



Date of policy: June 2025
Review date: Sep 2026

MIDDLETON PARISH CHURCH SCHOOL

BEHAVIOUR POLICY

'Excellence, Truth & Grace'

This policy aims to provide a clear framework of how pupil behaviour is managed throughout Middleton Parish Church School. It will ensure that all children, parents and staff understand the school expectations in terms of behaviour and help everyone to enforce it consistently and fairly.

RATIONALE

Middleton Parish is a church school; Gospel values, as exemplified in the life of Jesus, are used to create an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, accept responsibility for their behaviour and encourage others to do the same. Our core values echo the expectations of behaviour of all in our school community with *'Excellence, truth and grace'* at the heart of everything we do. Our policy focuses on celebrating the successes and achievements of children in our school through a series of recognition and rewards. Inappropriate behaviour is dealt with through a series of clear consequences, which always give children the chance to learn and move on. Our rationale for behaviour is complimented by our curriculum offer. Children will receive a consistent message in all learning opportunities.

We believe...

- Every child has the right to learn within a culture of exceptionally good behaviour
- That all learners should be treated fairly and shown respect in order to promote good relationships
- That to be successful in educating children, it is essential to have trusting relationships and a process of co-operative team work
- That the involvement of Church, governors, parents and others in the community is an essential part of the work we do

AIMS

Children should:

- Feel safe and happy in school
- Feel heard and valued
- Take responsibility for their own behaviour choices and the consequences that follow them
- Understand the school's behaviour learning statement, *'Ready, Respectful and Safe'* and demonstrate these behaviours throughout school
- Be tolerant, respectful and understanding with consideration for the rights, views and property of others
- Develop a responsible and co-operative attitude towards work and towards their roles in society
- Achieve their potential in terms of self-esteem, academic achievement, aesthetic appreciation and spiritual awareness

- Take pride and have a responsible interest in caring for their environment
- Be recognised for their efforts and personal achievements
- Celebrate their own successes and the successes of others
- Understand that behaviour choices affect themselves and others
- Use mistakes as a learning opportunity, particularly an opportunity for personal growth
- Reflect on their own choices and the impact those choices may have on others
- Develop the skills to solve conflict
- Take pride in themselves and strive for excellence

RESPONSIBILITIES

All of us in the school community must:

- Value children and adults as individuals, respecting their rights, values and beliefs
- Promote the value of good relationships and a sense of belonging to the school community
- Provide a well-ordered environment in which all are fully aware of behavioural expectations
- Offer equal opportunities in all aspects of school life
- Encourage, praise and positively reinforce good relationships, behaviour and work
- Reject all conduct involving bullying or harassment
- Help to develop strategies to eliminate undesirable behaviour both within and outside the classroom and apply these consistently
- Care for, and take pride in, the physical environments of the school
- Work as a team, supporting and encouraging one another

As Staff we need to:

- Understand that managing behaviour is everyone's responsibility
- Create an environment that celebrates the positive
- Monitor and review behaviour throughout the school on a regular basis
- Record and monitor attendance and punctuality
- Record and report incidents of serious misconduct
- Take active steps to ensure that buildings and grounds are secure and well-maintained and that any damage is quickly rectified
- Act to prevent one child inhibiting another's progress
- Provide opportunities for children to discuss appropriate behaviour
- Have a common approach to situations

All Middleton Parish Church School staff have a responsibility for ensuring a consistent approach to the management of behaviour throughout the school.

We do this by:

- Creating a welcoming environment where children feel valued and are listened to
- Developing positive relationships with children
- Having high expectations of behaviour from all pupils
- Being excellent role models

- Actively recognising when children are behaving well
- Applying the school's systems of rewards and sanctions with fairness and consistency
- Ensuring that lessons are planned at the appropriate level for pupils' abilities
- Using set visual cues and scripts
- Being vigilant and taking proactive action whilst on playground duty

Parents will support us in these aims by:

- Ensuring early contact with the class teacher to discuss matters which might affect a child's happiness, progress and behaviour
- Ensuring that children attend school in good health, punctually and regularly, in full uniform
- Providing prompt communication to explain absences
- Avoiding taking holidays during term-time ensuring children appreciate the importance of regular attendance
- Providing support for the discipline within the school and for the teacher's role
- Being realistic about their children's abilities and offering lots of encouragement and praise
- Participating in discussions concerning their child's progress and attainment
- Taking an active interest in their child/ren's learning by supporting children in all work they are asked to undertake whether at home or at school
- Showing children that parents work in partnership with school
- Reminding children that retaliating in conflict does not help and that a supervising adult needs to be informed if a child is threatened or hurt by another
- Accepting responsibility for the conduct of their child at all times

Children will support us in these aims by: -

- Attending school regularly
- Being punctual and ready to begin lessons on time
- Being organised - bringing necessary kit, taking letters home promptly, returning books etc.
- Contributing to the development of the school's code of behaviour
- Conducting themselves in an orderly manner in line with the school's behaviour policy and curriculum
- Taking a growing responsibility for their environment and for their own learning and conduct

Adaptations to the Behaviour Policy

In specific cases, reasonable adjustments will be made to help children meet the expectations within this policy and behaviour curriculum as necessary. Decisions on whether adaptations need to be made will be made by the Senior Leadership Team, including Phase Leaders, and communicated to the parents/carers of the child for which the adaptations have been made.

Recognition and Reward

At Middleton Parish Church School, we recognise children for their efforts and celebrate achievements in a variety of ways. Every child is recognised every day when excellent behaviour, in whatever form, is demonstrated. Children's achievements are celebrated in many ways:

- Daily verbal recognition of children demonstrating ready, respectful or safe behaviour as well as demonstrating excellence in their attitude and effort.
- All children will be placed in a house which are linked to our Christian Values. All siblings will be placed in the same house and will remain in the same house throughout their time at school. All members of staff will also be placed into a house which will promote positive team building between staff and children. The 6 houses are the following:

Community	Respect	Forgiveness	Love	Endurance	Humility
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Any member of staff can award house points, at any time, for reasons linked to the behaviour values of ready, respectful, safe. House points are tallied in each class and the total amount of points received each week are counted on Friday and announced in the celebration assembly. The number of points received each week will be displayed in the hall and the house with the highest number of points at the end of the term will receive a reward (suitable for children of all ages). The aim of this approach is to foster a sense of community across the school where children are working towards something bigger which benefits children from across the school and not just in their own class. It aims to strengthen the role older children have in being role models to younger children and supporting them to demonstrate our behaviour values.

- Stickers are used across the school recognise children demonstrating our behaviour values and to recognise their hard work and personal achievements.
- 'Parish Praise' notes are sent home at the end of each week to recognise excellent behaviour, hard work and personal achievements. Two children are selected to receive a 'Parish Praise' each week by the class teacher.
- Green stars are awarded in books for excellent pieces of work. Children work towards receiving a bronze, silver, gold or platinum sticker on the front of their exercise book.
- Excellent work is also recognised by individual stickers and certificates from the Headteacher or Deputy Headteacher.
- Children's engagement with reading at home as well as other forms of home learning are also celebrated with certificates.
- At the end of every week, two children are also chosen by the Headteacher, Deputy Headteacher or Assistant Headteacher to receive the Headteacher's Award which are awarded in a celebration assembly. Children can be nominated to receive this reward by any member of staff.

Consequences

Consequences given to children in respect of poor behaviour choices are seen as an opportunity to learn. Consequences should be clear, consistent, fair and age appropriate. Where behaviour choices result in a child not completing work during lesson time, work must be completed at playtime or lunchtime. Initially, any inappropriate behaviour will be managed through non-verbal and private verbal reminders. Adults will use these reminders as an opportunity to reiterate the school expectations and remind children of 'Ready, Respectful, Safe'. They will encourage the child to consider which of the values needs to be shown. In the event of inappropriate behaviour, where our behaviour values are not followed, the following stages will be applied:

Stage 1 – Verbal Warning

At this stage, children are given a verbal warning and a reminder of the expectations relating to 'Ready, Respectful, Safe' with the expectation that behaviour will be improved.

Stage 2 – Missed Playtime

Where issues continue, the child will miss 10 minutes of their playtime. This time will be spent with an adult having a restorative conversation about their behaviour choices. If the poor behaviour choices continue, they will move to stage 3.

Stage 3 – Lunchtime Reflection

The child will spend 30 minutes at the beginning of their lunchtime in the Reflection Space with a member of the Senior Leadership Team (SLT), including phase leaders, and have their lunch afterwards. They will complete a reflection sheet (see appendix) and discuss their actions. Parents will be informed by the class teacher and the incident is recorded on CPOMS. Although we endeavour to recognise when children are behaving well and acknowledge an improvement in their behaviour, it may be necessary to complete consequences the following day if the incident occurs in the afternoon session. Where a consequence is given, it must be carried out. Should a child be absent from school on the day of a consequence, they will complete the reflection on their return to school.

Stage 4 - Internal Exclusion

Following persistently poor behaviour choices, an internal exclusion will be given, meaning that a child will work separately to his / her peers for a fixed amount of time. Any child must be in sight of an adult at all times and must be able to access any work given.

Stage 5 – External Exclusion

Exclusion from school will always be a last resort. Exclusions can be a fixed term suspension or permanent depending on the nature of the incident. We will work in partnership with Rochdale's 'Fair Access' team and any other appropriate agencies in the event of a child being at risk of exclusion. If a child is excluded from school, the exclusion(s) remain on a child's school record.

Recording

Incidents that reach stage 3 or beyond are recorded on CPOMS and parents are contacted to discuss as soon as possible, at the gate or by telephone call.

Repeated Lunchtime Reflection

If a child is in lunchtime reflection 3 times during a half term, behaviour letter 1 will be issued to the child's parents/carers. If a further 3 lunchtime reflections occur within a term, then behaviour letter 2 will be issued to the child's parents.

Behaviour Letter 1 (see appendix)

Class teacher sends the letter home to make parents/carers aware of the continued negative behaviour choices. Parents/carers are expected to attend a meeting with the class teacher and Phase Leader. During this meeting, a behaviour plan is drafted and a review date is agreed with parents/carers. The behaviour plan is uploaded onto CPOMS.

Behaviour Letter 2 (see appendix)

Headteacher or Deputy Headteacher sends the letter home to make parents/carers aware of the serious concerns regarding negative behaviour choices. Parents/cares are expected to attend a meeting with the Headteacher or Deputy Headteacher to review the child's behaviour plan and set out clear expectations for improved behaviour moving forwards. Reviewed behaviour plan will be uploaded on CPOMS.

If there is no improvement in behaviour then children may move to stage 4 or stage 5. Decisions will be made on an individual basis at the discretion of the Headteacher.

Behaviour Plan (see appendix)

Sometimes children are identified as needing additional individualised support in order to manage their behaviour. In this instance, the child will have a behaviour plan. This is a more formal record of a child's behaviour throughout each day, including strategies and rewards to promote positive behaviour choices as well as agreed consequences for poor behaviour choices. Children must improve their behaviour in order to access their full playtimes, represent school teams or take part in extra-curricular activities. Parents will be advised of, and consulted with throughout the process of drafting and reviewing a behaviour plan. Referrals to outside agencies, with the consent of parents, will be made to ensure any recommendations are used to support children in school.

Serious Incidents

Any situation where the safety and well-being of the child, other children or staff members, is in danger of being compromised, is not acceptable at Middleton Parish Church School and will immediately be dealt with by a member of the SLT, including phase leaders. Staff should radio for assistance by requesting a member of SLT to come and assist. Reasonable force, in line with DfE guidance (see link below) may be used as a last resort, if it is felt to be in the best interests of the child, other children and/or staff. In the case of reasonable force needing to be used, a record will be kept of the incident and parents will be informed.

The following are examples of serious incidents. This list is not exhaustive:

- Fighting
- Significant damage to school property
- Physically harming another child or adult
- Persistent aggressive/disruptive behaviour, including use of foul language
- Persistent refusal to follow a member of staff's instructions
- A pupil at risk of harming themselves through physical outbursts.

For further information: <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

This policy should be read in conjunction with the following school policies: Anti-bullying; Uniform; Acceptable Use; PSHE; E-Safety; Mobile Phones; RSE



Ready

We arrive at school eager to learn, listen to all adults and follow instructions promptly.

Respectful

We use our manners, listen to others, act kindly towards our peers and help those around us.

Safe

We talk to an adult when we are worried, always tell the truth and ensure our learning environments are tidy.

Appendix B – Behaviour Letter 1

Middleton Parish Church School

Springfield Road, Middleton, Manchester M24 5DL

office@middletonparishce.rochdale.sch.uk

☎ 0161 643 0753



A Voluntary Aided Primary School in the Diocese of Manchester

Head teacher: John Shelton

Deputy Head teacher: Chris Lowe

Assistant Head teacher: Laura Martin

“Excellence, Truth and Grace”

Behaviour Letter 1 – Continued negative behaviours

Dear parent / carer of _____.

It is with regret that we inform you that your child, despite reminders and support, has continued to engage in negative behaviour choices resulting in **3 or more lunchtime reflections** this half term.

We therefore request you to attend a meeting with me on _____ to discuss the behaviour concerns we have and the **behaviour plan** that we will draft together. The aim of the plan is to identify with you the support we are going to give to your child and the strategies we will have in place to help them improve their behaviour.

If this meeting date/time is not convenient, please let me know so that a mutually convenient date/time can be arranged as soon as possible.

All behaviour incidents are dealt with in line with our behaviour policy, which is available on the school website if you wish to view it. We will continue to support your child to make positive behaviour choices and we expect to see an improvement in their behaviour at school.

Please continue to discuss your child's behaviour with them and encourage them to improve their behaviour at school. We thank you for your support in promoting consistently positive behaviour so that our children can learn in a safe and happy school.

Yours sincerely,

Class Teacher & Phase Leader

Appendix C – Behaviour Letter 2

Middleton Parish Church School

Springfield Road, Middleton, Manchester M24 5DL

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A Voluntary Aided Primary School in the Diocese of Manchester

Head teacher: John Shelton

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Behaviour Letter 2 – Continued serious behaviour concerns

Dear parent / carer of _____,

It is with regret that we inform you that your child has continued to display repeated negative behaviour choices in school, despite a behaviour plan being in place.

We therefore request you to attend a meeting with the Headteacher / Deputy Headteacher on _____ to discuss the behaviour concerns we have and to review the behaviour plan for your child. The aim of the meeting is to discuss the seriousness of our concerns and how we can ensure a rapid improvement in behaviour to prevent further escalation.

If this meeting date/time is not convenient, please let me know so that a mutually convenient date/time can be arranged as soon as possible.

All behaviour incidents are dealt with in line with our behaviour policy, which is available on the school website if you wish to view it. We will continue to support your child to make positive behaviour choices and we expect to see an improvement in their behaviour at school.

Please continue to discuss your child's behaviour with them and encourage them to improve their behaviour at school. We thank you for your support in promoting consistently positive behaviour so that our children can learn in a safe and happy school.

Yours sincerely,

Chris Lowe (Deputy Headteacher)

John Shelton (Headteacher)

Appendix D – Reflection Sheet



Name: _____ Date: _____

TRUTH

Why am I here? Who has sent me here?

I was **not ready** **not respectful** **not safe**.

(Put a circle around the words that describe your actions.)

Who was **affected** by what I did?

Why was it **not OK**?

GRACE

What I can do to make things better?

EXCELLENCE

What should I do next time?

Further instructions/actions (staff to complete)

Appendix E – Behaviour Plan



Individual Behaviour Plan

Name of child:		Created by:	
Date the plan begins:		Teacher signature:	
Date of review:		Parent/carer Signature:	

Behaviour Targets: (specific, measurable, achievable, realistic, time-bound)	
Behaviour Context: (Key information about the child relevant to their behaviour)	
Rewards for improved behaviour: (at school and at home)	

Challenging Behaviours:	Strategies that help:	Scripts: