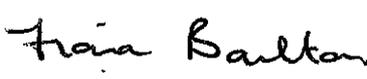


September
2021



BEHAVIOUR POLICY

Approved by Governors:	30 th March 2022
Signed	 Fiona Boulton, Chair of Governors
For review:	September 2023
School website:	✓

The School is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment.

Baldwins Gate CE Primary School

Behaviour Policy and Procedures

At Baldwins Gate Primary School we value each individual, fostering learning and personal growth. We value all God's children.

Our mission statement:

Everyone learning together in faith, truth and love

Our school values ensure that pupils will be listened to and respected and treated equally and fairly. We aim to do this by encouraging the development of self-discipline, self-respect and consideration for others. We expect everyone to behave in a sensible and helpful way showing politeness, good manners, tolerance and respect in the context of a loving Christian environment. We are a caring community school and our aim is for everyone to feel valued. Children are taught to make the correct choice using our school values as a guide.

Our values ensure that:

For our pupils we will:

- Treat you as individuals, fairly and respectfully.
- Celebrate your individuality and achievements.
- Ensure your learning will encourage truthfulness, responsibility, integrity and respect.
- Encourage you to develop a sense of your own self-worth and the worth of others.
- Ensure that your learning meets your needs.
- Encourage you to learn how to learn.
- Develop and nurture your talent and potential
- Keep you safe.

As a pupil you will be:

- Listened to and respected.
- Treated equally and fairly.
- Safe and not hurt by words or actions.
- Nurtured both as an individual and a learner.
- Celebrated as a learner and an individual.

As a pupil at our school we would like you to:

- Try your best and be the best you can be, both as an individual and as a learner.
- Respect everyone in your school community with your words and actions.
- Treat people as equals with respect and fairness.
- Consider the feelings of others both in our community and the wider world.
- Accept responsibility and make good choices.
- Uphold our values appropriate to your age.

As parents/carers within our school our values will ensure that:

- Your child will be nurtured in a school reflecting Christian values. We ask that you will be supportive of that ethos and those values.
- You will be treated fairly and respectfully. Likewise, you will treat all school members with respect.
- We will work in partnership with you and our community.
- We will be supportive of you as parents/carers and ask that you are supportive of our wider aims and aspirations for your child.

As governors we will:

- Uphold the special, unique, Christian ethos and values held by the school.
- Show respect to everyone within our school community, celebrating the uniqueness that everyone brings.
- Promote positive relationships and partnership within our immediate and wider community.
- Listen to the thoughts and views of parents/carers, staff and especially, our pupils.
- Actively seek information to enable us to develop and improve.
- Support the school in the making of its important strategic decisions.
- Serve the school with integrity, honesty and compassion at all times, reflecting the values held by the school.

Positive Reinforcement

High expectations must be set at all times, encouraging and reinforcing our values. Positive role models as an individual and as relationships must be evident in school. These behaviours should exemplify our values.

Celebrations of any achievement are shared both in school and throughout our community. By promoting good relationships and informed choices, we can work to a common purpose which is to learn. Good behaviour should be applauded. Children are encouraged to celebrate their successes and those of others to promote a sense of self-esteem and self-worth.

To promote well-being and self-worth we use a PERMA model of five building blocks that enable all children to flourish.

To promote well-being and self-worth we use the principles of the PERMA model of five building blocks that enable all children to flourish:

- P** Positivity – positivity and gratitude
E Engagement - engaging active learning
R Relationships – collaboration with peers/teams
M Meaning - purpose, goals, independence
A Achievement - accomplishment, perseverance, resilience

Through these strategies we will promote wellbeing and an ethos of positive mental health.



We have supporting structures in place:

- Targets are set for behaviour
- Letters home recognise exceptional achievements
- Community contributions are applauded
- Annual presentations are held recognising outstanding achievements
- Intervention strategies
- Personalised learning programmes
- Involvement of outside agencies
- Specialist one to one support for pupils on EHCP's

All inappropriate behaviours must be taken seriously and investigated.

Consequences

Children deserve structure and need limits and boundaries. There is perhaps nothing more harmful that we can do to children than allow them to disrupt or misbehave without showing them we care enough to let them know their behaviour is not acceptable. Pupils need to learn that inappropriate behaviour carries with it consequences. When discussing inappropriate behaviour, we will encourage children to consider alternative choices that they could have made which would have resulted in a more positive outcome.

Reflection

After an incident reflection time is vital. Listening and learning from the incident is important. It is vital that the child feels listened to (their self-esteem may be low).

Consideration will be given where incidents have occurred perpetrated or relating to a child who has a special need with lack of understanding or has serious childhood experiences resulting in permanent or temporary trauma (eg bereavement).

Sanctions

If children choose not to follow our guidelines for good behaviour, the following actions take place beginning at step 1 and moving through the other steps if behaviour is not seen to improve:

1. The class teacher explains that the behaviour is not acceptable and a warning is given. Reasons why the behaviour is unacceptable will be explained clearly. Values are to be used in the discussion and the responsibility of choice.

Restorative techniques:

- Who do you think has been affected by what you just did?
- How have they been affected?
- What needs to be done?
- What needs to be done in the future?

2. Sanctions are imposed by the class teacher to encourage a time for reflection. These can also be applied where there is an accumulation of smaller incidents or persistent small incidents.

These can include:

- removal from the group (in class)
- withdrawal of break and lunchtime privileges – for the individuals involved
- carrying out a useful task in school to reinforce positive behaviour
- a home school link book could be put in place

We avoid whole class sanctions as this does not reinforce the positive behaviour by some.

3. Parents/carers are informed by the class teacher that there is a concern about their child's behaviour:
 - The Headteacher is informed.
 - Working together in partnership is encouraged to eradicate concerns.
 - An incident form is completed.
4. In the event of further inappropriate behaviour or persistent incidents, a formal letter, with a reply slip attached, will be sent by the Headteacher requesting that parents/carers come to school to have a discussion with staff. This meeting is to be chaired by the Headteacher.

At this discussion behaviour targets may be set and the placing on the formal behaviour plan may be considered which may include further meetings and a home school diary.

5. Short term exclusion – following Staffordshire County Council procedures.
6. Permanent exclusion – following Staffordshire County Council procedures.

NB Serious incidents should be referred to the Headteacher straightaway and steps 4, 5 and 6 may apply depending on the severity of the incident. The school may involve outside agencies to form targets and strategies regarding concerns.

Mid-day Break Debarment

Pupils may be asked not to remain on the school premises during the mid-day break in order to maintain good discipline during the lunch break. This could be for the safety of other pupils.

This action will only be taken after careful consideration and discussion with parents/carers and after a warning has been given in writing.

If the pupil is in receipt of free school meals a packed lunch will be provided.

Records

From step 2 in the sanctions procedures, a behaviour incident form (see Appendix 1) will be kept in a 'Behaviour Incident File' kept in the Headteacher's office.

A record will also be kept of incidents occurring at lunchtimes and playtimes as reported by the lunchtime staff.

A behavioural plan may be put in place by staff.

Where it is deemed to be required outside agencies may be consulted for advice.

Parents and Carers

It is important for parents and carers to work in partnership with the school in this matter:

- Parents and carers are to understand the ethos and values of our school.
- Parents and carers are requested to support the school in maintaining good behaviour and discipline. Parental involvement is required formally from step 3.
- Where another child has been hurt with actions or words, their parents/carers will be contacted to outline what has occurred and actions that have been taken (not named).

Baldwins Gate Primary School does not tolerate bullying or intimidation. If we discover that an act of bullying has taken place, we will act immediately to stop further actions by auctioning the sanctions procedure at a relevant stage (please refer to Anti-Bullying Policy).

Responsibilities

Baldwins Gate Primary School is committed to encouraging good behaviour in an atmosphere of mutual respect. We wish to acknowledge the responsibility of all those in the school community – teaching and non-teaching staff, governors, parents/carers and pupils in achieving this aim.

Responsibility of the Class Teacher

It is the responsibility of the class teacher to ensure that:

- All staff follow and model our school ethos and values.
- Positive role models are evident in classrooms throughout school.
- High expectations of behaviour are established and are consistent
- Children are treated fairly and with respect.
- Ensure that where reflective time is given, children are safe and supervised.
- Positive relationships are nurtured with all children and parents/carers.
- Praise is used to reinforce/catch good behaviour
- Classroom routines and organisation is positive and prompt

Responsibility of the Headteacher

It is the Headteacher's responsibility to ensure:

- The school's ethos and values are evident/embedded.
- High expectations are established throughout the school.
- Consistent application of the behaviour policy.
- Health, safety and well-being of all members of the school community.
- Governors are informed when a pupil is excluded.
- Regularly reporting to governing body.
- Policy review.
- Headteacher (Teachers in the absence of the Headteacher) responsible for following steps 4, 5 and 6 of sanctions (as set out above).

Responsibility of Parents/Carers

It is the responsibility of our parents/carers to:

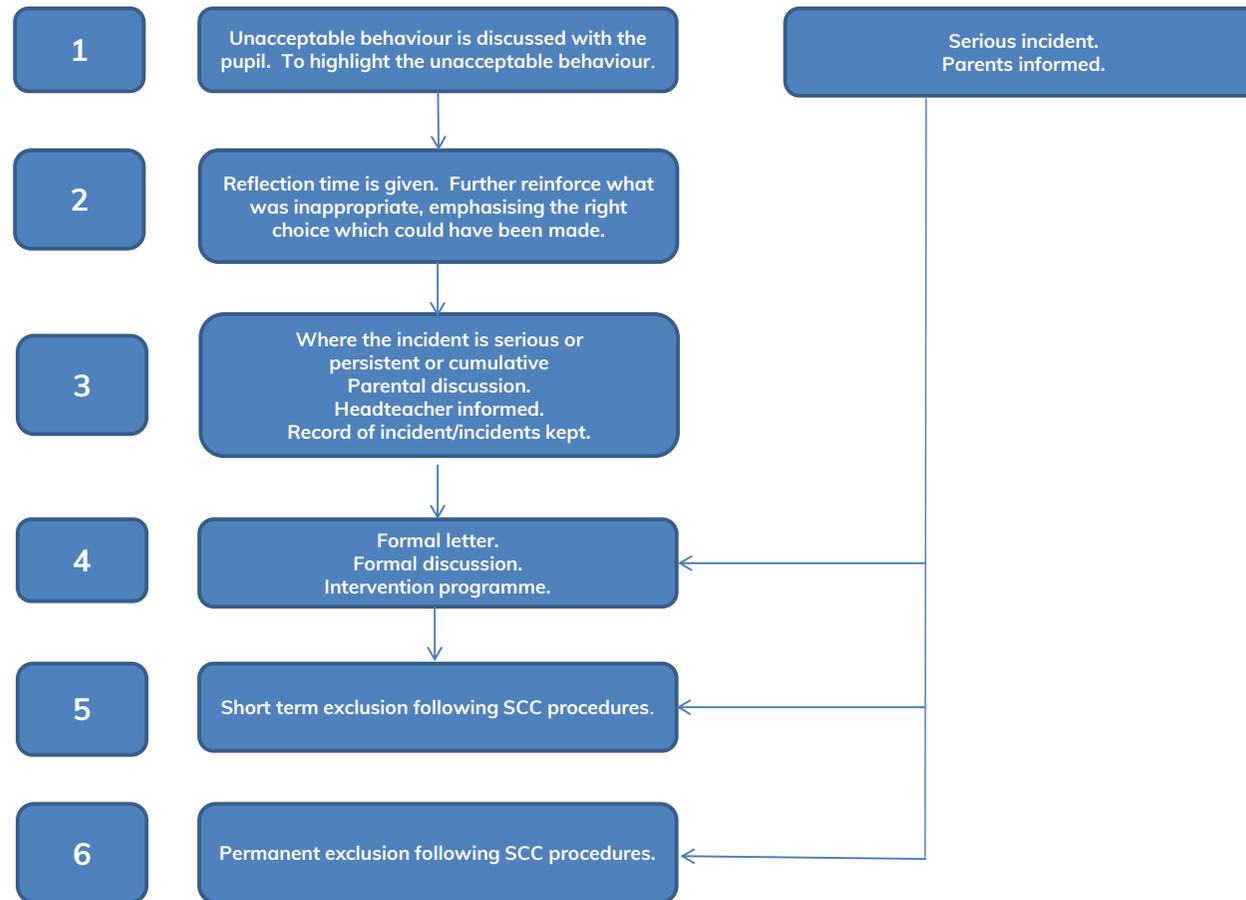
- Work in partnership with staff with regard to behaviour.
- Inform staff of concerns.
- Respond to concerns raised by staff.
- Collaborate with the school to ensure consistent messages are received by the child.
- Support the school by attending meetings, both informal and formal and engage in an active dialogue with the school.

Responsibilities of Governors

It is the responsibility of our governing body to:

- Monitor and review this policy.
- Be aware of any exclusions.
- Respond in cases of grievance of parental appeal.

Behaviour Flow Chart



Policy Review

This policy will be reviewed annually by staff and governors, with any parent's or children's comments, as to its effectiveness, taken into account.

Links with other policies

Values Statement

Restrictive Physical Intervention (RPI)

Anti-Bullying Policy

Staff Code of Conduct

BALDWINS GATE CE PRIMARY SCHOOL

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APPENDIX 1

NOTIFICATION OF BEHAVIOUR CONCERN TO PARENT/CARER

Name of child:	
Year group:	
Parent/Carer:	
Date parent/carer notified:	
Reason:	
Outcome:	
Member of staff:	
Other comments:	