners

- We always say 'please' and 'thank you'.
- We say 'excuse me' before speaking to a grown up.
 - We open doors for each other.
 - We say 'good morning'.
- We let adults go through doors first.

