



## HIPSWELL CHURCH OF ENGLAND PRIMARY SCHOOL BEHAVIOUR POLICY

At Hipswell Church of England Primary School we develop excellent behaviour through our focus on positive relationships which is the basis of our Christian vision.

### **Aims**

- To encourage a calm, purposeful and happy learning environment.
- For children to develop good social and learning behaviour.
- To build positive relationships based on our Christian vision and associated values.
- To celebrate and value hard work, positive attitudes and achievements.
- To encourage children to reflect and accept responsibility for their own behaviour, developing independence and self-discipline.
- To work alongside parents to ensure a consistent approach to behaviour.
- To provide a safe environment for everyone.

### **Our vision and associated values**

During their time at Hipswell, our pupils learn how to live our vision and demonstrate our associated values. They understand what it is to be a global citizen and respect our British Values.

Our vision is to “Live generously and graciously towards others, the way God lives towards us” (Matthew 5:48). We nurture supportive relationships within our often-changing community. We aspire for our children to be resilient and to flourish - happily, confidently and with enthusiasm.

Our values:

- The Golden Rule (we are kind, helpful and polite)
- Love
- Perseverance
- Respect
- Truth
- Generosity
- Forgiveness

**Our metacognitive approach develops the skills needed to be successful learners:**

- Leadership
- Communication
- Initiative
- Resilience
- Organisation

**Children's responsibilities are:**

- To live our vision and demonstrate our core Christian values.
- To develop into positive global citizens who treat others generously and with respect.
- To build positive relationships with adults and each other.
- To work to the best of their ability.
- To take care of the environment in and out of school.

**Adult responsibilities are:**

- To live our vision, treating everyone with respect.

- To support children to reach their full potential and flourish.
- To teach an engaging and ambitious curriculum.
- To teach children the key aims of the PHSE and RSE curriculum: Being Me in My World; Celebrating Difference; Dreams and Goals; Healthy Me; Relationships; Changing Me.
- To create a safe environment where children are happy and can thrive.
- To form good relationships with the wider school community.

**Parents' responsibilities are:**

- To ensure good attendance and punctuality.
- To encourage independence.
- To support school in their child's education and development.
- To work in collaboration with staff.

**Praise and Rewards**

We continually praise positive behaviour which demonstrates our vision. We celebrate this through:

- Verbal praise
- The Hipswell Warrior reward scheme
- Individual, group or class rewards
- Dojo points
- Certificates and stickers
- Celebration certificates presented during Collective Worship. Winners rewarded with hot chocolate with the Headteacher!
- Positive communication with parents – verbally and on Seesaw
- Peer nominations through our weekly Jigsaw celebration

**Encouraging independence**

- High expectations linked to our vision and values.
- Providing regular opportunities to reflect.
- Peer support through pupil leadership groups.
- Appropriate behaviour modelled. Praise and reward.
- Each class agrees their 'class charter' at the beginning of the year and revisits the Jigsaw charter.

**Sexualised Behaviour**

Schools have a statutory duty to safeguarding the children in their setting. We recognise that young children can display sexualised behaviour. Observations and reports of a pupils demonstrating sexualised behaviour will be taken seriously and will be reported to the designated safeguarding lead. School staff will use the NSPCC Traffic Light tool: Responding to children who display sexualised behaviour ([nspcc.org.uk](http://nspcc.org.uk)) and professional judgement to distinguish developmentally typical sexual behaviours from those that may be problematic or harmful, and make sure all children involved receive appropriate help and support.

We also follow guidance provided by the North Yorkshire Safeguarding Children Partnership: NYSCP ([safeguardingchildren.co.uk](http://safeguardingchildren.co.uk)) Information of children who display sexualised behaviour.

Our school approach is to encourage children to understand that their body belongs to them, and how they should feel safe. Children are encouraged to speak to a trusted adult if they feel upset or worried and the school staff use the PHSE curriculum to help educate pupils about these issues and keeping themselves safe.

Staff will receive briefings on awareness of responding to sexualised behaviour displayed by children, what action to take if this is reported to them or if they observe this behaviour in the school.

### **Consequences**

There may be occasions where our vision and values are not followed, such as physical violence towards others, verbal abuse, disruptive behaviour, racism, causing damage to property, bullying.

On these occasions, our vision and values will be reinforced through:

- Regular discussions with parents
- Time to reflect with our expectations reinforced
- In KS1, removal to a 'Time Out Space' for up to five minutes
- A verbal warning followed by a second warning resulting in 5 minutes of playtime missed to reflect upon behaviour.
- Removal from the classroom.
- Referral to Headteacher/Senior Leadership Team.
- Spend a playtime with a member of staff to reflect.
- Home/school behaviour book
- Personalised behavior chart
- Exclusion procedures - fixed term or permanent

### **Reasonable force**

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force to prevent a pupil from hurting themselves or others.

Incidents of reasonable force must:

- Always be used as a last resort.
- Be applied using the minimum amount of force and for the minimum amount of time possible.
- Be used in a way that maintains the safety and dignity of all concerned.
- Be recorded and reported to parents.

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND or medical conditions.

### **Engagement with external agencies for additional support**

This could include:

- Army Welfare Service
- North Yorkshire PCSOs
- Education Psychology Services
- Inclusion Services for specialist SEND support
- Healthy Child Team
- Children and Adolescent Mental Health Services (CAMHS)
- Early Help

### **Fixed term and permanent exclusions**

Only the headteacher has the authority to exclude a pupil from school. This is to be used as a last resort. She may exclude a pupil for one or more fixed periods, for up to 45 days in any one school year. The headteacher may also exclude a pupil permanently. It is also possible for the headteacher to convert fixed-term exclusion into a permanent exclusion if the circumstances warrant this.

If the headteacher excludes a pupil, she 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 headteacher informs the LA and the GB about any permanent exclusion and any fixed-term exclusions beyond five days in any one term.

The governing body itself cannot exclude a pupil or extend the exclusion period.

The governing body has a discipline committee, which considers any exclusion appeals on behalf of the governors.

When an appeals panel meets to consider exclusion, they consider the circumstances in which the pupil was excluded, consider any representation by parents and the LA and whether the pupil should be reinstated.

If the governors' appeals panel decide that a pupil should be reinstated, the headteacher must comply with this ruling.

### **Reasons for Exclusion**

Depending upon the severity, possible reasons for exclusion may include:

Persistent foul, abusive, threatening, discriminatory or racist language.

Serious violent or persistent aggressive behaviour.

Serious incidents of bullying.

Malicious acts of damage or theft of property.

Continual open defiance of any adult in school.

Carrying knives or weapons in school.

Possession of illegal substances in school.

### **Monitoring**

The headteacher monitors the effectiveness of this policy and behaviour is discussed regularly at SLT and staff meetings. She reports to the governing body on the effectiveness of this policy and, if necessary, makes recommendations for future improvements.

The school keeps a record of incidents of unacceptable behaviour that occur during the school day on CPOMS. This data is analysed termly to identify trends.

The headteacher keeps a record of any pupil who is suspended for a fixed-term or permanently excluded. It is the responsibility of the governing body to monitor the rate of suspensions and exclusions, and ensure that the school policy is administered fairly and consistently.

### **Review**

The governing body reviews this policy every two years. The governors may, however, review the policy earlier if the Government introduces new regulations, or if the governing body receives recommendations on how the policy might be improved.

**Agreed date: November 2024**

**Review date: November 2026**