Sudley
Primary School

BEHAVIOUR POLICY – PART 1
JANUARY 2026

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Statement of Intent

At Sudley Primary School, we believe that **every member** of the school community has responsibility for behaviour and everyone has the right to feel valued and respected. **We know that behaviour matters because safeguarding matters** and all staff and students have an entitlement to achieve their maximum potential in a safe and secure environment where effective learning and teaching can take place. To achieve this, we know that we must maintain the highest possible standards of pupil behaviour.

This policy intends to define the *behaviours* and *habits* that we expect children to demonstrate in school. These are exemplified in our school 'Respect Charter' and our 'Good Behaviour Habits' list. We believe that by practising these behaviours over time, they will become habits that positively shape how children feel about themselves and how others perceive them.

The behaviour model is based on the idea that *'we are what we repeatedly do'*- Will Durant.

This is underpinned by our 4 key values of

- Respect
- Responsibility
- Reflection
- Resilience

Principles of Interactions

Good habits and behaviours are an expectation at Sudley Primary School and consistency is key. We expect all adults to apply the following principles in all interactions with pupils

1. Identify the *habits* and *behaviours* we want to see (see behaviour code)
2. Communicate in detail our expectations and model them repeatedly.
3. Practice habits until everyone can do them.
4. Reinforce, maintain and patrol the habits constantly.

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School Respect Charter

Below is a list of **8 behaviours** that all children should work towards demonstrating. These are exemplified by **a series of good behaviour habits** (in italics) that we want children to develop.

1.Listen when others are talking
– *I will wait my turn to speak and value the contributions of others.*
2.Treat everyone with respect
– *I will always say **Please** and **Thank you** when I speak to another adult or child.* – *When someone says **'Good morning/afternoon'** to me, I will **return the greeting.*** – *I should always **hold the door** for an adult or another child.* – *When I am moving around the school, I will **walk quietly and, on the left,** stopping to let adults or visitors pass.* – *After lunch and morning break, I will **enter my classroom quietly** and **stand behind** my classroom chair or **sit on the carpet while I wait for my teacher to welcome me.*** – *Before I go out for break/lunch or at the end of the day, I will be asked by my teacher to **stand behind my desk or sit on the carpet**. My teacher will then dismiss my class.*
3.I will try my best in all that I do
– *I will work hard and always get to the end of my task*
4.Share with, keep safe and care for others
– I will know how to stay safe and if I observe behaviours or habits in others that concern me, I should politely speak to an adult about them
5.Follow instructions immediately
6.Take responsibility for our actions
– *I know that I am only responsible for my own behaviour and that I should always make the right choices.*
7.Keep our school environment neat and tidy
- *I help keep my school clean by tidying up after myself and respecting our space.*
8.Take care of our class/school property
– *I will keep my learning space tidy and neat*

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Language around Behaviour

We understand that a common and consistent use of language around behaviour is essential in creating clear boundaries for learning the behaviours and habits we expect our children to demonstrate.

Behaviours
Good Behaviour Habits
Sanction
Time Out
Safe Play at Sudley
Kind Hands
Kind Words
Listening Ears
Eyes on Me
Making the Right Choice

Parents/Carers

We promote working in partnership with parents and external agencies to promote good behaviour. The school strives to involve parents at all levels, as encapsulated in the homeschool agreement. Parents are informed of their child's achievements, and their good behaviour is recognised. Equally, the school seeks to involve parents at the earliest stage if achievements or behaviour fall below expectations.

Parents/Cares are expected to:

• Support their child in adhering to pupil expectations in our HOME/SCHOOL agreement

• Inform the school of any changes in circumstances that may affect their child's behaviour

• Discuss any behavioural concerns with the school and avoid approaching or contacting other parents/carers directly to discuss behaviour

• Support the school in managing behaviour effectively for a positive outcome, including the implementation of behaviour plans.

Adaptations

While this curriculum is intended for all pupils it will be applied differently in different year groups depending on pupils' ages and may be applied differently depending on individual pupils' SEND needs. Sensitivity must be applied when teaching the behaviour and good habits curriculum.

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Rewards for Good Behaviour.

High standards of pupil behaviour is an expectation at Sudley Primary School. When we see pupils consistently demonstrating behaviours and habits that we want to see we celebrate this in the following ways

- Awarding Reward Points/raffle tickets/stickers
- Recognising their hard work in Celebration/Treasure Chest Assembly
- Awarding Star of the Week
- Displaying their work for all to see as a good model
- Offering praise in a variety of ways
- Trusting them with task/responsibility/leader role in school

Procedures for Correcting Unsatisfactory Behaviour

Phase 1

Sudley Primary School teachers and staff shall use the following procedure for less than satisfactory behaviour:

- Eye contact/signal
- Verbal warning to redirect behaviour and a reminder of the habits and behaviours we expect to see
- Information given clearly regarding consequences of unacceptable behaviour and or habits
- Time Out (See Appendix 1)
- Refer matter to SMT
- Refer matter to SLT

Phase 2

Sudley Primary School SLT shall use the following procedure when dealing with escalating behavioural concerns:

- Lunchtime Time Out (See Appendix 2)
- Parent/Carer Meeting
- School Individual Wellbeing
- Individual Behaviour Plan

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At all phases, the severity of the incident will determine the action that the member of the SLT takes in addressing the unsatisfactory behaviour. In certain circumstances a combination of the procedures may be used.

Please note that the school follows a **No Shouting Policy** when dealing with unsatisfactory behaviour.

Individual Wellbeing Book
Pupils' behaviour may also be recorded in an individual wellbeing book where their behaviour in each lesson and on the playground is discussed and recorded. Parents/ Carers would continue to be involved in ongoing dialogue if their child is to be placed on an individual wellbeing book.

Individual Plan
If there is still no improvement in behaviour the child will be referred to Mrs S O'Rourke, our school Inclusion Manager. The child may then be placed on the Inclusion Register and targets would be set to support. Parents/Carers would work with the school to write the plan.

Additional SLT Procedures for Correcting Unsatisfactory Behaviour

- Unsatisfactory behaviour in school could lead to a pupil being prevented from participating in an after-school club/school trip/school event/school team.
- If a child's behaviour becomes physically challenging and is causing a danger to themselves, other children, or staff we may have to restrain the child using positive handling techniques (see Care and Control Policy).

Reporting Incidents

At Sudley Primary School, unacceptable behaviour shall be reported internally to one or all the following:

- Member of staff dealing with the incident
- Class Teacher
- Head of Year
- Assistant Head Teachers
- Deputy Headteachers
- Head Teacher

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Phase 3 - Fixed-Term and Permanent Exclusions

We do not wish to exclude any child from school, but sometimes this may be necessary. Sudley Primary School's Governing Board has therefore adopted the standard national list of reasons for exclusion, and the Suspension and Permanent Exclusion guidance (Department for Education September 2023). We refer to this guidance in any decision to exclude a child from school.

Beyond the School Gate

Whilst this behaviour policy refers to the behaviours of pupils within school premises, the school reserves the right to discipline beyond the school gate.

Our policy covers any inappropriate behaviour when children are:

- Taking part in any school organised or school related activity
- Travelling to or from school
- Wearing school uniform
- In some way identifiable as a pupil within our school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school

If the behaviour is criminal or causes threat to a member of the public, the police will be informed.

Out of School Behaviour

The school is committed to ensuring our pupils act as positive ambassadors for us.
Taking the above into account, we expect the following:

- Good behaviour on all transport (including taxis) to and from school, educational visits or learning opportunities in other schools.
- Good behaviour on the way to and from school.
- Positive behaviour which does not threaten the health, safety or welfare of our pupils, staff, volunteers, or members of the public.
- Reassurance to members of the public about school care and control over pupils to protect the reputation of the school.

- Protection for individual staff and pupils from harmful conduct by pupils of the school when not on the school site.

The same behaviour expectations for pupils on the school premises apply to off-site behaviour.

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Appendix 1
Phase 1-Time Out Strategy- in curriculum time:

1. Pupils can only be sent to a Head of Year (HOY).
2. HOY must be informed before a child is sent and the reason why they are being sent.
3. Pupil must be sent with work to complete.
4. Pupils can only be sent out for one 10-minute period during the day, in curriculum time.
5. If the first Time Out Strategy in curriculum time is unsuccessful, the pupil must be sent to a member of the SLT.
6. All Time Outs must be reported to SLT.
7. If a HOY is using the Time Out strategy, then a pupil must only be sent to the HOY in one of the neighbouring year groups.

Please note:
There may be occasions when other staff members are asked to provide the Time Out cover. (SLT must authorise the cover.)
There may be occasions that the severity of the behaviour requires the child to be sent to a member of the SLT.
Any child sent out during curriculum time for Time Out will also receive a Lunchtime time out at the earliest opportunity and parents informed.

Appendix 2
(Phase 2) Procedure for Lunchtime Time Out:

1. SLT have the responsibility of authorising and staffing all Lunchtime Time Outs. No Time Outs will be given during morning break unless the child's behaviour is considered a risk to others.
2. Parent/carer to be informed prior to the Lunchtime Time Out if possible.
3. In situations where this might not be possible – incident may occur during lunchtime, and a Lunchtime Time Out is then given - the parent/carer must then be informed after the Lunchtime Time Out.

The duration of the Time Out will reflect the age/stage of the child and the nature of the incident.

All children should get at least 5 minutes outside each lunchtime and their full 30-minute lunch break eating in the hall.

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BEHAVIOUR POLICY PART 2
ANTI-BULLYING POLICY
JANUARY 2026

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Sudley Primary School are committed to providing a caring, friendly, and safe environment for all our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a *TELLING* school. This means that *anyone* who knows that bullying is happening is expected to tell the staff.

Objectives of this Policy

- All governors, teaching and non-teaching staff, pupils and parents should understand what bullying is.
- All governors and teaching and non-teaching staff should know what the school policy is on bullying and follow it when bullying is reported.
- All pupils and parents should know what the school policy is on bullying, and what they should do if bullying arises.
- At Sudley Primary School we take bullying very seriously. Pupils and parents should be assured that they will be supported when bullying is reported.
- **Bullying will not be tolerated**.

What Is Bullying?

While there is no legal definition of bullying, the DfE refer to it as a behaviour that is:

- repeated
- intended to hurt someone either physically or emotionally
- often aimed at certain groups, for example because of race, religion, gender or sexual orientation.

At Sudley Primary School, we know that bullying results in pain and distress to the victim and is a behaviour by an individual or group, which is repeated over time. The behaviour is targeted and intentionally hurts another individual or group either physically or emotionally.

Bullying is something that is persistent and targeted. In other words, 'lots of times, on purpose.'

Bullying can be short term or continuous over extended periods of time.

Bullying can be:

Emotional	being unfriendly, excluding, tormenting (e.g., hiding books, threatening gestures)
Physical	pushing, kicking, hitting, punching or any use of violence
Racist	racial taunts, graffiti, gestures
Sexual	unwanted physical contact or sexually abusive comments
Homophobic	because of, or focussing on the issue of sexuality
Verbal	name-calling, sarcasm, spreading rumours, teasing
Cyber	All areas of internet, such as email & internet chat room misuse Mobile threats by text messaging & calls Misuse of associated technology, i.e., camera &video facilities

Bullying may be related to:
• Race
• Religion
• Culture
• SEN or disability
• Appearance or health condition
• Home circumstances
• Gender or sexual orientation, sexism, or sexual bullying

Bullying can take place in different environments across the school day: the classroom, playground, toilets, on the journey to and from school, on residential trips and online.

Bullies and Victims

Bullying takes place where there is an imbalance of power of bully over victim. This can be achieved by:

• The size of the individual,

• The strength of the individual

• The numbers or group size involved

• Anonymity – using cyber bullying or using email, social networking sites, texts etc

Staff must remain vigilant about bullying and approach this in the same way as any other category of Child Abuse; that is, do not wait to be told before you raise

concerns or deal directly with the matter. Children may not be aware that they are being bullied; they may be too young or have Special Educational Needs or a Disability.
Staff should be able to identify children who may be vulnerable and who could fall victim to bullying as well as those who may demonstrate bullying behaviour.

Why is it Important to respond to Bullying?

Bullying hurts. No one deserves to be a victim of bullying. Everybody has the right to be treated with respect. Pupils who are bullying need to learn different ways of behaving.

Schools have a responsibility to respond promptly and effectively to issues of bullying.

Signs and Symptoms

A child may indicate by signs or behaviour that he or she is being bullied. Adults should be aware of these signs and that they should investigate if a child:

- is frightened of walking to or from school
- does not want to go on the school / public bus
- begs to be driven to school
- changes their usual routine
- is unwilling to go to school (school phobic)
- begins to truant
- becomes withdrawn anxious, or lacking in confidence
- starts stammering
- attempts or threatens suicide or runs away
- cries themselves to sleep at night or has nightmares
- feels ill in the morning
- begins to do poorly in schoolwork
- comes home with clothes torn or books damaged
- has possessions which are damaged or " go missing"
- asks for money or starts stealing money (to pay bully)
- has dinner or other monies continually "lost"
- has unexplained cuts or bruises
- becomes aggressive, disruptive, or unreasonable
- is bullying other children or siblings
- stops eating
- is frightened to say what's wrong
- gives improbable excuses for any of the above
- is afraid to use the internet or mobile phone
- is nervous & jumpy when a cyber message is received

These signs and behaviours could indicate other problems, but bullying should be considered a possibility and should be investigated.

Reporting Bullying

At Sudley Primary School If a child feels that they are being bullied then there are several procedures that they are encouraged to follow: (not hierarchical)

- Tell a friend
- Tell your School Council class member
- Tell a teacher or adult whom you feel you can trust
- Tell a parent or adult at home whom you feel you can trust
- Go to the Friendship Stop

- Write your concern and post it in the class 'Chatter Box'
- Discuss it as part of your Circle Time
- Ring ChildLine and follow the advice given

School Procedures

1. All alleged bullying incidents will be reported to a member of the SLT and managed by that member
2. Each proven incident will be recorded
3. In all cases parents/carers of both victim and perpetrator will be informed and will be asked to attend a separate meeting to discuss the problem
4. The bullying behaviour or threats of bullying will be investigated, and the bullying stopped quickly
5. All proven cases of bullying will be reported to the Governors Safeguarding Committee – Central Bullying Log
6. In some cases, outside agencies may be requested to support the school or family in dealing with bullying e.g., Bully Busters, etc.
7. After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

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Outcomes

1. The bully (bullies) may be asked to genuinely apologise. Other sanctions include:
   Lunchtime detention
   Behaviour contract
   Suspension from non-curriculum activities
   Individual Behaviour Plan
2. In serious cases, suspension or even exclusion will be considered
3. If possible, the pupils will be reconciled
4. Every attempt will be made to help the bully (bullies) change their behaviour

Prevention

At Sudley Primary School we use a variety of methods for helping children to prevent bullying:

- Whole school assemblies
- Class assemblies
- Take part in Anti-Bullying week.
- Circle Time
- PSHE and Citizenship lessons
- Friendship Stop
- E-Safety Day
- Chatter Box

The ethos and working philosophy of Sudley Primary School means that all staff actively encourage children to have respect for each other.

- Good and kind/polite behaviour is regularly acknowledged and rewarded.
- Staff will regularly discuss bullying; this will inform children that we are serious about dealing with bullying and leads to open conversations and increased confidence in children to want to discuss bullying.
- Staff will reinforce expectations of behaviour as a regular discussion
- Staff must be careful not to highlight differences of children or an individual child, even if this is done in jest. This gives other children advocacy to use this difference to begin calling names or teasing.
- Staff must be vigilant regarding groups of friends together. Groups bring about the imbalance of power and must be broken up from around the central bully.
- Staff must reinforce a general message that children do not have to be friends with everyone else, but they must be respectful of everyone else's feelings.

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Inclusion

At Sudley Primary School we set high expectations and provide opportunities for all pupils to achieve, including boys and girls, pupils with special educational needs, pupils from all social and cultural backgrounds, pupils from different ethnic groups including travellers, refugees and asylum seekers, and those from diverse linguistic backgrounds. At Sudley Primary School we are aware that pupils
bring to school different experiences, interests and strengths which will influence the way in which they learn and also behave.

Monitoring and review

This policy is monitored on a day-to-day basis by the head teacher, who reports to governors about the effectiveness of the policy on request.
This anti-bullying policy is the Safeguarding Committee's responsibility, and they review its effectiveness annually by discussion with the head teacher and SLT.

Advice to Parents/Carers

Please report all suspected bullying incidents to the school.

Please do not:

- Attempt to sort the problem out yourself by speaking to the child whom you think may be the bully or by speaking to their parents/carers.
- Encourage your child to be 'a bully' back.

Both will only make the problem much harder to solve.

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Help Organisations:

Advisory Centre for Education (ACE) 020 7354 8321
Children's Legal Centre 0845 345 4345
KIDSCAPE Parents Helpline (Mon-Fri, 10-4) 0845 1 205 204
Parent line Plus 0808 800 2222
Youth Access 020 8772 9900
Bullying Online www.bullying.co.uk
Visit the Kidscape website www.kidscape.org.uk for further support, links, and advice.