



# Baslow St-Anne's C of E BEHAVIOUR POLICY



*Growing healthy minds and hearts together*



*"Life in all its fullness"*

Version/ Issue	Date/Minute no.	Author	Minute Number	Reason for Change
2	3/9/18	M Clark		Additional awards and values added
3	4/9/19	M Clark		Nurture and Social Buddies added
4	5/10/20	M Clark		Covid-19 addition
5	28/9/21	M Clark		Changes to Behaviour Chart and some rewards/sanctions
6	1/9/22	M Clark		Taken out Covid
7	September 2024	M Clark	06/PHSS/09/24	Change of Cof G name

	<b>To be ratified at FGB</b>			<b>Updated behaviour systems</b>
--	------------------------------	--	--	----------------------------------

**Approved by:**

Mrs Marie Clark (Headteacher)

FGB

Chair of Governors: Natalie Anwyl

**Principles and Values**

At Baslow St. Anne’s Church of England Primary School we believe that it is vitally important that everybody is safe, confident and happy in our school community. We aim to provide an environment in which our children feel safe, secure and confident, are respectful citizens in and out of school and nurture the Christian values that underpin all that we do. We believe that our children and staff should lead ‘a life in all its fullness’, nurturing our vision of growing healthy minds and hearts together. We strive to ensure this is in place to enable every child to achieve their full potential and be prepared for their next step in life.

**Setting and nurturing good habits early**

We strive to help our children establish good manners, etiquette, good behaviour and respect from the start, by involving parents and children in the process. This includes drawing up class rules, a School Behaviour Charter, Home/School Agreement and reinforcing policy and procedure from the very beginning in the Reception class. These expectations are set and upheld by all staff and positively role modelled on a daily basis. They are shared with all and we involve the pupils in drawing up key documents. We do our best to nurture each child to become a respectful individual, with strong morals and a solid understanding of what is right and what is wrong, preparing them to play a full, positive and active part in modern British society.

**Rewarding achievements**

Rewarding the children for following our School Behaviour Charter and class rules, and for being respectful citizens, is important in maintaining their motivation and sense of self-worth. The school has implemented a ‘Behaviour Ladder’ which is consistent throughout the school and gives instant reward (or sanction), which is visual and progressive (see appendix 1). This links in with other reward systems such as: credits, table points, house points and the PHD system (see appendix 2) which rewards children for being good citizens.

**Supporting behaviour management**

All at Baslow St. Anne’s Church of England Primary work hard as a team, and we also liaise closely with outside agencies as necessary in dealing with children with behaviour problems. Staff support one another by sharing advice on strategies and by applying the school’s Behaviour Policy and systems consistently. Our older children also support with roles of Nurture and Social Buddies which empowers our young leaders to support our younger children by helping to develop their social skills and integrate with others alongside having a buddy to support with the nurture and well-being.

### **Working with parents**

To be successful in helping a child to improve his/her behaviour, we work closely with parents, and see this as a partnership to nurture and support the child. The Headteacher and staff communicate regularly with parents and a dialogue is maintained to monitor progress in behaviour improvement. A behaviour log is kept and a graduated response is used to assess the level of support needed.

### **Pupil involvement**

The involvement of children in revising and refining the different systems in place for behaviour is important at Baslow St. Anne's Church of England Primary. For example, the School Council has been instrumental in drawing up the school's Behaviour Charter. We encourage all the children from Reception to Year 6 to be responsible for their actions and to discuss any issues. Discussion of behaviour often takes place in Collective Worship and Personal, Social, Health Education (PSHE) lessons, but it is certainly not limited to timetabled sessions. Behaviour is often discussed in class, in small groups or individually with children, in order to promote the spiritual, moral and social development of the child. As well as promoting positive choices and decision making, as a matter of course, whenever inappropriate behaviour occurs we discuss the underlying reasons and strategies for improving.

### **Commitment to equal opportunities**

We are committed to equality of opportunity for all of our children and the effectiveness of this policy is monitored by our Governing Body and any issues are acted upon immediately.

### **Our aims:**

- ✓ Create a calm, purposeful, safe and happy learning environment
- ✓ Ensure that no learning is impeded by the behaviour of others
- ✓ Foster positive, caring attitudes towards everyone, where achievements at all levels are acknowledged and valued
- ✓ Encourage each child to take responsibility for his/her behaviour, leading to increasing independence and self-discipline
- ✓ Create a consistent approach to behaviour management throughout the school, celebrating and praising good acceptable behaviour and enforcing firm boundaries for unacceptable behaviour
- ✓ Work in partnership with parents in dealing with any behavioural issues
- ✓ Encourage respect for all
- ✓ Lead by example in treating each other with respect and having high expectations for behaviour throughout the school

### **To achieve these aims all staff should:**

- Actively promote and consistently follow our rewards systems (Behaviour Ladder, credits, house points, PHD, table points, stickers) and enforce the hierarchy of sanctions
- Encourage and instil our key values
- Make children aware of appropriate behaviour in all situations
- Have high levels of expectations
- Be aware of all children's behaviour in class and around school, dealing with every incident appropriately, giving mutual support to colleagues
- Work in partnership with parents in dealing with any behavioural issues

- Act as a positive role model for desired behaviour, treating all adults and children with respect
- Focus on good behaviour and positive reinforcement to raise self-esteem; giving praise for good behaviour
- Be punctual in collecting/meeting the class off the playground
- Ensure children are not left unattended
- Create a calm working atmosphere in the classroom, with access to resources and with well-established routines
- Ensure that each child has work that is suitable to his/her ability
- Deal with problems swiftly and calmly
- Be as consistent and as fair as possible in the use of rules, sanctions and rewards, taking into account each child's needs
- Work closely with the headteacher, implementing advice and strategies in dealing with a child with behavioural difficulties
- Remind children that they are representatives of Baslow St. Anne's, in and out of school

#### **Pupils should:**

- Follow the Behaviour Charter and class rules at all times
- Grow and develop individual characters embraced by our key values
- Co-operate with and respect all school staff
- Work towards the positive behaviour rewards, e.g. moving up on the 'Behaviour Ladder'

#### **Parents should:**

- Support the school's system of rewards and sanctions
- Encourage and support our key values
- Help the children understand the rules and the need for them in an ordered society
- Work in partnership with the school to promote high standards of behaviour at all times
- Ensure their child attends school regularly/punctually and notify the school of reasons of absence
- Be responsible for their children when on school premises before 8:45am and after 3:20pm

#### **Rewards system for appropriate behaviour (and good work):**

- ❖ Verbal praise, body language (smile, thumbs up, nod) appropriate to the child (sometimes overt praise can embarrass a child)
- ❖ Stickers
- ❖ Credits/**Dojos/Stars**
  - 40 = certificate
  - 60 = rubber
  - 80 = pencil
  - 100 = pen
  - 120 = book voucher
- ❖ House points – each time a child is rewarded a credit they can also put a house point in to encourage working together as a team, alongside individual recognition
- ❖ Class 1 & 2 Kindness Jar

- ❖ Gold Book Collective Worship
- ❖ Headteacher's stickers, rewards and certificates
- ❖ Parent/teacher dialogue, consultation
- ❖ PHD – award for citizenship – badges: bronze, silver and gold
- ❖ Add in Reception/KS1 reward update

**Hierarchy of sanctions for inappropriate behaviour: (see Behaviour Pathway appendix 1)**

1. Reflection time verbal recognition of inappropriate behaviour
2. Time out from playtime – in class recorded in class behaviour log
  - in log 3 times in one week – see Mr Osborn
  - if continues sees Mrs Clark recorded central Behaviour Log
3. Parents informed
4. Behaviour management plan written, in conjunction with the parents, child and teacher
5. Fixed term exclusion
6. Permanent exclusion



Appendix 1 – Behaviour Pathway

<p>- <b>Outstanding</b> This is for the extra special achievements that are shared with Mrs. Clark – rewarded with a sticker and text home</p> <p>- <b>Ready to learn</b> The old 'green for go' starting point</p> <p>- <b>Reflect</b> Instead of grumble we are encouraging children to reflect and think</p> <p>- <b>Consequences</b> A zone that is less public as to what the sanctions are following order of hierarchy: Children will be kept in class 5 minutes during break and this needs to be written in a classroom log. If a child is in the behaviour log 3 times in one week then they have to see Mr. Osborn. If the inappropriate behaviour continues they see Mrs. Clark. Anything that is considered urgent and/or serious goes straight to Mrs. Clark.</p>
---

Appendix 2 - PHD Award

**A 'PHD' in Citizenship**

	<u>Standard</u>	<u>Signed</u>	<u>Reviewed</u>
<b>Polite</b>	Speaks politely and always shows respect		
<b>Happy</b>	Has fun at school and helps others to enjoy school		
<b>Determined</b>	Is unrelenting in school work and completes tasks set		
<b>Congratulations</b>	<b>Collect a Bronze Award</b>		
<b>Positive</b>	Is keen to discover new things and have a go at everything		
<b>Healthy</b>	Eats healthily and takes part in exercise with enthusiasm		
<b>Duty</b>	Is caring towards others and school property		

<b>Congratulations</b>	<b>Collect a Silver Award</b>		
<b>Personal Development</b>	Sets personal targets and discusses how to achieve them		
<b>Helpful</b>	Takes on a very active role in school		
<b>Celebrating Difference</b>	Shows exemplary behaviour towards others		
<b>Congratulations</b>	<b>Collect a Gold Award</b>		

You are now an exemplary citizen -well done and keep it up.

Policy written in conjunction with the School Council and staff adhering to Section 89 of the Education and Inspection Act 2006.

Appendix 3 – Ambassador Award

**Baslow St. Anne's Primary School**

**Ambassador Award**

	<u>Standard</u>	<u>Signed</u>
Excellent role model	Be an excellent role model in and out of school	
Mature	Be sensible, mature and try their best to do the right thing	
Enthusiastic	Try their hardest in every school subject and all they do	
Respect	Respect everything and everybody in and out of school	



Trustworthy	Always tell the truth to pupils and teachers	
Sensible	Be polite and help people when they need it in and out of school	
Leadership	Be a leader and offer to do a club, mini leaders, dinner duty or show visitors around school	
Responsible	Use their time to make sure something gets done	
Citizenship	Take on an active role and be an excellent citizen both in and out of school	
<b>Congratulations</b>		

You are now an exemplary citizen and School Ambassador

Well done and keep it up!

Policy written by: M Clark/Staff/School Council

September 2015

Reviewed September 2018

Reviewed September 2019

Reviewed September 2020

Reviewed September 2021

Reviewed September 2022

Reviewed September 2024