Sir John Offley CE (VC) Primary School

Behaviour Policy

'With God, all things are possible.'

Key Details

Date written/updated: October 2026
Date of next review: October 2027

Key Details

Headteacher: Mrs L Brown Headteacher

Chair of Governors: Mr O Warman

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

Version Control			
Version	**Date Approved**	**Page**	**Reason for Alterations**
1	October 2026		
2	November 2026		Revision of linked policies, DfE guidance and associated vocabulary

Headteacher: _____

Chair of Governors: _____

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 this behaviour policy is not simply to enforce rules, but to promote and uphold our school 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 EEF Behaviour Guidance and Recommendations and the DfE in DfE improving-behaviour-in-schools

The school expects every member of the school community to behave in a considerate way towards others, uphold the school values and the British Values.

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.

All staff are responsible for consistently promoting the school values and upholding the expected standards of behaviour across the school. Class teachers play a central role in embedding the

school's values and behaviour expectations within their classrooms. Through regular discussion, modelling and reinforcement, all staff ensure pupils understand what the school values look like in practice. Where behaviour falls below expectations, appropriate staff will work with individual pupils or groups to reflect on their actions and support them in making positive choices, ensuring a consistent approach to behaviour and culture throughout the school.

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.

The role of all staff

Positive reinforcement by adult role models is the most effective way to promote good behaviour. It is the responsibility of all staff to ensure that the school's values are upheld in all areas of the school, including classrooms, the hall and outdoor spaces. All staff have high expectations of behaviour and strive to ensure that pupils work and play to the best of their ability. Staff treat each child fairly, with respect and understanding, and apply the school's values consistently.

Staff recognise that behaviour may be influenced by a range of factors, including SEND, disability, mental health, safeguarding concerns or other vulnerabilities. When responding to behaviour, staff will consider individual circumstances and make reasonable adjustments where appropriate.

The class teacher liaises with external agencies, as necessary, to support and guide a child's behaviour. This may include discussions with educational psychologists, behaviour support services, social care professionals or other relevant agencies. The class teacher may also contact parents/carers where there are concerns about a child's behaviour or welfare.

Staff recognise that some behaviour incidents may be linked to wider safeguarding or welfare concerns. Where concerns relate to child-on-child abuse, bullying (including discriminatory or online bullying), inappropriate use of technology, behaviour outside of school, possession of prohibited items, or breaches of the school's mobile phone expectations, staff will follow the relevant school policies and procedures. This includes seeking advice from the Designated Safeguarding Lead where appropriate, recording concerns in line with school procedures, informing parents/carers as necessary, and taking appropriate action to safeguard pupils and promote positive behaviour. Associated policies can be found either on the school website or by request to the office.

Rewards

We expect all pupils to demonstrate positive attitudes to learning by engaging fully in lessons, listening carefully to instructions, showing resilience when faced with challenge, and taking pride in their work. Pupils are expected to uphold the school's values through their words, actions and relationships, contributing positively to a respectful, safe and inclusive learning environment.

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

- teachers praise children either verbally or written when marking work;
- staff reward children with stickers and stars for achievements or keeping the Christian values.
- midday supervisors are encouraged to give out stickers.
- Weekly and termly certificates celebrate pupils' achievements, effort and commitment to school life; Values Certificate – for demonstrating a school value and being a positive role

model; Gold Certificate – for excellence, effort or achievement across the curriculum; Reading Certificate – for progress and commitment to reading; Maths Certificate – for progress and commitment to mathematics.

- Star awards are given once children have collected a specific number of stars (age appropriate)
- Half termly praise postcards sent for a child in each class for achievements.
- Half termly 'Biscuits with the Boss' – a half-termly celebration with the Headteacher, recognising pupils who consistently uphold the school's values, make positive choices and serve as role models for others.
- parents are informed of special awards or consistent effort with behaviour

Sanctions

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

In Class:

- If a pupil receives three warnings, a proportionate consequence may be applied. This may include missing part of a breaktime for restorative reflection. Staff will take account of individual circumstances, SEND and pupils' basic needs when determining an appropriate response.
- Where an incident is considered serious, the pupil will take part in a reflective discussion with a senior leader to explore what happened, consider the impact of their actions and identify how they can make positive choices moving forward.
- If poor behaviour persists the class teacher will meet with parents or seek help and advice from a senior leader.
- If a pupil's behaviour repeatedly disrupts learning or has a negative impact on others, a senior leader will work in partnership with parents/carers to discuss concerns and agree appropriate support strategies. Where necessary, an individual behaviour plan will be developed to help the pupil succeed and make positive behaviour choices.

Staff will seek to understand the reasons behind a pupil's behaviour, working with the child to identify triggers, reflect on their choices and develop strategies for future success. Where appropriate, staff will use self-regulation tools, such as Zones of Regulation, alongside calming and mindfulness strategies to help pupils recognise, manage and communicate their emotions effectively. We also utilise the nurture room, mindfulness sessions, nurture interventions and in class strategies, which focus on restorative approaches, to support social and emotional learning.

The school may apply behaviour sanctions for incidents occurring outside school where the behaviour could have repercussions for the orderly running of the school, poses a threat to another pupil, member of staff or member of the public, or could adversely affect the reputation of the school.

Breaktimes and Lunchtimes

Breaktimes and lunchtimes are an important part of the school day. Staff expect all pupils to use this time positively by demonstrating the school's Christian values, playing safely, showing respect for others, enjoying time with friends and showing respect towards staff and midday supervisors. Our aim is for every child to feel happy, safe and included during these times and maintain the highest standards of behaviour throughout.

- Midday supervisors and staff on duty will reward positive behaviour with stickers, stars, praise and feedback to the class teacher.
- Children are expected to follow the school Christian values.
- Where behaviour falls below expectations, pupils will receive reminders and warnings to support positive choices. Following three warnings, a proportionate consequence may be applied, which could include missing a short part of break or lunchtime. Staff will consider individual circumstances, SEND, and pupils' basic needs when deciding on an appropriate response.
- If a pupil requires time to regulate their emotions or reflect on their behaviour, they may be directed to a designated reflection space, time out bench or the nurture room.
- Midday supervisors and staff will communicate any incidents to the class teacher to ensure a consistent approach.
- Where behaviour concerns persist, pupils may spend time in the nurture room to receive additional support and guidance.
- Serious incidents will be referred to a senior leader, who will determine any further action required.
- For persistent poor behaviour at break and/or lunch time, a senior leader will become involved and ask parents to work with them to support their child. This may be in the form of establishing an individual behaviour plan for their child for this period of the day.

SEND, Vulnerability and Reasonable Adjustments

The school recognises that some pupils, including those with SEND, disabilities, social, emotional or mental health needs, adverse childhood experiences, or other vulnerabilities, may require additional support to meet behaviour expectations. Staff will consider individual circumstances when responding to behaviour and will make reasonable adjustments where appropriate. Adjustments may include adapted communication, additional processing time, alternative regulation strategies, changes to routines or environments, targeted adult support, and modified consequences. The school recognises that behaviour may, at times, be a form of communication and will seek to understand the underlying causes before determining appropriate support and consequences. Responses to behaviour will be proportionate, take account of identified needs, and seek to remove barriers while maintaining high expectations for behaviour for all pupils.

Restrictive Interventions and Reasonable Force

Physical intervention is used only as a last resort, when there is an immediate risk of a child causing harm to themselves or others. Any intervention will be reasonable, proportionate and necessary, using the least restrictive approach for the shortest time possible. Wherever possible, de-escalation strategies will be used first. All incidents involving physical intervention will be recorded, reported to senior leaders, parents/carers informed as soon as practicable, and the incident reviewed to identify any lessons learned or additional support required. All actions will be taken in line with DfE guidance on restrictive interventions and the school's procedures:

DfE guidance on Restrictive_interventions_including_use_of_reasonable_force_in_schools.pdf

The Role of The Headteacher

It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement this Behaviour Policy consistently across the school and to report to governors, when requested, on its effectiveness. The Headteacher is also responsible for ensuring the health, safety and welfare of all pupils.

The Headteacher supports staff in the consistent implementation of the policy by setting clear expectations, providing advice and guidance, and ensuring that appropriate systems are in place to support behaviour management. This includes access to ongoing professional development, training and coaching to equip staff with effective strategies for promoting positive behaviour, meeting individual needs and responding to challenging behaviour. Where appropriate, the Headteacher will support the development and implementation of individual behaviour plans.

The Headteacher maintains oversight of serious behaviour incidents, ensuring that these are recorded on the school's CPOMs system, including the pupil's voice and, where appropriate, accounts from others involved, and that appropriate follow-up actions are taken.

he Headteacher may authorise appropriate consequences and, where necessary, suspensions in line with this policy and DfE guidance, to individual children for serious acts of misbehaviour. For repeated or very serious behaviour incidents, the headteacher may permanently exclude a child:

Suspensions and Permanent Exclusions
Only the Headteacher has the authority to suspend or permanently exclude a pupil. Any decision will be made in line with the Department for Education's statutory guidance Suspension and Permanent Exclusion (July 2026) and will be lawful, reasonable, fair and proportionate. DfE suspension-and-permanent-exclusion-from-maintained-schools
Suspension or permanent exclusion will only be used in response to serious breaches of the school's behaviour policy, where allowing the pupil to remain in school would seriously harm the education, welfare or safety of the pupil or others, or where other appropriate strategies have been unsuccessful.

When making decisions, the Headteacher will consider the individual circumstances of the pupil, including any SEND, disability, safeguarding concerns, vulnerabilities and any reasonable adjustments that may be required.

All suspension and exclusion decisions will be formally recorded. Parents/carers will be informed without delay, provided with the reasons for the decision, the length of any suspension, details of reintegration arrangements where appropriate, and information about their rights to make representations or appeal. The Governing Body and Local Authority will be notified as required by statutory guidance.

Following any suspension or exclusion, the incident and circumstances leading to the decision will be reviewed to identify any additional support, reasonable adjustments or interventions that may help prevent future incidents and support the pupil's successful engagement in school.

Searching, Screening and Confiscation

In line with DfE guidance, DfE Searching__Screening_and_Confiscation_guidance_July_2022.pdf only the headteacher, or a member of staff authorised by the headteacher, can carry out a search of a pupil or their possessions where there are reasonable grounds for suspicion. A list of prohibited items can be found in the DfE guidance and includes, but is not limited to, weapons, alcohol, stolen items, tobacco and vaping products. Searches will be carried out respectfully and proportionately,

with two members of staff present where possible. Any search will be recorded, parents/carers informed where appropriate, and appropriate pastoral or safeguarding support provided to the pupil afterwards.

The Role of Parents and Carers
The school welcomes and values open communication with parents and carers regarding their child's behaviour. We believe that strong partnerships between home and school are essential in helping children thrive. By working collaboratively, we can provide consistent expectations and support pupils to make positive behaviour choices and live out the school's Christian values.

Parents and carers can support the school by:

- Encouraging their child to follow the school's behaviour expectations and Christian values.
- Promoting kindness, respect and responsibility in their child's interactions with others.
- Ensuring their child attends school regularly and arrives punctually each day.
- Supporting their child's learning and engagement with school life.
- Working positively with school staff to address any concerns and celebrate successes.
- Reinforcing the importance of treating all members of the school community with respect.

Together, home and school can create a consistent and supportive environment in which all children feel safe, valued and able to succeed.

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.

Monitoring
The Headteacher regularly monitors the implementation and effectiveness of this policy and reports to the Governing Body on behaviour, culture and any emerging trends. Where necessary, recommendations are made to further strengthen practice and improve outcomes for pupils.

The school maintains records of significant behaviour incidents, including any suspensions or permanent exclusions on CPOMs. These records are used to identify patterns, evaluate the impact of support strategies and inform ongoing school improvement.

The Headteacher maintains a record of all suspensions and permanent exclusions. The Governing Body monitors behaviour data, including the use of suspensions, to ensure that this policy is implemented fairly, consistently and effectively.

In addition, termly pupil voice is gathered to understand how pupils feel about behaviour, safety, relationships and conduct across the school. This feedback helps leaders evaluate the effectiveness of the school's approach and identify areas for further improvement, ensuring that all pupils feel safe, respected and able to learn.