



Together, we learn, grow and flourish. 'A farmer who plants only a few seeds will get a small crop.
But the one who plants generously will get a generous crop.'
2 Corinthians 9:6



Behaviour Management Policy

Approved by Governors: May 2026

Last Reviewed On: May 2026

Next Review Due By: May 2027

Introduction

At Sutton Benger CE Primary School, we believe in promoting positive behaviour and managing behaviour consistently, fairly, and safely. Rooted in our Christian foundation of 2 Corinthians 9:6:

“Remember this – a farmer who plants only a few seeds will get a small crop. But the one who plants generously will get a generous crop.”

Alongside our school vision:

Together we learn, grow and flourish

Sutton Benger is committed to creating a calm and supportive environment where all pupils feel safe, respected, and ready to learn. High standards of behaviour are expected and supported through clear routines, strong relationships, and effective teaching. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and recognise that all behaviours result in consequences. All staff should be alert to safeguarding concerns that may underpin behaviour and responses will prioritise pupil welfare and safety. Our approach is underpinned by an understanding that behaviour is a form of communication and should be proactively taught as part of our curriculum for it to be modelled and developed.

This policy has been written in line with the Department for Education (DfE) statutory guidance Behaviour in Schools (latest edition), the Education and Inspections Act 2006, Keeping Children Safe in Education (KCSIE), and the Equality Act 2010.

Our Aims of this policy:

- Promote a calm and safe learning environment, where all children can flourish
- Set clear standards of behaviour in line with DfE guidance, which focuses on consistency, high expectations and positive relationships
- Ensure consistent and predictable responses to behaviour with a set structure of consequences for both positive and negative behaviours
- Support pupils to develop self-regulation and responsibility
- Enable staff to manage behaviour effectively and confidently with clear, consistent guidance
- Work in partnership with parents and carers to support children in developing the behaviours, values, and attitudes needed to become well-rounded and positive members of the school and wider community.



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School Rules

We have three school rules, which provide a shared language for behaviour across our school and are explicitly taught, modelled, and reinforced so that they are understood by everyone:

Be Ready **Be Respectful** **Be Safe**

Be Ready	Be Respectful	Be Safe
Arrive on time and prepared to learn	Show kindness and courtesy to others	Move calmly and safely around the school
Listen carefully and follow instructions	Use appropriate language and behaviour	Follow safety instructions
Engage positively in learning activities	Respect school property and the environment	Make choices that keep yourself and others safe

Clear expectations and consistent routines are central to effective whole-school behaviour management. The use of a small number of clear, positively framed rules enables all pupils to understand them. As a result, all pupils are expected to follow instructions from staff and take responsibility for their behaviour.

School Values

At Sutton Benger, we encourage pupils to embody our values in their actions.

Respect
Integrity
Responsibility
Perseverance
Compassion
Forgiveness

These have been developed alongside our school community and are the seeds that will enable our children to become responsible, positive, future citizens.

These values are explicitly taught, modelled by staff, and reinforced through daily practice. When pupils understand and internalise these values, they are better able to make positive choices, regulate their own behaviour, and engage in learning effectively. They provide the foundation for our behaviour management approach, guiding expectations, routines, and responses.

We believe that by linking our vision to our values, pupils understand the purpose behind behavioural expectations. This helps them internalise positive behaviours, foster intrinsic motivation, and encourages a culture of mutual respect and responsibility.

Staff can consistently refer to these shared values when teaching, praising or correcting behaviour, creating a coherent and predictable approach that benefits the entire school community.

Promoting Positive Behaviour

Positive behaviour is promoted throughout the school through a range of different strategies:

- Knowing and understanding pupils and their influences by building strong relationships
- Teaching learning behaviours alongside managing negative behaviours through clear routines and consistent expectations
- Using effective classroom management strategies such as verbal praise and recognition; this is reinforced using our Gem Powers approach.
- Use simple approaches as part of regular routines: Be Ready, Be Respectful, Be Safe
- Using targeted approaches to meet individual needs

Gem Powers – please see appendix A for further guidance

Using gem powers is a metacognitive approach that enables children to reflect on themselves as learners and explicitly identify and practise the skills and choices needed to be successful.

Staff at Sutton Benger use the gem powers to reinforce positive learning and behavioural choices. We recognise the children doing the right thing first, by praising and rewarding positive behaviour, which also ensures that role models for desired behaviours are explicitly highlighted and celebrated throughout the school day.

Children regularly receive praise for demonstrating the different gem powers and can talk confidently about how these link to our school values and expectations.



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Special Educational Needs and Disabilities (SEND)

The school recognises its duties under the Equality Act 2010. Reasonable adjustments will be made for pupils with SEND. Behaviour will be considered in the context of individual needs and may include:

- Individual behaviour support plans (IBSP)
- SENCO involvement
- Advice from external professionals

Children with Social, Emotional, and Mental Health Needs (SEMH)

Behaviour may be a means of communication that can indicate current/recent trauma or adverse childhood experiences (ACES), or other mental health needs. We must ensure that all pupils are supported to communicate their needs safely and appropriately.

We recognise that some behaviour may be a direct result of a child's vulnerability and can be closely linked with safeguarding, therefore not solely linked to SEMH. Sutton Benger CE Primary School is an inclusive school, and we recognise that some of our children may not be able to operate fully within our behaviour policy. Therefore, we adapt our provision to ensure their individual needs are met.

This is done on a case-by-case basis and may include some of the following:

- Emotional Literacy Support Assistance (ELSA) is available from a trained member of staff
- Safe spaces for children, including our NEST provision
- Individualised timetables
- My Support Plans (as part of our SEND Policy offer)
- Individual reward charts

Staff ensure that children are supported in a way that matches their age and needs whilst establishing and maintaining the highest expectations for all children.

Individual Behaviour Support Plans and Positive Handling Plans are created when appropriate and designed to meet the specific needs of the child. A trauma-informed approach is used throughout the school. Where needed, we gain expert advice from external agencies e.g. Lighthouse, CAMHS, Behaviour Support Service and EP surgeries.

Behaviour and Consequences – please see appendix B for further guidance

The school operates a graduated approach to ensure consistency and clarity. Staff may use professional judgement to ensure the most appropriate response is used within a specific behavioural incident.

Pupils are supported at every stage to reflect on their behaviour and make positive choices. The first response to every behavioural incident will be an **apology**, delivered in a way most suited to the individual child.

All children will be expected to recognise their behaviour, whether this is intentional or not, as way of recognising the impact of their actions.

If a child has an IBSP, this will be discussed on an individual basis with the child and their parents to ensure that the best approach is identified. Not every apology will look the same.

Classifying behaviours:

The consequence for the different level of behaviours will be based on individual circumstances but will be within the spectrum of responses. These have been developed alongside staff, parents, children and governors to ensure an aligned understanding of what these behaviours look like and how, as a school, we should respond. The adult managing the behavioural incident will consider the age of the child and how often this behaviour has been seen before as well as any other relevant circumstances.

Low-level: these are deemed as minor, frequent behaviours that lead to a disruption of learning or play.

Mid-level: these are more serious behaviours than low-level disruptions but do not usually involve extreme harm or safeguarding concerns.

High level: These behaviours pose a risk to safety, wellbeing, or the orderly running of the school.

Bullying

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, including cyberbullying and prejudice-based bullying, is not tolerated. All incidents are addressed promptly in line with the Anti-Bullying Policy.

The following measures are in place to prevent bullying:

- School Rules are in place to support children to know behaviour expectations

(Be Ready, Be Respectful, Be Safe)



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- Anti-Bullying is covered as part of our PSHE curriculum
- Anti-Bullying week forms part of our whole school curriculum each year
- Online safety is covered as part of our PSHE and computing curriculum

Where bullying has occurred, we support both the victim and the perpetrator(s) with follow-up bespoke social, emotional, and mental health support.

Child-on-Child Abuse

Child-on-Child abuse, including sexual abuse and harassment, are dealt with very seriously at Sutton Benger CE Primary School.

We follow the school's safeguarding protocols (please see the safeguarding policy). We recognise that for children, the perpetrator may also be at risk, and this behaviour could be because that child could also be at risk of harm.

Where sexual harassment child-on-child abuse occurs, we always seek advice from professionals within the Trust and the Local Authority e.g. Brooks Traffic Light tool, our Police Constable Support Officer and MASH (Multi Agency Safeguarding Hub).

At Sutton Benger CE Primary School, we ensure that any form of abuse or harmful behaviour is dealt with immediately to reduce the extent of harm to the young person, with full consideration to the impact on that individual child's emotional and mental health and well-being.

All Child-on-Child abuse, including bullying, behaviour, dysregulated and intolerant (sexist, racist, intolerance towards religions, homophobic, transphobic, and disablist) incidents are added to CPOMS (Child Protection Online Management System) and investigated thoroughly by the safeguarding team.

All logged incidents are regularly analysed and subsequently reported to the Blue Kite Academy Trust and Local Governing Board three times a year.

Suspensions

Fixed Term Suspensions (External)

At Sutton Benger CE Primary School, we believe that, in general, suspensions are not an effective approach in supporting children's behaviour. However, if the children have been very unsafe and the other children are at risk of harm, an external suspension will be used to reset the child and the class.

A plan for reintegration will be put in place. The reintegration meeting will review what is already in place and what else can be done to support the pupil in achieving a successful reintegration.



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Each day is a new day and where a child has transgressed, it is expected that they will be welcomed and treated without any animosity when they return.

All fixed term suspensions are recorded on SIMS and reported to the Blue Kite Academy Trust, LA and the Local Governing Board.

Permanent Exclusion

Blue Kite Academy Trust and the Local Authority Inclusion team will be informed that a child is at risk of permanent exclusion.

In general, the Blue Kite Academy Trust does not believe that permanent exclusions are effective in improving a child's behaviour. However, it is acknowledged that it can occur in certain circumstances. At Sutton Benger CE Primary School, we recognise that permanent exclusion is a serious sanction and will only use it as a last resort.

A pupil may be permanently excluded only:

- in response to a serious breach or persistent breaches of the school's behaviour policy; and
- where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Before making a decision, the headteacher will consider all relevant circumstances, including safeguarding concerns, SEND, disability, SEMH needs, contributing factors and whether appropriate support and reasonable adjustments have been implemented.

Roles and Responsibilities

Headteacher, Senior Leaders and Safeguarding Team:

- Ensure the policy is implemented consistently
- Support staff in managing behaviour
- Monitor behaviour data and exclusions
- Carry out supervision sessions to objectively review steps taken

Staff:

- Model high standards of behaviour
- Apply the behaviour policy consistently
- Use professional judgement and restorative approaches
- Encourage positive contributions of our values by pupils



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- Praise and reward positive behaviours

Pupils:

- Meet behaviour expectations
- Take responsibility for their actions
- Demonstrate our values, support peers, and contribute positively to the school community

Parents and Carers

- Support school expectations
- Work in partnership with the school to develop well-rounded individuals who understand and value the behaviours required to be positive, responsible citizens
- Communicate with the school

Monitoring and Review

This policy is monitored by senior leaders and governors and reviewed annually or following updates to DfE guidance.

Linked Policies and Guidance

- Keeping Children Safe in Education (KCSIE)
- Safeguarding and Child Protection Policy
- Anti-Bullying Policy
- SEND Policy
- Exclusion Policy
- Physical Intervention / Reasonable Force Policy
- Attendance Policy
- Staff Code of Conduct

Appendix A - Gem Powers



I know which problems I can solve myself	I am responsible
I question my teacher so I understand	I am organised
I can use resources to help me solve problems	I try to find solutions
I know which problems an adult can help me with	



I can manage distractions	I listen to others
I stay focused	I use the sitting position
I defeat the monster distractions	I don't procrastinate
I focus on the most important things in the moment	



I am brave enough to have a go	I have bouncebackability
I know mistakes are opportunities to learn	I control my own emotions
I can manage disappointment	I am resilient
I am able to label my emotions	



I collaborate with others to achieve more than I could on my own	
I cooperate with others and can share and compromise	
I contribute my fair share	I can be a leader
I can work with diverse groups of people	I can be led



I find connections and make links	I can identify patterns
I recall key concepts and information	I test myself
I check my understanding by reasoning	I answer questions
I summarise my learning to help it make sense	



I set long term goals and work towards them	I am not a quitter
I am relentless with my effort over time	I embrace feedback
I practice to improve	I am determined
I show commitment	

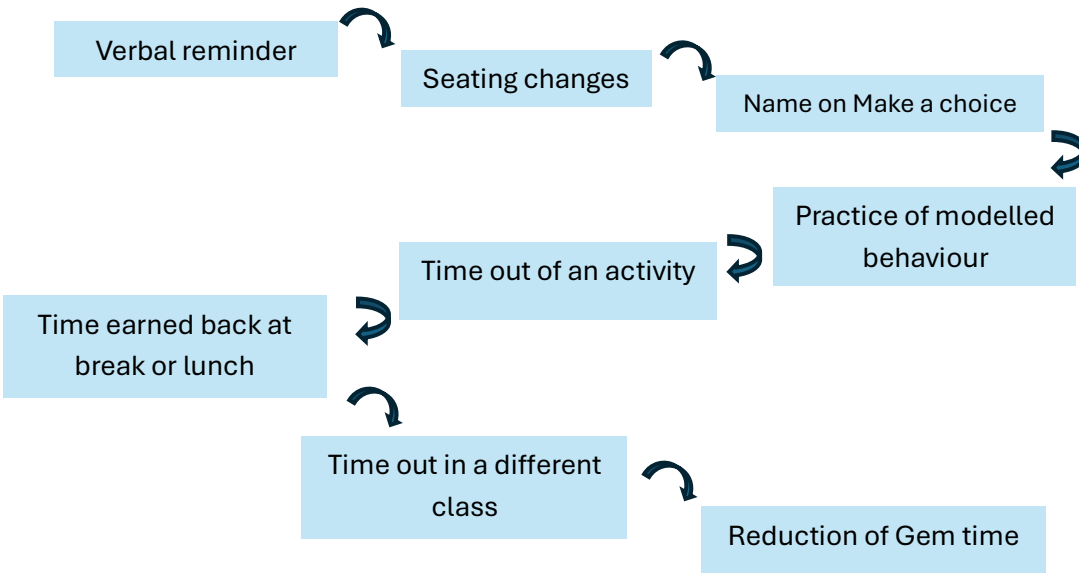


I control my voice	I can build on others' points	I can speak formally
I speak in full sentences	I stand to speak when appropriate	
I can use the correct vocabulary	I ask a range of questions	
I use excellent grammar when talking	I use words to express my feelings	
I use my words to communicate my thoughts and ideas		

Appendix B – Behaviour and Response

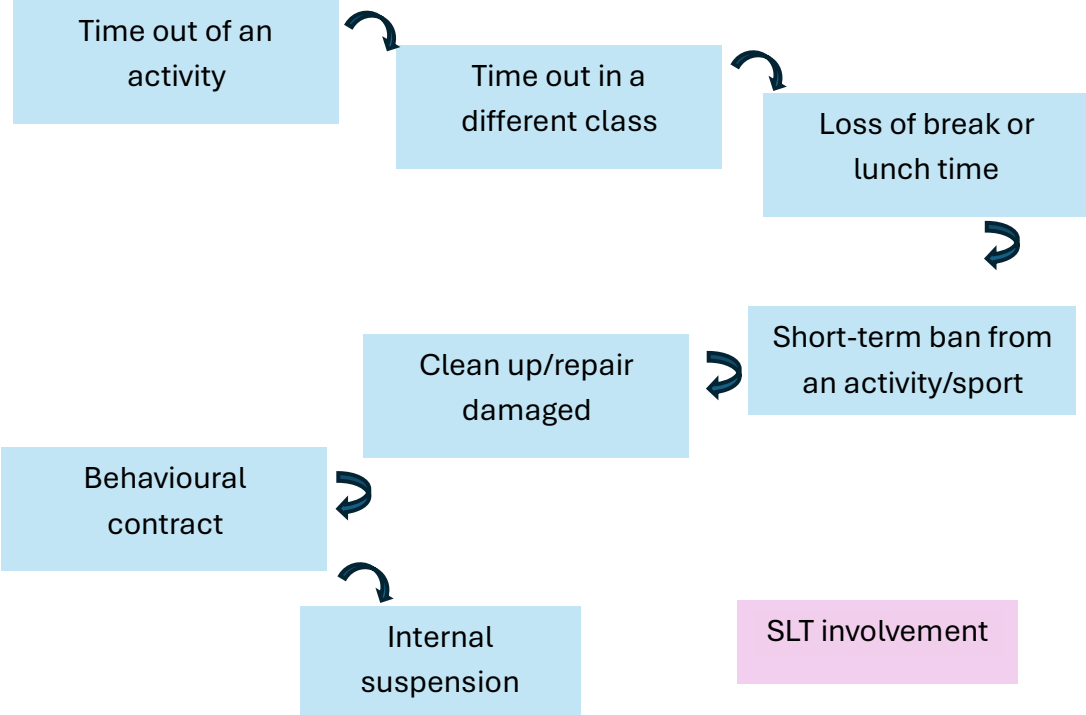
Low-level behaviours:

This list is not exhaustive and acts as examples of behaviours recognised as low-level. Teachers will use their judgement as to whether the consequences follow this path progressively or used non-sequentially. All responses will begin with an apology.

Example behaviours	Response/Consequence
Talking while the teacher or others are talking Calling out without raising a hand Not following instructions first time Low-level off-task behaviour (fiddling, drawing, not actively listening) Teasing or name-calling Eye-rolling, sighing, or muttering Arguing with peers Playfighting Seeking attention inappropriately Minor defiance (e.g. "Why do I have to?")	 <pre> graph TD A[Verbal reminder] --> B[Seating changes] B --> C[Name on Make a choice] C --> D[Practice of modelled behaviour] D --> E[Time out of an activity] E --> F[Time earned back at break or lunch] F --> G[Time out in a different class] G --> H[Reduction of Gem time] </pre>
Parents/carers will be informed if this behaviour becomes persistent or is particularly out of character so that relevant support can be put into place as early as possible.	
Make a choice: this involves a child's name being placed on the display as a visual reminder that they should reflect on their behaviour choice and make a positive change. Once this change has been seen, the child's name will be removed. If the change has not been made, a different response may be put in place or the level of behaviour may be deemed to have increased to mid-level.	

Mid-level behaviours:

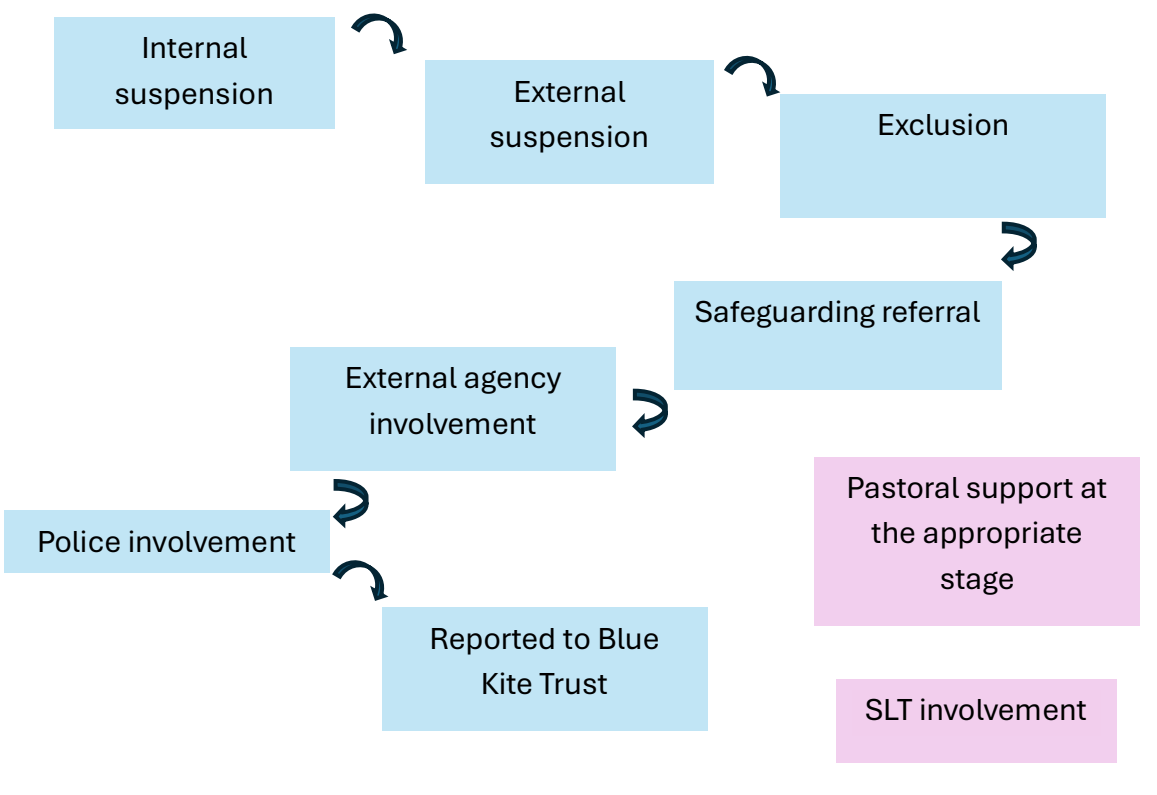
These are more serious behaviours than low-level disruptions but do not usually involve extreme harm or safeguarding concerns. Teachers will use their judgement as to whether the consequences follow this path progressively or used non-sequentially. All responses will begin with an apology, and all behaviours will be reported to parents/carers.

Example behaviours	Response/Consequence
Persistent disruption despite warnings Repeated refusal to follow instructions Deliberate off-task behaviour affecting others Swearing (not directed at an individual) Answering back or arguing, including insults or threats Disrespectful tone or language Spreading rumours, unkind or untrue comments Continuing to playfight after a reminder Intimidation Damage to property (minor vandalism, graffiti) Pushing, shoving without intention to harm Throwing objects Misuse of school equipment	 <pre> graph TD A[Time out of an activity] --> B[Time out in a different class] B --> C[Loss of break or lunch time] C --> D[Short-term ban from an activity/sport] E[Clean up/repair damaged] --> D F[Behavioural contract] --> G[Internal suspension] G --> H[SLT involvement] </pre> The flowchart illustrates the progression of consequences for mid-level behaviours. It starts with 'Time out of an activity', which can lead to 'Time out in a different class', then 'Loss of break or lunch time', and finally 'Short-term ban from an activity/sport'. Alternatively, 'Clean up/repair damaged' can also lead to 'Short-term ban from an activity/sport'. 'Behavioural contract' leads to 'Internal suspension', which then leads to 'SLT involvement'.

High-level behaviours:

These behaviours pose a risk to safety, wellbeing, or the orderly running of the school. Parents/carers will be contacted. Teachers will use their judgement as to whether the consequences follow this path progressively or used non-sequentially. All responses will begin with an apology, and all behaviours will be reported to parents/carers.

In certain circumstances, restrictive interventions or seclusion may be required. Please see our separate policy for the reporting of this process.

Example behaviours	Response/Consequence
Fighting Intentional action to cause injury to another student or adult Use or threat of a weapon Serious physical intimidation Threatening or abusive language Physical aggression Persistent defiance following multiple interventions Serious verbal abuse or harassment	 <pre> graph TD A[Internal suspension] --> B[External suspension] B --> C[Exclusion] C --> D[Safeguarding referral] D --> E[External agency involvement] E --> F[Police involvement] F --> G[Reported to Blue Kite Trust] H[Pastoral support at the appropriate stage] I[SLT involvement] </pre> The flowchart illustrates a progressive sequence of responses for high-level behaviours. It begins with 'Internal suspension', which leads to 'External suspension', then 'Exclusion'. From 'Exclusion', the path continues to 'Safeguarding referral', then 'External agency involvement', followed by 'Police involvement', and finally 'Reported to Blue Kite Trust'. Additionally, 'Pastoral support at the appropriate stage' and 'SLT involvement' are shown as parallel support measures that can be implemented at various stages of the process.