



School Values & Behaviour Policy

2026 27

Through consultation with pupils, staff and Governors, we have reviewed our school values and behaviour policy for the start of the new academic Year.

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.

WISDOM FRIENDSHIP RESPECT RESPONSIBILITY CREATIVITY



In order for the children to have a clear understanding of these key values, we have created a positive quote for each one. **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. Once we have introduced them all this term, we will focus on one value per term and support the children in understanding what the values look like in action.

In order to flourish at Staindrop, we:

- **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

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.

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.

RESPECT- This helps children to focus on respecting and accepting everyone and links well to our recent Educate and Celebrate award and Show Racism the Red Card workshops. 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.

RESPONSIBILITY- This encourages children to be organised and take responsibility for their own actions. It also encourages children to look after their belongings, classroom, school and the environment. **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 Young Church Leaders awards support this value.

CREATIVITY - 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.

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 point 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.

We are also introducing a new weekly award in our celebration assemblies for an individual in school who has gone beyond to demonstrate one of our values either in or out of school. Please make sure you let class teachers know if your child has achieved something special out of school so that they can be put forward for this award.

SANCTIONS

When dealing with behaviour issues, teachers will refer to these values and make it clear which value the children have forgotten. Instead of using a traffic light system, we have replaced these with a tree behaviour display 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.

WISDOM  Luke 2: 41-52	THE BOY JESUS IN THE TEMPLE We should learn and become wise like Jesus. https://www.youtube.com/watch?v=il9Z39tDhGE
FRIENDSHIP  Luke 10: 25-37	THE GOOD SAMARITAN We should be a friend to everyone no matter who they are, their background, race or religion. https://www.youtube.com/watch?v=V_h7y64gMPA
RESPECT  Luke 18: 9-14	THE PARABLE OF THE PHARISEE AND THE TAX COLLECTOR It is Gods way not to put yourself above others but to be humble and treat everyone with respect. https://www.youtube.com/watch?v=8OKBnJDYvWs
RESPONSIBILITY  Luke 19: 1-10	ZACCHEUS Zacchaeus took responsibility for his wrong doings and changed his ways. https://www.youtube.com/watch?v=rLnYWDMPzr4
CREATIVITY  Luke 13: 18-19	PARABLE OF THE MUSTARD SEED AND YEAST. Everything in God's Kingdom is created and develops. We are inspired by God's creations to grow and develop our ideas. https://www.youtube.com/watch?v=Z6rqFKggEfl

Copies of our values and behaviour policy will be sent home to children to be learned at the start of each Academic Year or when amended. All staff constantly refer to these in lessons and throughout the day in school.

How it works for children

- All children start in the **Rich soil** each day.
- After a verbal reminder, they move to the **Rocky Path** and 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 will be sent to highlight this behaviour to parents. These incidents will be recorded on CPOMS under the 'reflect' tab.
- In some cases, it may be necessary for individual to have their own personalised behaviour systems but these will also link specifically to the values that they need to work on.

Our values display in the hall will be used to display our values in action around school. 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 the values and may record this in their reflection books.

On occasions when a child demonstrates poor behaviour at lunchtime, lunchtime supervisors may ask that pupil to have time out in a designated area.

All incidents of reflect will be logged on CPOMS.

- **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, 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 in order 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 is 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 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.