



# Policy Document

Sutton-at-Hone C of E Primary School

# Behaviour Policy

2026 - 2027

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| Unique Reference Number (URN): | 144910               |
| Approved By:                   | Local Governing Body |
| Policy Type:                   | Statutory            |
| Adopted On:                    | January 2026         |
| Date of Next Review:           | January 2027         |
| Review Period:                 | Annually             |



## 1. Rationale

At Sutton-at-Hone CE Primary School, our Behaviour Policy is shaped by our Christian vision:

**“We are God’s family, learning together, loving together, growing together, striving to be the best we can be for ourselves, for God, and for others.”**

We believe that all children are made in the image of God and deserve to be treated with dignity, kindness, and respect.

Our approach is rooted in the understanding that **positive relationships, forgiveness, and restoration** reflect the example of Jesus in the Gospels.

Guided by Paul Dix’s relational approach (*When the Adults Change, Everything Changes*), we know that calm, consistent adult behaviour creates safe spaces where children can learn, grow, and flourish — spiritually, morally, socially, and academically.

## 2. Aims

Through this policy, we aim to:

- Create a **calm, consistent and nurturing** environment where all pupils feel safe, valued, and ready to learn.
- Promote behaviour that reflects our **Christian values** of love, forgiveness, respect, and perseverance.
- Foster **spiritual growth** by helping children understand the impact of their actions on themselves and others.
- Encourage **self-regulation, empathy, and moral reasoning**, linking these to our RE and Collective Worship themes.
- Build a school culture where **restoration and forgiveness** are central to resolving conflict.

## 3. Links to Collective Worship and Religious Education

Our approach to behaviour is **deeply connected** to our school’s worship, prayer, and curriculum.

- **Collective Worship** provides daily opportunities to reflect on Christian teachings about love, respect, and forgiveness. Behaviour themes often link to worship focus weeks (e.g. compassion, friendship, service).

- **Religious Education (RE)** supports children in exploring moral questions, developing empathy, and understanding different faith perspectives.
- **Spiritual Development** is woven throughout the school day, encouraging pupils to pause, reflect, and make wise, compassionate choices.

Through both **Collective Worship and RE**, children learn:

- That **forgiveness and reconciliation** are central to the Christian message.
- That everyone makes mistakes, and we can all grow through grace and reflection.
- That showing respect and love for others honours God and builds a caring community.

Our Behaviour Policy is therefore not just about rules and routines but about **living out our faith in action**.

## 4. Core Principles

Our policy is underpinned by five key principles, reflecting both **Paul Dix's relational approach** and our Christian distinctiveness:

1. **Consistency** – Every adult models calm, fair, and predictable responses.
2. **Routines** – Shared routines create safety and belonging as part of God's family.
3. **Recognition over Rewards** – We recognise positive choices and growth rather than relying on external rewards.
4. **Restoration, not Retribution** – We focus on forgiveness and repairing relationships.
5. **Relationships at the Centre** – We nurture trust and empathy, mirroring God's unconditional love.

## 5. Our School Rules

Our school rules are simple, memorable, and reflect our Christian vision:

1. **Be Ready** – to learn, listen, and try your best.
2. **Be Respectful** – to yourself, others, and our school community.
3. **Be Safe** – in all you say and do.

These rules are referenced in **Collective Worship**, RE lessons, and circle times to connect daily behaviour with our shared faith values.

## 6. Recognition and Encouragement

We prioritise recognising positive behaviour. We aim to “catch children being good” and celebrate effort, kindness, and improvement.

Recognition may include:

- Verbal praise and encouragement.
- Written or verbal recognition in Collective Worship.
- Notes or postcards home.
- Sharing achievements with parents or senior staff.
- Responsibility or privilege (e.g. monitor roles, leading prayers, supporting others).

These moments of recognition are opportunities to **affirm God-given potential** and to celebrate the fruits of the Spirit — love, joy, peace, patience, kindness, goodness, faithfulness, gentleness, and self-control (Galatians 5:22-23).

## 7. Responding to Behaviour

We believe that mistakes are learning opportunities. When things go wrong, we respond with **dignity, compassion, and consistency**.

### Step 1: Gentle Reminder

A calm, private reminder of the expectation and rule.

“Remember, we are God’s family – we show respect by listening to one another.”

### Step 2: Second Reminder

A clear warning, restating the choice and the expectation.

### Step 3: Choice and Consequence

If the behaviour continues, the child is given a clear choice with a logical consequence (e.g. seat change, reflection time).

### Step 4: Restorative Conversation

A short discussion helps the child reflect and make amends.

Questions might include:

- What happened?

- What were you thinking at the time?
- Who has been affected?
- How can we make this right?
- How can we do things differently next time?

### Step 5: Reflection / Repair

If needed, the child has time to calm and pray or reflect, supported by an adult. This may include writing or drawing their thoughts.

All serious incidents are recorded in Arbor (or MyConcern) and followed up with parents and senior leaders.

## 8. Serious or Persistent Behaviour

Incidents of aggression, bullying, or persistent disruption are managed fairly and proportionately.

Responses may include:

- Restorative meeting involving parents and staff.
- Behaviour or pastoral support plan.
- SENCo or external agency involvement.
- Short periods of reflection time away from class, never isolation from care.

Where appropriate, **Collective Worship themes** (e.g. forgiveness, reconciliation, justice) are used to support understanding and healing.

## 9. The Role of Adults

Every adult in our school community models the behaviour we expect from our pupils. Adults are expected to:

- Speak calmly, respectfully, and consistently.
- Use relational and restorative language.
- Model forgiveness and humility.
- Build positive, trusting relationships.
- Avoid public confrontation, humiliation, or raised voices.

As Paul Dix reminds us, *“The adults set the weather in the classroom.”*

Our calm presence helps our children to learn to manage their own emotions and behaviour.

## 10. Supporting Additional Needs

We recognise that some pupils require additional emotional or behavioural support. We will:

- Provide nurture and mentoring support.
- Offer safe spaces for reflection and regulation.
- Liaise with parents, SENCo, and external agencies.
- Develop personalised strategies consistent with this policy.

Support plans will reflect our Christian values of inclusion, patience, and compassion.

## 11. Monitoring and Review

Behaviour patterns are regularly monitored by the Senior Leadership Team to ensure fairness, consistency, and alignment with our Christian vision.

Findings are shared with the **Governing Body** as part of termly Headteacher reports.

This policy will be reviewed annually by staff, pupils, parents, and governors.

## 12. Summary Statement

At Sutton-at-Hone CE Primary School behaviour is not simply about following rules — it is about living out our faith.

We strive to ensure that every member of our community feels loved, valued, and part of God's family.

*“Children who need love the most often ask for it in the most unloving ways.”* — Paul Dix

Through consistency, compassion, and forgiveness, we help every child become the best they can be — for themselves, for God, and for others.

## Appendix 1 : Rewards and Consequences

This is not an exhaustive list It is merely a summary of the most frequently used options.

|                          |  |
|--------------------------|--|
| Examples of Rewards      | Praise<br>Extra Playtime<br>Dojo points exchanged for prizes<br>Opportunities to represent the school<br>Stickers & Stampers<br>Certificates<br>Parent contact<br>Special jobs/roles being given                                   |
| Examples of Consequences | Loss of some/all of playtime/reward<br>Reflection sheet<br>Behaviour Report card<br>Time out<br>Parent contact<br>Parent meeting<br>Opportunities to repair and restore<br>Internal exclusion<br>Suspension<br>Permanent Exclusion |

## Appendix 2 – EXAMPLE Email Pro Forma - ADAPT

**Subject:** Behaviour Concern

Dear [Parent's Name],

This email is to inform you that NAME and I have had a conversation in my office this morning regarding his behaviour.

NAME's behaviour in the classroom recently has been very disruptive to both his own learning and to the learning of his classmates.

We are a proudly inclusive school and understand the diverse needs of our pupils. Oliver is a child who needs to be able to fidget, and this is very much permitted.

However, NAME has been 'fiddling' and making noise with classroom equipment (rather than something discreet in his hand), frequently ignoring instructions, making lots of verbal noise- talking, shouting, singing at far too loud a volume when he is supposed to be attending to the lesson and 'reporting' lots about other pupils. He is a bright boy who is too often 'off-task'. This morning he did not do his maths work because he was busy doing all of the above.

NAME was asked to come to my office to discuss his behaviour and complete his maths work. He told me he is ten years old. I asked him to estimate the age of the behaviours we had discussed. He decided "about 5 years old". I have asked NAME to think about the things that he finds hard and make a plan to improve them. I have made it clear that we expect his behaviour to match his age.

We ask that you support NAME with his plan at home and discuss further. The aim is for him to be the best that he can be in line with our school vision and expectations. He showed good understanding of this expectation and agreed that it was reasonable.

Thank you for your support

Kind regards,

## Appendix 3 – EXAMPLE Email Pro Forma – ADAPT

**Subject:** Behaviour Concern

Dear [Parent's Name],

I wanted to inform you that [Child's Name] displayed inappropriate behaviour in school today. We have addressed the matter with them and reminded them of our expectations.

Please let us know if you would like to discuss this further.

Thank you for your support.

Kind regards,

## Appendix 4 – a summary of the book ‘When the Adults Change, Everything Changes’ - Paul Dix

Paul Dix’s *When the Adults Change, Everything Changes* argues that lasting improvements in student behaviour starts with the actions, consistency, and attitudes of adults in schools. The book emphasizes respect, kindness, and visible consistency over punitive discipline.

### Core Themes of the Book

- **Adult Behaviour Shapes Culture**  
Dix insists that the way teachers and leaders behave sets the tone. If adults remain calm, consistent, and respectful, students mirror that behaviour
- **Consistency Over Punishment**  
Instead of relying on sanctions or harsh discipline, schools should adopt *visible consistency*—a predictable, fair, and kind approach from all staff. This builds trust and reduces conflict
- **Relationships Matter**  
Students respond best to people, not rigid rules. Dix highlights the importance of “*deliberate botheredness*”—showing students that adults genuinely care about them, not just their compliance
- **Kindness and Respect as Tools**  
Effective behaviour management is rooted in kindness. Adults should avoid humiliation or confrontation and instead use calm authority and respectful interactions
- **Practical Strategies**  
The book offers interventions such as:
  - Using restorative conversations instead of punishments
  - Creating consistent routines across classrooms
  - Ensuring all staff model the same standards of behaviour
  - Recognizing positive behaviour more than negative

### Key Takeaways

- Seismic shifts in school behaviour happen when adults change their approach, not when students are forced into compliance

- **Respect and consistency** are more powerful than sanctions.
- **Care must be visible**—students need to see and feel that adults genuinely care about their success and wellbeing
- **Culture change is collective**—every adult in the school must commit to the same standards and approaches for it to work

### **Why It Matters**

Paul Dix's book is widely used in schools because it reframes behaviour management as a *leadership and cultural challenge*, not just a classroom issue. By shifting focus from punishment to consistency and care, schools can create safer, calmer, and more respectful environments where students thrive.

Sources: [Bookey](#) [sobrief.com](#) [Research Schools Network](#) [Schools Week](#)