



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 To be ratified at FGB | M Clark | 06/PHSS/09/24 | Change of Cof G name Updated behaviour systems |
| 8 | 4.9.25 | M Clark + S Hayes (trainee SENCo) | FGB 06/10.25 | Updated to support vision and values, ethos and to support children with SEND Updated with hierarchy of sanctions Updated CofG |

Approved by:

Mrs Marie Clark (Headteacher)
FGB
Chair of Governors: **Craig Radford**

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.

The aim of our Behaviour Policy is to meet the needs on an individual approach and teachers and staff will act on their professional judgement, to implement the appropriate procedures outlined in this policy, to best meet the needs of the child.

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/charters/expectations, 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.

Consistency is at the heart of developing exemplary behaviour. This lies in the behaviour of adults and not simply in the application of procedure. Our aim is to develop a consistency that ripples through every interaction on behaviour – where learners feel treated as valued individuals, they respect themselves and the adults and accept their authority.

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 Pathways' which is consistent throughout the school which is visual and progressive (see appendix 1). This links in with other reward systems such as: Dojos, Star Awards, house points and the PHD system (see appendix 2) which rewards children for being good citizens. We recognise that using positive language is key to developing a positive atmosphere and we use routines and systems throughout school to reinforce and encourage appropriate behaviour, praising the behaviour we want to see.

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/Social Buddies, Play Leaders 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

Our children with SEND

At Baslow St Anne's we aim to create a safe, nurturing environment where we employ positive methods and approaches for encouraging routines and patterns of behaviour that will enable a child with SEND's learning, enhance their quality of life and achieve their personal ambitions.

We recognise that all behaviours serve a function for the individual and it is our role to try and understand what that function is. Behaviour can signal distress, discomfort or an unfulfilled need and we will always seek to modify environments to reduce or remove the need for such behaviour.

We use a personalised approach to planning for low arousal and reducing risk of behaviour that challenges members of staff. We aim to support our children with replacing any negative or inappropriate behaviours with alternative, positive and appropriate behaviours that might achieve the same result for the child. We emphasise rewarding the positive behaviours rather than paying attention to negative behaviours.

It is important staff are aware that negative behaviours might occur because the child lacks the skill to behave in a more appropriate manner, for example screaming and hitting out in reaction to a loud noise because a child is unable to express their distress verbally. Once a skill gap has been identified in this situation, part of a child's personalised planning would be to teach the missing skill.

It is important staff are aware of factors that can be referred to as triggers that result in behaviours being more or less likely to happen, for example feeling unwell. Loud noise, change of routine, the presence of an object of interest. Triggers should be identified for dealing with inappropriate behaviours and low arousal personalised planning.

We work as a staff team to reflect on our own behaviour and the environments in which we teach our children to make sure these enable positive behaviours.

Promoting positive behaviours

- Celebrate positive behaviour
- Display good work
- Talk about what constitutes good behaviour/use social stories
- Visual timetable
- Now & Then board
- Choose time
- Sticker charts/target sheets
- Star awards and Gold Book (as per whole school)
- Teach self-regulation using our school's approach Zones of Regulation
- Individual sensory profile/Communication passport
- Brain breaks – movement breaks/sensory circuits

The management of physically challenging behaviour

Sometimes a child will behave in a physically challenging manner, showing aggression to other children or adults, or by damaging property.

- To reduce these incidents occurring a de-escalation approach, bespoke to the child, is to be used: de-escalate, defuse and divert in order to prevent crises and reduce, or remove, the need for positive handling. Actively using our Zones of Regulation, our Sensory Toolkit and the child's communication passport will build best personalised strategies for low arousal.
- Positive handling techniques are employed by staff if a crisis or emergency situation occurs, for example a member of staff may use reasonable force necessary to maintain safety where children are in immediate danger of hurting themselves or others. Training is regularly updated and refreshed for staff working directly with children at the risk of becoming dysregulated and behave in a physically challenging manner.
- Physical intervention should always be:
 - in the best interest of the pupil
 - absolutely necessary
 - reasonable and proportionate

Informing parents/carers

All parents of children with SEND are asked to read our behaviour policy and to sign an agreement to our proposal for the positive management of behaviour within school, including, where necessary,

the use of physical intervention. Bespoke plans and communication passports are drawn up and shared with parents and these may incorporate the use of physical intervention. Parents and carers will always be aware of all incidents of use of physical intervention and all incidents are recorded at school with a follow up, 'asses, plan, do, review' cycle.

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
- Recognise unacceptable behaviour and inappropriate choices
- 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
- ❖ Dojos (KS2) certificate + Stars (R/KS1) certificate +

| | |
|--------------------|------------|
| 40 = certificate | Pencil |
| 60 = rubber | Pad |
| 80 = pencil | Lucky Dip |
| 100 = pen | R/Y1 Badge |
| 120 = book voucher | Star Badge |
- ❖ House points – each time a child is rewarded a Star/Dojo 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
- ❖ Texts home
- ❖ PHD – award for citizenship – badges: bronze, silver and gold

Hierarchy of sanctions for inappropriate behaviour for KS2 in conjunction with our behaviour pathway – see Appendix 2

1. Verbal reminder
2. Name on the board – 5 minutes in at playtime to reflect
3. X next to name – see Mr Osborn
4. XX next to name - see Mrs Clark

Teachers to keep a log of above behaviour (appendix A) and recorded in central behaviour log when seen by Mrs Clark

Mrs Clark

5. Parents informed when frequency continues
6. Behaviour management plan written, in conjunction with the parents, child and teacher
7. Fixed term exclusion
8. Permanent exclusion

R/KS1

Behaviour Ladder including verbal reminder/thinking time out/reward eg: Super Sun

Appendix 2 – Behaviour Pathway

- **Outstanding**
This is for the extra special achievements that are shared with Mrs. Clark – rewarded with a sticker and text home

- **Ready to learn**
The old 'green for go' starting point

- **Reflect**
Instead of grumble we are encouraging children to reflect and think

- **Consequences**
A zone that is less public as to what the sanctions are following order of hierarchy:
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Appendix 3 - PHD Award

A 'PHD' in Citizenship

| | <u>Standard</u> | <u>Signed</u> | <u>Reviewed</u> |
|---------------|-----------------|---------------|-----------------|
| Polite | | | |

| | | | |
|-------------------------------|------------------------------------------------------------|--|--|
| | Speaks politely and always shows respect | | |
| Happy | Has fun at school and helps others to enjoy school | | |
| Determined | Is unrelenting in school work and completes tasks set | | |
| Congratulations | Collect a Bronze Award | | |
| Positive | Is keen to discover new things and have a go at everything | | |
| Healthy | Eats healthily and takes part in exercise with enthusiasm | | |
| Duty | Is caring towards others and school property | | |
| Congratulations | Collect a Silver Award | | |
| Personal Development | Sets personal targets and discusses how to achieve them | | |
| Helpful | Takes on a very active role in school | | |
| Celebrating Difference | Shows exemplary behaviour towards others | | |
| Congratulations | Collect a Gold Award | | |

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 | |
| Congratulations | | |

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

Baslow St. Anne's Behaviour Policy September 2025 V8

Reviewed September 2021

Reviewed September 2022

Reviewed September 2024

Reviewed September 2025