



Behaviour Policy

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Behaviour Policy

1 Philosophy

At Sutton School staff use a system of both praise and reflection to manage the behaviour of our students. Staff use the praise and reward system to highlight positive behaviour in lessons and around school. The school believes in a whole school approach and all staff use a variety of strategies to engage with students who may find it difficult to access any of the varying aspects of school life.

Sutton Schools Behaviour policy is guided by information from the Department for Education documents:

- Keeping Children Safe in Education. 2024
- Suspension and Permanent Exclusion from maintained Schools, academies and pupil referral units in England including pupil movement. 2023
- Searching, Screening and Confiscation, Advice for schools. 2022.

2 Main Aims

The school has four main aims:

1. To recognise and reward pupil's achievements.
2. To develop a sense of pride and self-worth in pupils.
3. To help and encourage pupils to foster respect for themselves, other pupils, staff and the school buildings.
4. To demonstrate a positive concern for the emotional, creative, physical and intellectual development of all pupils in our care.

3 Rules

The school has four basic rules:

- **Learn** - Be ready and prepared to do your best work in all lessons.
- **Show care** – Take care of personal and school property.
- **Respect** – Be polite, helpful, and co-operative to all members of the school community.
- **Be safe** – Be in the right place at the right time. Keep hands, feet and objects to yourself.

It is the responsibility of all staff to encourage pupils to understand and adhere to all rules during structured and unstructured times during the school day.



4 Sutton School House Points System

Students at Sutton School are split into six House Teams. These teams are:

- Dahl
- Shakespeare
- Lewis
- Potter
- Dickens
- Tolkien

House Points are given out during lessons and unstructured time and are collated by the Reflection Team. Points are shared during Form Time and Assembly time and the winning House at the end of each Term is taken on a reward trip.

5 Praise

Rewards are given out during lessons and around school that are converted into house points. Staff use Arbor to record points given. Points are added up on a weekly basis and are shared weekly in a praise assembly. Rewards can be exchanged for goods in the reward shop and towards a termly prize in the form of either vouchers or a trip.

Teachers and Learning Facilitators should comment on what pupils are doing right rather than what they are doing wrong aiming for a 5:1 ratio of positive to negative interactions. For every critical comment we should aim to provide five comments or gestures of approval.

6 Behaviour Board

Teaching staff use a Behaviour Board in their lessons. This board displays rewards. Rewards are recorded and added to a data base as House points which are monitored by the Reflection Team.

7 Reflection

Pupils who may need support when it comes to managing their behaviour work closely with the Reflection Team. The school runs a Reflection Room that works with young people that are finding it hard to follow the school rules.

The Reflection Team are based in the Reflection Room (Room 8) where they respond to student issues in lessons and during unstructured times. The Reflection Team use the Reflection Room to work with students who may need help managing behaviour. Individual counselling and group work is carried out with the aim of helping and supporting students to fully engage in lessons and learning.

Some students have an Individual Support Plan (ISP). Targets on the ISP are used to encourage students to engage in learning as well as developing their role as an active citizen of the school. All staff have access to individual ISPs.

If a student on an ISP is finding it difficult to access his/her provision within school, then they may be referred to the Reflection Room.



8 School Aims Addressed by The Reflection Team:

1. To establish good relationships through mutual respect and consideration for others in a stable, happy, tolerant and well-ordered community.
2. To provide a framework of challenging opportunities designed to recognise and develop potential of all pupils regardless of race or gender.
3. To make school an enjoyable and stimulating workshop which values hard work, determination and fun.
4. To develop personal and social skills, enhance self-confidence and self-esteem.
5. To provide opportunities for teamwork and encouragement of the development of strengths and coming to terms with weaknesses

9 Appropriate Responses to Behavioural Problems

The emphasis of all staff should always be on the positive approach of encouragement and praise rather than on the more negative one of criticism and punishment. However, it must be recognised that there are occasions when punishment and sanctions must be applied.

The main aim of all responses to behavioural problems should be to guide the student to resuming a worthwhile schooling. To this end the full resources of the school and ancillary agencies should be employed. Parents/Guardians should be fully informed, and their assistance invited. Extreme responses, such as exclusion, should only be considered when all possible alternatives have been explored and such measures are clearly necessary for the good of the student concerned and/or for the well-being of the school.

When a pupil returns to school after fixed term exclusion, he/she must work under the guidance of the Reflection Team and have an Individual Support Plan.

10 Dealing with Inappropriate Behaviour

The school runs a warning system that is managed by the class teacher. A hierarchical approach to warnings is used. The system follows a hierarchical order, in response to rules not being followed. All the consequences must be carried out including “Actions to de-escalate” the situation prior to a pupil being referred to the Reflection Team.

4 warning System:

- **Warning 1** - Explain reasons for concern
- **Warning 2** – Classroom Intervention – for example change seating plan, deploy Learning Facilitator
- **Warning 3** - Consequence – loss of social time
- **Warning 4** - Call for intervention from the Reflection Team

Incidents of a serious nature are reported to Reflection. Such incidents may result in the students spending time in the Reflection Room, discussions with Parents/Carers, meeting with the Head and Deputy Head Teacher, suspension or exclusion.



11 Harmful Sexual Behaviours

Harmful sexual behaviour incidents are dealt with proportionately in relation to the incident. Sutton School does not tolerate incidents of harmful sexual behaviour. Our Core Studies curriculum aims to educate pupils about such incidents as well as promoting a culture and school society where related incidents are rare and acted upon appropriately. Further information is detailed within Sutton Schools Child Protection policy.

12 Sanctions against Unacceptable Behaviour

It is recognised that at times there will be pupils whose behaviour cannot be managed within the 'system'.

Whenever appropriate in our approach to unacceptable behaviour, the advice and assistance of supporting agencies, such as the Education Welfare Officer, psychological support services and social workers, will be sought to produce an outcome that is in the best interests of the pupil and the school.

- A. Sanctions employed against any pupil should be progressive in nature in that, in normal circumstances, relatively severe sanctions should only be used when less severe sanctions have been tried and failed.
- B. For many incidents, a verbal reprimand (which may be of an informal nature or, as the situation demands, a more formal discussion, or a private interview) will be all that is needed.
- C. Where a pupil's behaviour is deemed inappropriate, including when work is not completed, a member of staff may issue a detention. Detentions may take place during break time, lunchtime, or at the end of the school day.

After-school detentions may be issued by a teacher in consultation with the Phase Leader. Parents or carers will be informed in advance. The school will ensure that appropriate arrangements are in place for the pupil to be collected after the detention or that permission has been given for the pupil to make their own way home.

- D. It is the policy of the school at all times to inform parents or guardians of behavioural problems and to enlist their help in resolving them. There may come a time when a formal discussion with parents concerning a pupil's behaviour becomes appropriate. In the case of any pupil exclusion a pupil will only be re-admitted to school following a formal meeting with parents or guardians
- E. Another strategy which may be used to deal with more serious and inappropriate behaviour is the drawing up of a 'Contract' between the school, the pupil and the family. This itemises what each should expect from the other.
- F. As part of the continuum of consequences a pupil may be isolated from his or her class, if it is felt that their behaviour is designed to deliberately disrupt a lesson. Provision is made for pupils to be able to continue their work out of the classroom, under the supervision of a senior member of staff.
- G. For some pupils, the Assertive Discipline approach does not meet their individual needs. These pupils will have an Individual Support Plan (ISP) to target the behaviours required with rewards discussed and agreed with the pupil.



- H. If all other strategies have proved unsuccessful, the school may consider the suspension of that pupil from school. This will usually be as a last resort in most serious situations. Any pupil suspended from school will automatically spend at least one day under the guidance of the Reflection Team to reintegrate back into school (see suspensions below).
- I. School will take a serious view on any physical attacks on other members of the school community.
- J. The school takes a serious view of pupils fighting. When pupils are involved in fights parents receive a letter advising them of the seriousness of the situation and inviting them to discuss the matter.
- K. Sutton School takes a very serious view on:
 - a. Damage to school property or the fabric of the building
 - b. Damage to the personal belonging of other people
 - c. Drug and alcohol related incidents
 - d. Racist abuse or bullying of any kind
 - e. Sexual misconduct
 - f. Theft
 - g. Any other action that denies pupils or adults at the school their right to equality

13 Suspension

Sutton School operates a comprehensive inclusive system where all children are welcome regardless of their race, religion, culture, sex, ability or disability, social background etc.

When making decisions on suspending or permanently excluding a pupil the school follow guidance from the Department for Education's guidance for maintained schools, academies, and pupil referral units in England 2023.

At Sutton School we aim to include, not suspend or exclude wherever possible. We approach all challenging behaviour in a positive, supportive way. We recognise that such behaviour can sometimes be symptomatic of a real, deeper need for our support and understanding. Sutton School recognises that suspensions or exclusions from the school community, whether fixed term or permanent, are damaging to a pupil's self-esteem. They diminish the sense of belonging to the community. As such, they are used sparingly and only as part of an overall behaviour strategy which seeks to develop a culture of inclusion, ownership of and responsibility for one's own behaviour.

The school seeks to avoid permanent exclusions. These take place only for very serious incident or when all other strategies have been tried and have failed over time. Exclusions are used when other strategies and sanctions have not been effective over time or when there has been a single clear and serious breach of discipline. For example, physical assault against a pupil or an adult and persistent disruption to lessons come within this category. The physical and emotional health of our children and staff is our primary concern.

Only the Head Teacher can exclude a child from school.



Reasons for Suspension:

1. Serious breach or persistent breaches of the School's Behaviour Policy
2. Risk of harm to the education or welfare of the pupil or others in the school.

For example:

- Serious fighting;
- Verbal or physical assault of another pupil or adult;
- Threatening/intimidating behaviour towards other pupils and/or adults;
- Bullying behaviour including racism;
- Abusive language directed at another pupil or adult;
- Defiance towards any authorised adult in the school;
- Damaging school or others' property;
- Persistent and repetitive disruption of lessons and other students' learning;
- Extreme misbehaviour, which is deemed outside the remit of the normal range of sanctions;
- Possession or use of an illegal drug on school premises;
- Possession or use of a weapon or blade on school premises

It will generally be as a result of a serious outburst of aggression or abusive behaviour towards self, others or school property. However, there are cases when a child with specific behavioural needs has had a cumulative effect on the learning of others. In order to address these needs, and to ensure that the learning of the majority is protected, the school may have no other option but to exclude.

At times, the Head Teacher will decide not to use the extreme sanction of a suspension or exclusion but will decide that an Individual Behaviour Plans should be drawn up to attempt avoiding the sanction of a suspension or exclusion in the future.

14 Persistent or Cumulative Problems

Suspension for a period of time from half a day to 5 days for persistent or cumulative problems would be imposed only when the school had already offered and implemented a range of support and behaviour management strategies.

15 Single Incident

A suspension may be used in response to a serious breach of school rules and policies or a disciplinary offence. In such cases the Head Teacher will investigate the incident thoroughly and consider all evidence to support the allegation, taking account of the school's policies. The pupil will be encouraged to give his/her version of events and the Head Teacher will check whether the incident may have been provoked, for example by bullying or racial harassment. If necessary, the Head Teacher will consult the Chair of the Appeals Committee.

16 What Happens About the Child's Education After Suspension

For the first 5 days of suspension, the school is responsible for setting and marking work for the child to complete at home. It is the parents' responsibility to ensure work is completed at home and returned to the school. It is during these first 5 days that the parent must ensure that a child is not in a public place, without reasonable justification, during school hours, or they can be prosecuted.



17 Extending a Suspension

Sometimes, following further information coming to light, suspensions can be extended. If this happens, a letter must be sent to the parents stating the reasons and stating the right to make representations to or request a meeting with the Appeals committee. Should the suspension exceed 45 days in one school year this may lead to permanent exclusion.

18 Permanent Exclusion

A permanent exclusion is a very serious decision, and the Head Teacher will consult with the Chair of Governors before enforcing it.

As with a suspension, it will follow a range of strategies and be seen as a last resort, or it will be in response to the following:

1. A very serious breach or persistent breaches of the School's Behaviour Policy;
2. Risk of harm to the education or welfare of the pupil or others in the school;
3. Serious actual or threatened violence against another pupil or a member of staff;
4. Possession or use of an illegal drug on school premises;
5. Persistent bullying;
6. Persistent racial harassment

More Specific examples include:

- Serious fighting;
- Verbal or physical assault of another pupil or adult;
- Threatening/intimidating behaviour towards other pupils and/or adults;
- Bullying behaviour including racism;
- Abusive language directed at another pupil or adult;
- Abuse against sexual orientation or gender reassignment
- Abuse relating to disability
- Defiance towards any authorised adult in the school;
- Damaging school or others' property;
- Persistent and repetitive disruption of lessons and other students' learning;
- Extreme misbehaviour, which is deemed outside the remit of the normal range of sanctions.
- Possession or use of an illegal drug on school premises;
- Use, or threat of use, of an offensive weapon.



19 The Decision to Exclude/Suspend

If the Head Teacher decides to exclude a pupil, he/she will:

- Ensure that there is sufficient recorded evidence to support the decision;
- Explain the decision to the pupil;
- Contact the parents, explain the decision and ask that the child be collected;
- Send a letter to the parents confirming the reasons for the exclusion, whether it is a permanent or temporary exclusion;
- The length of the exclusion and any terms or conditions agreed for the pupil's return;
- In cases of more than a day's exclusion, ensure that appropriate work is set and that arrangements are in place for it to be marked;
- Plan how to address the pupil's needs and integration back into their class on his/her return;
- Plan a meeting with parents and pupil on his/her return.

20 Safeguarding

An exclusion will not be enforced if doing so may put the safety of the pupil at risk. In cases where parents will not comply by, for example, refusing to collect the child, the child's welfare is the priority. In this situation, depending on the reason for exclusion, the school may consider an internal exclusion until the end of the day, implementing the original exclusion decision from the time the child is collected from school, or, in more severe circumstances the school may contact Social Services and/or the Police to safely take the pupil off site.

21 Behaviour Outside School

Pupils' behaviour outside school e.g. on school trips, at sports fixtures, is subject to the school's behaviour policy. Unacceptable behaviour in such circumstances will be dealt with as if it had taken place in school.

22 Pupils with SEND

The school must take account of any special educational needs when considering whether or not to exclude a pupil. We have a legal duty under the Disability Discrimination Act not to discriminate against disabled pupils by excluding them from school for behaviour related to their disability. The Head Teacher should ensure that reasonable steps have been taken by the school to respond to a pupil's disability, so the pupil is not treated less favourably for reasons related to the disability.

23 Marking Attendance Registers Following Suspension

When a pupil is suspended, he/she should be marked as absent using Code E.

24 Alternative Provision

Please refer to our separate Alternative Provision policy.



25 Managed Move

In cases where the Head Teacher and parents agree that the progress of the pupil has been unsatisfactory and the pupil is unwilling or unable to profit from the educational opportunities offered, or if a parent has treated the school or members of its staff unreasonably, the Head Teacher may request support from the Local Authority in identifying an alternative placement. This is not exclusion and in such cases the Head Teacher may assist the parents in placing the pupil in another school.

26 Removal from the School for Other Reasons

The Head Teacher may send a pupil home, after consultation with that pupil's parents and a health professional as appropriate, if the pupil poses an immediate and serious risk to the health and safety of other pupils and staff, for example because of a diagnosed illness such as a notifiable disease. This is not an exclusion and should be for the shortest possible time.

27 Procedure for Appeal

If parents wish to appeal the decision to exclude, the matter will be referred to the Appeals Committee.

28 Uniform

It is the responsibility of all staff to ensure students are in correct school uniform however it is one of the key roles of our class teachers to monitor uniform on a daily basis. For more details relating to issues regarding uniform please refer to the school's uniform policy.



29 Searching, Screening and Confiscation

When making decisions on the appropriateness of searching, screening or confiscating items from a pupil the school will follow guidance from the Department of Education's Searching, Screening and Confiscation advice document (July 2022).

29.1 Searching

Authorised staff have the statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have prohibited item listed below.

- Knives and weapons
- Alcohol
- Illegal drugs
- Stolen items
- Any article that the member of staff reasonably suspects has been, or is likely to be used:
 - To commit an offence
 - To cause personal injury to or damage property of any person (Including the pupil).
- Tobacco and cigarette papers
- Fireworks
- Pornographic images

In addition, mobile phones and similar smart devices are items for which pupils may be searched under the school's statutory searching powers.

The school will also search for any items that may be potentially harmful to staff, pupils or visitors (e.g. Laser pens)

29.2 Screening

Sutton School does not possess screening equipment.

29.3 Confiscation

An authorised member of staff carrying out a search can confiscate any item that they have reasonable grounds for suspecting:

- Possesses a risk to staff or pupils
- Is prohibited
- Is evidence in relation to an offence.

Sutton school will follow the advice from the Department of Education's Searching, Screening and Confiscation document when determining what is done with the confiscated equipment.



30 Dealing with Inappropriate Behaviour of Parents, Visitors and Other Adults in School

Legal Duty (DMBC Law and Governance Department): The school has a duty to ensure that its premises are a safe place to work and visit and must therefore deal effectively with any rude or aggressive visitors to the school, including parents, so only persons with the 'right' to be there, are allowed on the school premises. That 'right' is determined by the Head Teacher and Governing Body. This can be extended to pupils, parents, staff, contractors and other workers and visitors, however, all persons on site are expected to behave appropriately and, if they do not, the school must take action that it considers necessary to prevent a repeat of that behaviour.

31 Inappropriate Behaviour

This includes causing any kind of nuisance or disturbance, such as:

- Refusing to follow the reasonable instructions of staff; e.g. refusing to move from a specified location, to cease behaving in a certain manner, refusing to leave the site when reasonably asked to do so, causing an obstruction or health and safety hazard.
- Being verbally aggressive, e.g. swearing, threatening, or shouting at others on the premises, including other visitors to the site.
- Being physically abusive, e.g. taking an aggressive stance, threatening to strike someone or assaulting another person, including other visitors.

32 How The School Can Respond

1. Verbal warning – a senior member of the school staff can ask the person to stop behaving inappropriately or to leave the premises. Though this warning is given verbally, the information will be recorded.
2. The Police – can be asked to attend school to ask the person to leave, to remove them from the premises or, if their behaviour warrants it, to arrest them.
3. Warning letter – serious incidents should be followed by a letter from the school advising the perpetrator of the consequences of any repetition of the behaviour previously displayed.
4. Banning letter – if the incident is sufficiently serious or it is one of a series of incidents, the Head Teacher can ban the person from the premises.
5. Legal proceedings
6. Civil proceedings, compensation claims can be made by the school for compensation against any individual who has caused damage to the premises, or any items owned by the school.
7. Injunction; if a person persistently enters the school premises without permission or authority, the school may seek an injunction from the courts prohibiting them from coming onto the premises.
8. Criminal proceedings via the Crown Prosecution Service.



33 Parent Contract

School has the right to ask parents / carers to sign a “Home School Agreement” that outlines the responsibilities of both the school and the parent / carer.

Parents have a clear role in making sure their child is well behaved at school. If they do not, the school may ask them to sign a parenting contract.

If excluded from school parents must ensure their child is not in a public place without good reason during school hours during the first five days of any exclusion.

In extreme cases the Head Teacher may ban an individual parent from the school site. In this case the parent will receive confirmation of this in writing or through an appropriate form of communication.

A parent may appeal against the ban at any time. This should be done in writing to the clerk to the Governing body for the attention of the Chair of Governors. The Chair of Governors will discuss the matter with the principal but may seek the views of the full governing body at its next meeting following the written submission.

34 Use of Reasonable Force

The legal provisions on school discipline also provide members of staff with the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

35 Malicious Allegations Against Staff

Appropriate action will be taken against a pupil who is found to have made a malicious allegation against a member of staff.



36 Statement on Pupil Restraint

Technically, physical restraint is a trespass to the person. Depriving someone of their liberty without cause, however briefly, could amount to false imprisonment. Those carrying out the restraint must justify their actions by showing that, for example, they were acting in self-defence or preventing an individual from injuring themselves or someone else. Self-defence is a last resort.

The degree of force used must be reasonable and the minimum needed to restrain the aggressor. What is reasonable depends on the circumstances and could be decided in court.

The law does recognise that there will be the occasional need for a teacher or other member of staff to use physical force in order to restrain pupils. On every occasion, physical restraint is used a “physical restraint form” **must** be completed by the member of staff involved in restraining before leaving school at the end of that day.

The legal provisions on school discipline provide members of staff with the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom.

The teacher should not hesitate to act in an emergency, providing the element of force involved is not more than is reasonably necessary in the circumstances.

The school has adopted the Physical Restraint Policy of the Director of Education and Lifelong Learning.

37 Personal Data

Where personal data is collected in relation to this policy, it is done so in accordance with the principles of Data Protection Law.

- [Data Protection Act 2018](#)
- Privacy Notice: Pupils
- Appropriate Policy Document for Special Categories

38 Conclusion

The behaviour policy aims to promote and manage the behaviour of all students throughout the school, through praise and reflection.