

Sir John Offley CE (VC) Primary School

Behaviour policy

'With God all things are possible.'



Key Details

Date written/updated: September, 2025

Date of next review: September, 2026

Signature

Headteacher

Date: 11.9.25

Signature

Chair of Governors

Date: 11.9.25

This policy will be reviewed at least annually. It will also be revised following any concerns and/or updates to national and local guidance or procedures.

Sir John Offley CE (VC) Primary school is committed to safeguarding and promoting the welfare of children and young people/vulnerable adults and expect all staff and volunteers to share this commitment.

Aims and expectations

It is a primary aim of our school that every member of the school community feels valued and respected, and that each person is treated fairly and well. We are a caring community, whose values are built on mutual trust and respect for all. The school behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure.

At Sir John Offley we live each day through our motto, 'With God all things are possible' and the core Christian Values of Love, Aspiration and Forgiveness. This creates a foundation for our children to develop a love of learning, be motivated and be fully prepared for each stage of their life.

Therefore, the primary aim of the behaviour policy is not a system to enforce rules rather to focus on keeping the values. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way, following research from EEF (Improving Behaviours in Schools) and the Government guidance (Behaviour in Schools).

The school expects every member of the school community to behave in a considerate way towards others.

We treat all children fairly and apply this behaviour policy in a consistent way. This policy aims to help children to grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.

The school rewards good behaviour, as it believes that this will develop an ethos of kindness and co-operation. This policy is designed to promote good behaviour, rather than merely deter unacceptable behaviour.

The class teacher will discuss what the school values mean to each class which is displayed on the wall of the classroom. In this way, every child in the school knows the standard of behaviour that we expect in our school. If there are incidents of unacceptable behaviour, the class teacher will discuss these with appropriate individuals or groups of children.

The school does not tolerate bullying of any kind. (Refer to our Anti Bullying Policy.) If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. While it is very difficult to eradicate bullying, we do everything in our power to ensure that all children attend school free from fear.

Staff only intervene physically to restrain children or to prevent injury to a child, or if a child is in danger of hurting him/herself. The actions that we take are in line with government guidelines on the restraint of children.

The role of all staff

Positive reinforcement by an adult role model is the most effective way to promote good behaviour. It is the responsibility of all staff to ensure that the school values are enforced in all areas of the school including, the classrooms, the hall and outside. All staff in our school have high expectations of the children in terms of behaviour, and they strive to ensure that all children work and play to the best of their ability. Staff treat each child fairly with respect and understanding and they ensure the school values are consistent.

The class teacher liaises with external agencies, as necessary, to support and guide the behaviour of a child. The class teacher may, for example, discuss the needs of a child with an education social worker or LA behaviour support service. The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child.

Rewards

We expect children to have a good attitude to learning and listen carefully to instructions and work hard.

We praise and reward children for good behaviour in a variety of ways:

- teachers praise children either verbally or written when marking work;
- teachers reward children with stickers and stars for achievements or keeping the Christian values.
- midday supervisors are encouraged to give out stickers.
- Gold achievement certificates, Reading certificates, Maths certificates and Primary Stars certificates are awarded for keeping our school Christian values in the school celebration assembly
- Star awards are given once children have collected a specific number of stars (age appropriate)
- each half term a child is selected from each class to receive a postcard home for achievements.
- every half term a child is selected from each class to enjoy Afternoon Tea with Mrs Inskip-Ward
- parents are informed of special awards or consistent effort with behaviour
- The school also employs a number of sanctions to enforce the school values, and to ensure a safe and positive learning environment. We employ each sanction appropriately to each individual situation.

Sanctions

If a child displays inappropriate behaviour the teacher will deal with the situation following this behaviour policy.

In class:

- We use warnings to enforce our values. If you receive three warnings a breaktime is missed.
- If an incident is deemed to be serious a 'Think and Talk' sheet will be completed to allow time to reflect and this will then be taken to Mrs Inskip-Ward by the child for a discussion.
- If poor behaviour persists the class teacher will meet with parents or seek help and advice from the head teacher.
- If a child repeatedly acts in a way that disrupts or upsets others, the Headteacher will contact the child's parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child by establishing an individual behaviour plan.
- Adults in the room will be constantly trying to identify why a child is demonstrating inappropriate behaviour, including discussing this with the child and planning how to avoid such an issue arising again, utilising self-regulation displays to identify which zone the child is in and using mindfulness activities to regulate the child's emotions and develop strategies to support this.
- We also utilise the nurture room, mindfulness afternoons/activities SEAL resources, nurture interventions and in class strategies, which focus on restorative approaches, to support social emotional learning.

Break times and Lunchtimes

- Children are expected to follow the school Christian values.
- If a child breaks these values they will be asked to sit on the time out bench to calm down.
- If poor behaviour continues the child will attend the nurture room and complete a think and talk sheet.
- If a serious incident takes place the head teacher will be informed and would deal with the situation.
- It is the responsibility of either the staff on duty or lunchtime supervisors to inform the class teacher of any incidents.
- If this continues the Headteacher will become involved and ask parents to work with her to support their child. This may be in the form of establishing an individual behaviour plan for their child.

The role of the Headteacher

It is the responsibility of the headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the headteacher to ensure the health, safety and welfare of all children in the school.

The headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in the implementation of the policy and in some cases an individual behaviour plan when appropriate. The headteacher keeps records of all reported serious incidents of misbehaviour.

The headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour, the headteacher may permanently exclude a child.

The role of parents

The school welcomes parents to contact them if they have any concerns about their child's behaviour. We ask that parents work collaboratively with school, so that we can have a positive impact on the behaviour of our children and they receive consistent messages about how to behave at school.

Parents can help in the following ways:

- Support the school's expectations regarding behaviour to ensure all children behave in a responsible, courteous and respectful way at all times
- Ensure that children arrive punctually at the start of the day
- Ensure regular attendance at school
- Support the school's Christian values
- Support their child's learning

The role of governors

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the headteacher in carrying out these guidelines. The headteacher has the day-to-day authority to implement the school behaviour policy.

Fixed-term and permanent exclusions

Only the headteacher has the power to exclude a pupil from school. The headteacher may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The headteacher may also exclude a pupil permanently.

If the headteacher excludes a pupil, she informs the parents immediately, giving reasons for the exclusion. At the same time, the headteacher makes it clear to the parents that they can, if they wish, appeal against the decision to the governing body. The school informs the parents how to make any such appeal.

The headteacher informs the LA and the governing body about any permanent exclusion, and about any fixed-term exclusions beyond five days in any one term.

Monitoring

The headteacher monitors the effectiveness of this policy on a regular basis. She also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a record of incidents of any major incidents of unacceptable behaviour. The headteacher keeps a record of any pupil who is excluded for a fixed-term, or who is permanently excluded.

It is the responsibility of the governing body to monitor the rate of fixed term exclusions, and to ensure that the school policy is administered fairly and consistently.

