



Staindrop CE Primary

Behaviour Policy

January 2026

Through consultation with pupils, staff and Governors, we have reviewed our school values and behaviour policy.

Our school values and behaviour system are based around our distinctively Christian vision. This is inspired by the parable of the Sower Luke 8: 4-15.

“Through God’s love, we are the rich soil where roots grow and seeds flourish”

As part of this vision, we have discussed with children, staff and governors the **five key values** that we all feel will help our school community to grow and flourish. These values form the basis of our **School Expected Behaviours**.

WISDOM



FRIENDSHIP



RESPECT



RESPONSIBILITY



CREATIVITY



For the children to have a clear understanding of these key values, we have created a positive quote for each expected behaviour. **We would like you to look at these below and help your child to learn them.** They are useful values to work on with your children at home and act as good reminders when children forget and make mistakes. These will be displayed clearly around school and in classrooms.

To flourish at Staindrop, these are our **School Expected Behaviours:**

- **Work hard and Make Wise choices**
- **Value friendship**
- **Treat everyone with Respect**
- **Take responsibility for ourselves, our school and our planet**
- **Share our ideas & inspire each other**

WISDOM - **“Work hard and Make Wise choices”**

This encompasses working hard and gaining knowledge, as well as using knowledge to make wise choices. It also encourages children to persevere and demonstrate **Resilience** when they make mistakes or find things hard. Our knowledge-rich curriculum helps support this aspect of our values. Students should learn to manage their emotions and behaviors, demonstrating self-control in various situations. This includes following instructions, staying focused during lessons, and handling conflicts appropriately. Children are encouraged to think before they act.

FRIENDSHIP- **“Value friendship”**

This encompasses **Kindness** and **Love** by caring for each other and our community, which is especially important during these unprecedented times. It includes **Forgiveness, Justice & Truthfulness** as the children learn to work together and develop healthy relationships. Our regular charity work and playground buddy bench help support this value.

Working well with others is crucial in a school setting. Students are encouraged to collaborate during group activities, support their peers, and contribute positively to team efforts.

RESPECT- **“Treat everyone with Respect”**

This helps children to focus on respecting and accepting everyone. It also includes **Compassion & Humility** as we understand and support each other and our community as equals. **Peace** is also a key part of this value as we work towards a peaceful and tolerant society. Learning across the curriculum supports this as children widen their horizons in their understanding of how people live, worship and act in different parts of the world.

Students are expected to show respect towards teachers, staff, and fellow students. This includes listening when others are speaking, using polite language, demonstrating good manners and valuing diverse opinions and backgrounds.

RESPONSIBILITY -

“Take responsibility for ourselves, our school and our planet”

This encourages children to be organised and take responsibility for their own actions. **Hope** for their own future and the future of our planet relates to this value. As well as **Service**, where children take action to make a difference in our community & wider society. Our KS1 & KS2 Faith Explorers Curriculum supports the children’s learning in this area.

Students should take responsibility for their actions, including completing home learning on time, following instructions, and being accountable for their behavior. This also involves taking care of school property and respecting the indoor and outdoor learning environments.

CREATIVITY – **“Share our ideas & inspire each other”**

This is a key value in our school as we pride ourselves on approaching all aspects of our curriculum and school life with creativity. It supports children and staff in nurturing talents, having **Faith** and **Courage** to take risks and try new experiences. It also focuses on the **Joy** of being able to express ourselves, share our ideas and inspire each other. Our Curriculum includes many planned opportunities to appreciate creativity in our local community and wider world through meeting and learning about local musicians, artists, scientists and engineers.

Active participation in class discussions and activities is expected. Students should be attentive, ask questions, and contribute to their learning process.

Values in Action:

REWARDS

Children will earn Dojo points for these values and teachers will make it clear which value they are earning their Dojo points for. Analysis of class and school dojo rewards will enable us to determine which values children need support with next.

Children in each class that earn the most dojo points each term will be celebrated in our end of term assemblies.

Our weekly Good Samaritan Award celebrates individuals who have demonstrated the school values and behaviours in each class.

SANCTIONS

When dealing with behaviour issues, teachers will refer to these values and make it clear which value the children have forgotten. We use a restorative approach, where pupils are reminded about the **school expected behaviours** and are given a chance to act. Our behaviour system is linked to our school vision-the parable of the Sower.

When introducing these values to pupils we link them to appropriate Biblical stories to better support their understanding.

<p>WISDOM</p>  <p>Luke 2: 41-52</p>	<p>THE BOY JESUS IN THE TEMPLE</p> <p>We should learn and become wise like Jesus.</p> <p>https://www.youtube.com/watch?v=iI9Z39tDhGE</p>
<p>FRIENDSHIP</p>  <p>Luke 10: 25-37</p>	<p>THE GOOD SAMARITAN</p> <p>We should be a friend to everyone no matter who they are, their background, race or religion.</p> <p>https://www.youtube.com/watch?v=V_h7y64gMPA</p>
<p>RESPECT</p>  <p>Luke 18: 9-14</p>	<p>THE PARABLE OF THE PHARISEE AND THE TAX COLLECTOR</p> <p>It is Gods way not to put yourself above others but to be humble and treat everyone with respect.</p> <p>https://www.youtube.com/watch?v=8OKBnJDYvWs</p>
<p>RESPONSIBILITY</p>  <p>Luke 19: 1-10</p>	<p>ZACCHEUS</p> <p>Zacchaeus took responsibility for his wrong doings and changed his ways.</p> <p>https://www.youtube.com/watch?v=rLnYWDMPzr4</p>
<p>CREATIVITY</p>  <p>Luke 13: 18-19</p>	<p>PARABLE OF THE MUSTARD SEED AND YEAST.</p> <p>Everything in God's Kingdom is created and develops. We are inspired by God's creations to grow and develop our ideas.</p> <p>https://www.youtube.com/watch?v=Z6rqFKggEfl</p>

A copy of our values and behaviour policy is available on our website. All staff constantly refer to these values in lessons and throughout the day in school.

How it works for children:

- All children start in the **Rich soil** each day.
- If after verbal reminders, if pupils choose not to demonstrate our **school expected behaviours**, they move to the **Rocky Path** where they are given a chance to change their behaviour and return to the Rich soil.
- If after moving to the Rocky path their behaviour still does not improve, they will move onto **Reflect**, where they will spend time out of playtime/lunchtime with an adult to reflect on what went wrong. This discussion will relate back to the values and children and adults will set a target together for the child based on a particular value. A message on Class Dojo may be sent to highlight this behaviour to parents if teachers feel it necessary.
- In some cases, it may be necessary for individuals to have their own personalised behaviour systems, and these will also link specifically to the values that they need to work on.
- Our values display in the hall will be used as a visual reminder and to prompt discussion in collective worship. Each term we will focus on a specific value in collective worship, and staff will pay particular attention to the value throughout the term. Children will have opportunities to reflect on their values and may record this in their reflection books during class worship.
- On occasions, when a child demonstrates poor behaviour at lunchtime, lunchtime supervisors may ask that pupil to have time out in a designated area to diffuse a situation or to ensure safety.

Persistent, Unacceptable and Extreme Behaviour:

- In more extreme circumstances, we may feel it necessary for a child to move straight to **Reflect**, and parents will be notified of this (in person or via Class Dojo), so they can follow up work with their child at home.
- If a child demonstrates violent/extremely disruptive behaviour he/she may be removed from their classroom/playground and given time out in a designated area within the school building.
- If a child threatens, hurts or bullies another pupil (including cyber bullying), the class teacher records the incident, and the child is sanctioned as outlined above. If a child repeatedly acts in a way that disrupts or upsets others, school will contact the child's parents and will make an appointment to discuss the situation, with a view to improving the behaviour of the child. This behaviour may fall into 'persistent unacceptable behaviour' -see below.
- 'Banter' is not permitted in school and will be tackled accordingly.
- Sexual violence and sexual harassment are not acceptable, will never be tolerated even in the form of banter. Behaviour of the type will be deemed, extreme.
- Examples such as online bullying would also fall into this category (see online behaviour policy).
- Persistent, unacceptable and extreme behaviours may be logged on CPOMs- our safeguarding record keeping system.

Persistent Unacceptable Behaviour:

- Where a child's behaviour is unacceptable for increased periods of time, and is increasing in severity, the following consequences may also operate:
- A discussion between a member of staff and the child about the behaviour
- Time out session during break or lunchtime which will be supervised by a member of staff
- Time out session from learning in a partner classroom
- Time in another classroom compared to the child's current year group
- An individual behaviour plan for the child
- Bespoke social and emotional skills programmes
- Home /school additional dojo messages
- Close liaison with parents/carers
- Referral to LA Early Help/Get Connected services
- Completion of a risk assessment
- Referrals to outside agencies including education, health and social care
- Exclusions from school Consequences will be discussed with parents/carers via a phone call or email.

Suspension Process:

In the most serious cases, where all interventions have failed School may suspend children from school.

- Where allowing a child to remain in school would seriously harm the education or welfare of others.
- Where there has been a serious breach of the behaviour policy and a child is a danger or a threat to another child or member of staff.

We do not wish to suspend any child from school, but sometimes this may be necessary. Guidance on suspension from schools is given from the **DfE document 'Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'** August 2024.

<https://www.gov.uk/government/publications/school-exclusion>

Our Head Teacher is the only member of staff who can suspend or permanently exclude a child. A pupil may be suspended for one or more fixed periods up to a maximum of 45 school days in a single academic year. This involves the child being asked to remain at home for a defined period, the Chair of Governors and parents/carers are informed at this point. If a child is suspended from school, parents/carers must be informed immediately, in writing, of the reasons why their child has been suspended. The letter must also inform them of their right of appeal, and a copy of the LA guidance must be attached to the letter. On return from a period of suspension the child and parent will be expected to attend a meeting with the Head Teacher or an appropriate member of the Senior Leadership Team to agree expectations. Appeals Parents have the right to appeal to the governors within five school days. Information explaining this process will be share in the letter sent explaining the suspension. Governors will monitor the performance of this policy. This will be achieved via the Head Teacher's reports to governors and by governors observing and recording its implementation when they visit the school.