

# Whickham Parochial Church of England Primary School



## Good Behaviour Policy

‘Treat others the way that you want to be treated’  
Matthew 7:12

### Mission Statement

At our Parochial school we aim to provide a stimulating and caring environment in which every child flourishes, with Christianity at the heart of all we do.

### Aims

At Whickham Parochial we believe that every child is entitled to enjoy their childhood, celebrate their individuality and reach their full potential. We aim to do this through:

- Creating a caring school family living by Christian values.
- Celebrating everyone's strengths and efforts.
- Valuing the opportunities we have to contribute to our community and the wider world.
- Offering wide ranging quality experiences that stimulate children's minds.
- Encouraging respect for others, positive behaviour and good manners, enabling all children to feel secure and valued.
- Building strong links between school, home and church.
- Preparing children for future challenges in a changing world

We wish every child to take with them happy memories of Whickham Parochial into their future life.



## **Aims and objectives**

- 1.1 It is a primary aim of our Whickham Parochial Church 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 and forgiving community, whose values are built on mutual trust and respect for all. The school's good behaviour policy is therefore designed to support the way in which all members of the school can live and work together in a supportive Christian way. It aims to promote an environment in which everyone feels happy, safe and secure. We encourage spiritual development and an understanding of the teachings of Christ as a way of resolving conflict. The principle of forgiveness is positively encouraged within the school.
- 1.2 Our school has a number of high expectations; this good behaviour policy is about promoting an environment which is calm, positive and respectful, not primarily concerned with rule enforcement. 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.
- 1.3 The school expects every member of the school community to behave in a considerate way towards others.
- 1.4 We treat all children fairly and apply this good behaviour policy in a consistent way. There must be a whole school approach.
- 1.5 This policy aims to help children grow in a safe and secure environment, and to become positive, responsible and increasingly independent members of the school community.
- 1.6 The school rewards good behaviour, as it believes that this will develop an ethos of kindness and cooperation. This policy is designed to promote good behaviour, rather than merely deter anti-social behaviour.

## **2 Rewards and consequences**

- 2.1 At Parochial we praise and reward children for good behaviour in a variety of ways:
  - Teachers congratulate and praise children verbally.
  - Teachers give children stickers and house points.
  - Each week, we nominate children from each class to have a brick on the 'Wonder Wall', given out in 'Celebration Assembly', working towards building the whole wall as a school and earning a special treat when the wall is completed. The 'Wonder Wall' is a display in the main hall where it can be seen by everyone. We also celebrate our Christian ethos on the 'Living our Christian faith, following in His footprints' wall.
  - We distribute house points to children, either for consistent good attitude or behaviour, or to acknowledge outstanding effort or acts of kindness in school. Each week in our celebration assembly, house point totals for each house are read out.
- 2.2 The school employs a number of consequences to enforce the school rules, and to ensure a safe and positive learning environment. We employ each consequence appropriately to each individual situation. HOWEVER – we anticipate that all staff members will ensure that their behaviour management is such that we avoid (as much as is possible) incidents and behaviour for which consequences are given.
  - At Parochial we have adopted a whole school (Year 1- Year 6) behaviour system called 'It's Good to be Green'. Every class has a chart with each child's name displayed alongside a pocket containing 3 cards. The 'Good to be Green' card is displayed at the beginning of each day. Any poor behaviour in class or around school may result in a yellow Warning card being displayed, and in extreme circumstances a red Consequence card.  
A yellow card will result in loss of *SOME* playtime. This will be an amount of time equivalent to the child's age in minutes.



A red card will result in lost of playtime for two days, including lunchtime. This can come about if the use of a yellow card has not improved behaviour, or if the behaviour was extreme (such as intentional harm to another child).

**Reasons for a yellow card to be given:**

- If a child is given appropriate warnings and reminders in class but continue to disrupt their own learning and that of others
- If a child has, knowingly and with intent, hurt another child either verbally (i.e. by calling them names) or emotionally (i.e. by excluding them). \*
- If a child has, knowingly and with intent, damaged school property. This includes graffiti and exercise books – and this should be communicated clearly to pupils.
- If they have damaged the property of another child (again, knowingly and with intent), and the property was in school with our permission, we would ask parents to contact the injured party's parents and discuss reimbursement. We cannot accept responsibility for any item brought into school without our knowledge or consent.
- If a child has been warned about inappropriate language and continue to use it – this is also usually followed up with a parent phone call and, depending on the nature of the language used, will sometimes be flagged as a cause for concern.

**Reasons for a red card to be given:**

- A red card can be given if the use of a yellow card has not improved behaviour within the same session, but it is preferred by senior leaders that children in this situation are given time out with the HT or DHT to discuss their next steps.
- A red card will be given if a child has, knowingly and with intent, hurt another child physically.\*

\*In these situations, we would not consider the first incident to be bullying, but it will be recorded in CPOMs. If another incident occurs, with intent and involving the same child, it will be treated as a potential bullying issue.

In EYFS we use a traffic light system, which is used in a similar way as 'It's Good to be Green'. The difference in EYFS, the yellow or amber card is a warning, and the consequence of getting a red card is losing 'choosing' time or play time immediately. This will be an amount of time equivalent to the child's age in minutes. Their name will then go back to green.

The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session.

If a child threatens or hurts another child, the class teacher records the incident and the child will face an appropriate sanction. If a child repeatedly acts in a way that disrupts or upsets others, the school contacts the child's parents and seeks an appointment in order to discuss the situation, with a view to improving the behaviour of the child.

**If behaviour issues continue, or is an indication of, or result of, special educational needs or disability, interventions may be put in place to support the need or emotion causing the undesirable actions.**

- 2.4 The class teacher discusses the school expectations with each class. In addition to these expectations, the school has a list of expectations which we have linked to our Christian values. This is displayed in each class and can be found at the end of this policy. In this way, every child in the school knows the standard of behaviour that we expect in our school.
- 2.5 The school does not tolerate bullying of any kind. 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.

### **3 The role of the class teacher and other staff members**

Young children have an innate sense of what is 'fair'. They have expectations about following rules and if one person doesn't, they want to feel that this is consistently dealt with. It is never our intention to embarrass children. However, there are times when reprimands will be given in the classroom. This will only happen when a pupil is intentionally and knowingly misbehaving and expectations have been clearly set. We acknowledge that a visible reprimand can be hard for a child to take, but when bad behaviour occurs, it is visible and impacts the children around them, so it follows that the reprimand should also be visible.

- 3.1 It is the responsibility of class teachers to ensure that the school rules are being followed in their classes, and that their classes behave in a responsible manner during lesson time. This should primarily be done by setting high expectations and maintaining a positive pace and challenge in the classroom. Particular focus should be directed to our golden rule from the scriptures 'Treat others the way you want to be treated,' Matthew 7:12.
- 3.2 The class teacher is expected to know, demonstrate and instil Christian values in the children. This should be discussed in assemblies, be a focus of collective worship and should be verbalised in our responses to all behaviour, both that which requires correction and that which demonstrate our values. All staff members should be a model of Christian values and behaviour at all times.
- 3.3 Expectations should always be high. Staff should engage in conversation with children regularly to build relationships so that when a child does not meet behaviour expectations, he/she knows that the member of staff is a fair person who is genuinely interested in their well-being. Staff should remain positive and in control at all times.
- 3.4 If a child misbehaves repeatedly in class, the class teacher keeps a record of all such incidents. In the first instance, the class teacher deals with incidents him/herself in the normal manner. However, if misbehaviour continues, the class teacher seeks help and advice from the head teacher or member of the Senior Management Team. All incidents involving physical violence or verbal abuse will be recorded on our electronic system 'CPOMS'.
- 3.5 The class teacher liaises with external agencies, as necessary, to support and guide the progress of each child. The class teacher may, for example, discuss the needs of a child with the education social worker or the LA's behaviour support service.
- 3.6 The class teacher reports to parents about the progress of each child in their class, in line with the whole-school policy.
- 3.7 The class teacher may also contact a parent if there are concerns about the behaviour or welfare of a child. At this point a Cause for Concern would be recorded on our electronic system 'CPOMS'.

### **4 The role of the headteacher**

- 4.1 It is the responsibility of the headteacher 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.
- 4.2 The head teacher will develop children's understanding of the Christian values and the reasons why we benefit from following these rules and expectations. As with all staff, the head teacher is expected to be a model of Christian values and behaviour at all times.
- 4.3 The headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by supporting staff in their implementation of the policy.



- 4.4 The headteacher keeps records of all reported serious incidents of misbehaviour and monitors and responds to CPOMs incidents.
- 4.5 The headteacher has the responsibility for giving fixed-term suspensions 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. These actions are taken only after the school governors have been notified.

## **5 The role of parents**

- 5.1 The school collaborates actively with parents, so that children receive consistent messages about how to behave at home and at school.
- 5.2 We explain the school rules in the school prospectus, and we hope and expect parents will read them and support them.
- 5.3 We expect parents to support their child's learning, and to cooperate with the school. We try to build a supportive dialogue between the home and the school, and we inform parents immediately if we have concerns about their child's welfare or behaviour.
- 5.4 If the school needs to use reasonable consequences to reprimand a child, we expect parents to support the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact the head teacher. If these discussions cannot resolve the problem, a formal grievance or appeal process can be implemented, with School Governors being informed.

## **6 The role of governors**

- 6.1 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 adhering to these guidelines.
- 6.2 The headteacher has the day-to-day authority to implement the school's policy on behaviour and discipline, but governors may give advice to the headteacher about particular disciplinary issues. The headteacher must take this into account when making decisions about matters of behaviour.

## **7 Fixed-term and permanent exclusions**

- 7.1 We do not wish to exclude any child from school, but sometimes this may be necessary. The school has therefore adopted the standard national list of reasons for exclusion, and the standard guidance, called Improving Behaviour and Attendance: Guidance on Exclusion from School and Child Referral Units (DfES, January 2003). We refer to this guidance in any decision to exclude a child from school. In November 2005, the Internet address was [www.teachernet.gov.uk](http://www.teachernet.gov.uk) and the relevant page was /whole school /behaviour /exclusion /guidance/
- 7.2 Only the headteacher (or the acting headteacher) has the power to exclude a child from school. The headteacher may exclude a child for one or more fixed periods, for up to 45 days in any one school year. In extreme and exceptional circumstances, the headteacher may exclude a child permanently. It is also possible for the headteacher to convert a fixed-term exclusion into a permanent exclusion, if the circumstances warrant this.
- 7.3 If the headteacher excludes a child, s/he 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.
- 7.4 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.
- 7.5 The governing body itself cannot either exclude a child or extend the exclusion period made by the headteacher.



- 7.6 The governing body has a discipline committee which is made up of between three and five members. This committee considers any exclusion appeals on behalf of the governors.
- 7.7 When an appeals panel meets to consider an exclusion, they consider the circumstances under which the child was excluded, consider any representation by parents and the LA, and consider whether the child should be reinstated.
- 7.8 If the governors' appeals panel decides that a child should be reinstated, the headteacher must comply with this ruling.

## **8 Drug- and alcohol-related incidents**

- 8.1 It is the policy of this school that no child should bring any drug, legal or illegal, to school. If a child will need medication during the school day, the parent or guardian should notify the school and ask permission for the medication to be brought. This should be taken directly to the school office for safekeeping. Any medication needed by a child while in school must be taken under the supervision of a teacher or other adult worker.
- 8.2 The school will take very seriously misuse of any substances such as glue, other solvents, or alcohol. The parents or guardians of any child involved will always be notified. Any child who deliberately brings substances into school for the purpose of misuse will be punished by a fixed-term exclusion. If the offence is repeated, the child will be permanently excluded, and the police and social services will be informed.
- 8.3 If any child is found to be suffering from the effects of alcohol or other substances, arrangements will be made for that child to be taken home if it is deemed safe for them and safeguarding procedures would be initiated.
- 8.4 It is forbidden for anyone, adult or child, to bring onto the school premises illegal drugs. If a child brings any sort of drug or illegal substance into school, safeguarding procedures will be initiated.
- 8.5 If a child is found to have deliberately brought illegal substances into school, and is found to be distributing these to other pupils for money, the child will be permanently excluded from the school. The police and social services will also be informed.

## **9 Monitoring and review**

- 9.1 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.
- 9.2 The school keeps a variety of records concerning incidents of misbehaviour. The class teacher records minor classroom incidents when necessary.
- 9.3 The headteacher keeps a record of any child who is suspended for a fixed-term, or who is permanently excluded.
- 9.4 It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and to ensure that the school policy is administered fairly and consistently. The governing body will pay particular attention to matters of racial equality; it will seek to ensure that the school abides by the non-statutory guidance The Duty to Promote Race Equality: A Guide For Schools, and that no child is treated unfairly because of race or ethnic background.
- 9.5 The governing body reviews this policy every two years. The governors may, however, review the policy earlier than this if the government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

This policy was formally re-adopted by the Governing Body of Whickham Parochial C of E Primary School on **17<sup>th</sup> March 2021** and has been reviewed in September 2022.





# Parochial's Golden Rule

Treat others  
the way that  
YOU want to  
be treated.



Matthew 7:12

