



**Offham Primary
School**

Behaviour Policy

Date Agreed: July 2026

Review Date: July 2027

Our Values

Children at Offham Primary School are expected to act in accordance with our core values at all times:

Being compassionate; caring for one another, speaking kindly and using appropriate language, being friendly and considerate of the feelings of others.

Being respectful; listening to each other's views and opinions, respecting the personal space of others, respecting each other's wishes, respecting themselves by behaving in an exemplary manner at all times, respecting school property and respecting the property of others.

Being resilient and responsible; recognising and accepting when they have done wrong, always telling the truth, learning from their mistakes and trying hard to make improvements.

Being collaborative; working sensibly with each other, helping one another, playing together fairly, leading others by example.

Aims

At Offham Primary School we believe that the promotion of excellent behaviour, the development of self-respect and respect for others is a vital part of a child's education. We want to encourage a positive social environment where children and adults receive positive feedback through praise and reward. We aim to encourage pupils to value themselves and others by respecting rights and tolerating difference. We aim to:

- Allow children the right to attend school in which learning takes place without disruption from others;
- Encourage children to be responsible for their own actions;
- Encourage the support of parents and develop open communication to establish a consistent approach to behaviour;
- Reward good behaviour;
- Challenge and deal with unacceptable behaviour following clear procedures and guidelines.

Responsibility

The responsibility for ensuring excellent behaviour lies with the Head Teacher, Key Stage Leaders, all Teaching Staff, Support Staff, Pupils, Parents and Governors.

Principles

We believe that praise, positive actions and reward promote excellent behaviour. A consistent and fair approach across the whole school is essential. Mutual respect is fostered between staff and pupils. It is expected that children's behaviour and adults' responses will be consistent at all times of the day (whether structured or unstructured).

Through daily contact, circle times and assemblies the children are:

- Encouraged to ensure their behaviour is such that the ethos and values of the school are upheld at all times within school.
- Encouraged to think about their own behaviour and the effect it has on others.

- Given strategies for coping with inappropriate behaviour such as reflection strategies, calm down strategies and timely reporting of worries to an adult.

Restorative Practice

Being 'restorative' focuses on building positive relationships based on respect and fairness. In turn, this creates a community that is supportive, accountable and positive.

The Restorative Practice framework is based upon 'knowing the effect I have on others'. Making changes to the way we approach incidences and issues provides all members of our school community with the opportunity to think about how they relate to each other and how they can find positive ways of repairing harm caused, rather than focusing solely on punishing poor behaviour. Children and adults are encouraged to put things right together.

All members of staff are trained in the key principles of Restorative Practice, and we understand the importance of modelling positive language and behaviour, taking time to develop positive and meaningful relationships.

See Appendix A – restorative question prompts

Offham Primary School Behaviour System

Rewards

Golden Balls

Positive behaviour displayed by the whole class will be rewarded with a golden ball, for example: lining up respectfully and quietly at the end of lunch. As a class the children will collaborate to try and earn 15 Golden Balls. When this is achieved the class can choose a celebration activity. Examples of celebration activities are: watching a short film; playing group games on the field; making a special craft to bring home etc.

Dojo Points/House Points

Good work and showing school values will be rewarded with Dojo points. At the end of each week these get turned into house points. The team with the most house points at the end of a term will be rewarded with a house party.

Dealing with Inappropriate Behaviour

1) Gentle encouragement, a 'nudge' in the right direction.	A reminder of our values expected.
2) Prompt reminder	A quiet word to child reinforcing expectations and values.
3) Final warning	Speak to the pupil privately and give them their last chances to engage.
Alert to Zones of Regulation This must be displayed in every classroom for children/staff to refer to.	Up to 5 minutes reflection time (age appropriate) should be given in a quiet space in the classroom – Nurture Nook, Brain Break. "I have noticed that..." "At Offham, we expect..." "Because of that choice you need to..."

(Nurture nook, brain break, reflection time)	“Do you remember yesterday/ last week when you...(refer to positives) Thank you for listening...”
4)Persistent Negative Behaviour – Yellow Card	If a yellow card is received, a child will miss up to 10 minutes of their playtime (age appropriate) with a member of their teaching team or SLT at the lunch time reflection table. During this time, a restorative conversation will be had with the staff member about positive choices that the child could make following their reset. If the child is being more persistent in their disruptive behaviour, they may be removed to another adjacent classroom. Yellow Cards must be recorded on CPOMs by the person issuing the card. If 3 yellow cards are recorded in a week, then a red card will be issued. Parents will be informed.
3 yellow cards or serious behaviour – red card Please complete reflection sheet (Appendix B) and attach to CPOMs submission.	As a school, we recognise that behaviour can be a way of communicating emotions. Where children are persistently finding self-regulation challenging, an individual ‘Pastoral Support Programme’ will be devised in conjunction with the child, parent/ carers, class teacher and SENCO. This will be reviewed every 3 weeks. Red Cards will be used to address the most serious forms of negative behaviours, these include: 1. Violence towards a child or member of staff (physical contact with the intention to cause harm – not in play, games or through a lack of communication) 2. Defiance/ rudeness towards any adult (refusal to follow instructions) 3. Peer on Peer abuse 4. Bullying, taunting and teasing behaviour (Several Times on Purpose) 5. Stealing 6. Spitting 7. Swearing 8. Racist, sexist or homophobic incident 9. Bringing in banned items 10. Repeated and persistent negative behaviour, resulting in two or more yellow cards 11. Other acts of serious acts of negative behaviour, which may not be listed above. A red card will result in the child missing up to 15 minutes (age appropriate) of their next playtime to complete a period of reflection based around the questions in Appendix A.

	All Red Cards must be recorded on CPOMs by the issuer.
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	Red Cards will always result in either a phone call or a face to face conversation at the end of the school day. This is added as a separate action on the CPOMS entry.
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	If the behaviour is of such a nature that the SLT member feels the child is unsafe to return to the classroom, a period of isolation with a senior leader will be put into place. This will be recorded as an internal suspension.
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See the attached behaviour flow chart for adults - **Appendix C**

See the children's visual prompts to aid their understanding – **Appendix E**

See the children's visual prompts to aid their understanding – **Appendix F**

Further Information on Sanctions and Severe Misconduct

If an unacceptable behaviour is deemed sufficiently serious then parents will be notified immediately. If the unacceptable behaviour persists then the SENCO may become involved and a Pastoral Support Plan drawn up and reviewed regularly. If matters still do not improve then external agencies may be called in (e.g. a behavioural support teacher) to advise on strategies which can be used at home and in school.

If there is still no improvement then, as a last resort, the child may be excluded from school during a short suspension.

Where there is no improvement and a child's behaviour is significantly unacceptable then a fixed- term external exclusion may be imposed by the Head Teacher.

Suspensions and Exclusions

Suspension will only be considered an option when other methods have failed for a period of time and/or where behaviour jeopardises the safety to self or others for example if a child, as outlined above.

When establishing the facts in relation to an exclusion decision, the Head Teacher will apply the "balance of probabilities" meaning that it is more likely than not that a fact is true. Mitigating circumstances, provocation, reasons for the behaviour and the behaviour record of the pupil will also be taken into consideration.

When an external exclusion is sanctioned, a member of the senior leadership team will seek an immediate meeting with parents to explain the circumstances surrounding the decision. The senior leader will then write a formal letter of exclusion to parents to explain the reason for and the conditions of the exclusion. On returning to school, the child, parents, and a member of the senior leadership team will discuss the changes needed in behaviour and document any support that will be given to help achieve this in the form of a 'return to school' meeting.

Parental responsibility during an external suspension

If a child is excluded from school, then they will not be able to return onto the premises during the time period defined in the sanction. During this time, it is the parent's responsibility to educate their child at home.

Permanent Exclusion

Permanent exclusion is the very last resort and will only be considered in the most serious of circumstances.

Children with identified additional needs

A child with identified additional needs is supported and monitored by the Class Teacher, Key Stage Leader(s), SENCO and Teaching Assistants. In many cases a 'Personal Plan' or 'Pastoral Plan' will be designed to meet the needs of the child and will be agreed in consultation with parents and the child concerned. The plan will be reviewed on a regular basis.

The above positive behaviour policy applies to all children whilst balancing that for some children, particularly those with SEND, expectations and actions may be reasonably adjusted accordingly.

Conduct During Non-Class Times

We uphold the highest standards for behaviour at all times. Children should behave sensibly and politely whether in or out of school. Children are reminded that they are always representing the school, whether in uniform or not. Sanctions may be applied if it is brought to our attention our children are not representing the values and behaviours expected at Offham outside of school.

Bullying and cyber bullying

Our Commitment

Offham Primary School does not tolerate bullying and regards it as unacceptable behaviour. Bullying can have a serious impact on a child's wellbeing, confidence, attendance and ability to learn. All members of the school community have the right to feel safe, valued and respected.

Definition of Bullying

At Offham Primary School, bullying is defined as:

"The repetitive, intentional hurting of one person or group by another person or group, where there is an imbalance of power. It can happen face-to-face or online."

Bullying behaviour is:

- Repeated over time.
- Intended to cause physical or emotional harm.
- Often directed towards individuals or groups because of difference or perceived difference.

Forms of Bullying

Bullying may take many forms, including:

- Physical bullying (hitting, kicking, pushing or violence).
- Verbal bullying (name-calling, teasing, threats, rumours or derogatory language).
- Emotional or relational bullying (excluding, intimidating or humiliating others).

- Racist, discriminatory or prejudice-based bullying.
- Homophobic, biphobic or transphobic bullying.
- Sexual bullying or unwanted sexual comments.
- Cyber bullying through social media, messaging platforms, online gaming, emails or other digital technologies.

Reporting Concerns

Anyone who experiences, witnesses or suspects bullying is expected to report it to a member of staff. Pupils are encouraged to speak to a trusted adult, class teacher or teaching assistant. Parents and carers should raise concerns with the class teacher or Headteacher.

All reported incidents will be taken seriously, investigated promptly and recorded appropriately. Parents or carers of pupils involved will be informed where appropriate.

Responding to Bullying

The school will:

- Act quickly and fairly to investigate all concerns.
- Provide support for pupils who have experienced bullying.
- Work with pupils who have displayed bullying behaviour to help them understand the impact of their actions and make positive changes.
- Apply appropriate consequences in line with this Behaviour Policy.
- Work in partnership with parents and carers to prevent further incidents.

Cyber Bullying

Cyber bullying is treated as seriously as any other form of bullying. Incidents involving online communication, social media, messaging services, photographs, videos or other digital technologies will be investigated and addressed by the school. Pupils will be taught how to use technology safely, responsibly and respectfully, and may be required to remove inappropriate content where appropriate.

Prevention

The school actively promotes a culture of kindness, inclusion, respect and equality through the curriculum, assemblies, PSHE education, safeguarding work and positive relationships throughout the school community. All pupils are encouraged to celebrate diversity, challenge unkind behaviour and support one another.

All members of the school community, including pupils, staff, parents and governors, are expected to treat others with dignity and respect at all times, both in person and online.

The role of parents

Managing behaviour in school is more likely to be effective if the school can work with parents as genuine partners in the education process. Parents are informed about school procedures for acknowledging appropriate behaviour and sanctioning inappropriate behaviour as outlined in this policy.

On starting school at Offham parents are asked to sign the Home/School Agreement where they agree to support the School Behaviour Policy and support the school's decisions concerning their child's behaviour. This is then annually sent out to parents as a reminder of expectations.

At Offham Primary School, we believe that positive behaviour is fundamental to creating a safe, inclusive, and nurturing learning environment. Behaviour is not treated as a standalone concept but is **woven throughout every aspect of school life**.

We promote and support positive behaviour through:

- **PSHE Curriculum:** Our Personal, Social, Health and Economic (PSHE) education provides structured opportunities for children to explore emotions, relationships, and responsible decision-making.
- **Consistent Staff Modelling:** All staff consistently model respectful, calm, and positive behaviour throughout the school day, setting clear expectations and demonstrating our school values in action.
- **Personal Development:** We prioritise the personal development of both pupils and staff, recognising that emotional intelligence, empathy, and self-regulation are key to positive behaviour.
- **Nurture Nooks and Zones of Regulation:** These dedicated spaces provide children with safe, supportive environments to regulate their emotions, reflect, and return to learning ready to engage.
- **Whole-School Approach:** Behaviour expectations are embedded across the curriculum and school routines, ensuring consistency and clarity for all pupils.

Through this holistic approach, we aim to foster a culture of kindness, respect, and resilience, enabling every child to thrive both socially and academically.

See Appendix D for visual representation of how behaviour is taught at Offham.

Appendix A

The Restorative Questions:

What happened?

Drawing out each person's story one at a time, usually starting with the person who has caused the harm. The aim is not necessarily to come to a definitive conclusion on what has happened, but for each person to have their point of view listened to.

What do you think and feel about that?

What each person was thinking and feeling at the time, before and since.

Who has been affected and how?

Older children are encouraged to think about the wider implications of who has been affected e.g. the school community and families.

What are the needs of those involved?

What those affected need to feel better, move on, repair harm and rebuild relationships.

What do you think needs to happen next/to make things right with each other and with the school community?

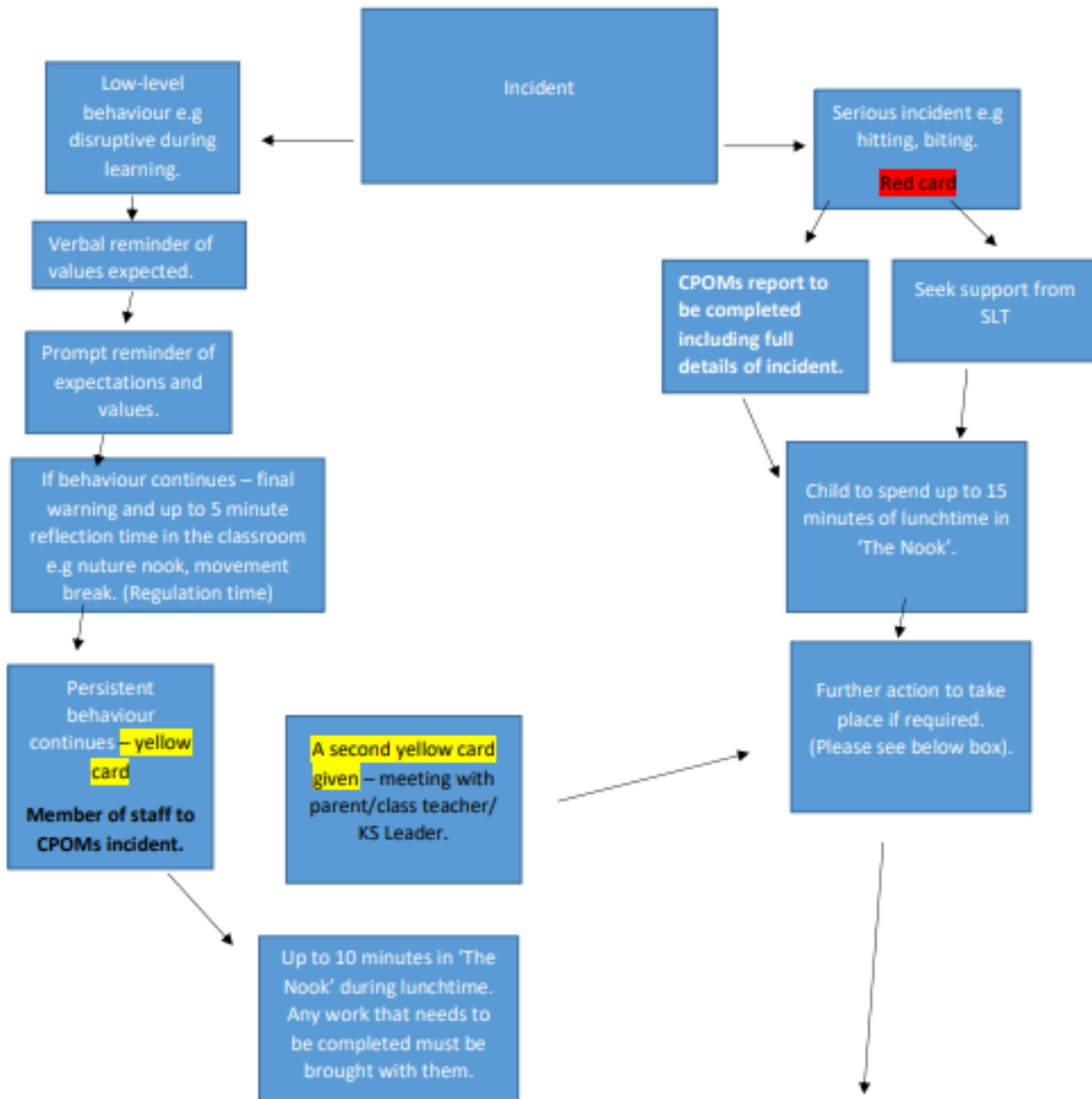
How do those people agree and negotiate meeting the needs identified above, and what support might they need to do this?

Appendix B

Reflection of my behaviour

  What happened?	
   Who was involved?	
   Where did it happen?	
    How was I feeling?	
     How can I make it better?	
      What should I do next time?	

Behaviour incident – what to do next?



Depending on the nature of behaviour, SLT member may decide that the child is unsafe to return to the classroom, a period of isolation with a senior leader will be put in place. This will be recorded as an internal suspension.

Member of staff will contact parents of child involved if required to attend the 'The Nook' for a conversation by the end of the day.

SLT/Behaviour lead to monitor yellow cards given on a weekly basis.

If two yellow cards given then a meeting with parent/ class teacher/ KS Leader will be organised.



How we teach behaviour

Collaboration
Compassion
Confidence
Responsibility
Respect

SCHOOL VALUES

Our curriculum and approach to behaviour and personal development is fully underpinned by our five school values. We strongly believe that, by embedding these values into everything our pupils learn, experience, and aspire to become, we are fully equipping them to be well-rounded individuals who will lead our society forward.

1

2

ZONES OF REGULATION

The zones of regulation model helps children to identify their own thoughts and feelings. Giving them the tools to develop self-regulation and ways to help themselves.



PSHE

Ensuring that key areas are taught frequently across the PSHE curriculum. This gives opportunity for discussion and linking to life scenarios. Giving pupils the safe space to make decisions and reflect on the impact of their choices.

3

4

PERSONAL DEVELOPMENT

We provide our pupils with learning opportunities that link to current themes. This is delivered in whole school assemblies and big question key stage discussions. As well as workshops from external providers and agencies to help educate our pupils about real life scenarios. For example: dog trust, local PCSO teams and first aid course.



NURTURE PROVISION

A provision designed to support pupils to navigate through life outside of the classroom. Targeting and supporting a small group of our vulnerable pupils to access the curriculum in a practical and inclusive approach.

Create a **POSITIVE**
and **INCLUSIVE**
Learning
ENVIRONMENT

5

6

MODELLING

Using opportunities that occur in daily situations to help contextualise pupils understanding and ways to deal with these situations appropriately.

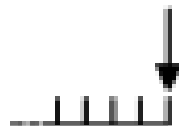


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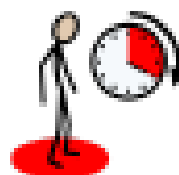
Reminder: show respect,
resilience, responsibility,
collaboration, compassion

2



Final reminder:
make a good choice

3



time out in the
class nature nook

4



Yellow/red card:
reflective chat at break
or lunch time

Yellow Card Behaviours



calling out



unkind
choices



not following
simple
instructions



poor choices in
learning time



Continued
poor behaviour



Directed physical
or verbal
aggression



Damage to
school property



Refusal to
accept step 3



serious acts of
negative
behaviour



2 yellow
cards