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

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 ensure that our curriculum nurtures pupils’ personal development, supporting and promoting a life long healthy lifestyle.
- 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
- Positive communication with parents – verbally and on Seesaw
- Individual, group or class rewards
- Every pupil in school takes part in our Hipswell Warrior reward scheme with children split into six military themed houses.
- Individual teachers and classes may use more personalised in-class rewards schemes such as:
    - Dojo points
    - Certificates and stickers
    - Star jars
- In Friday's celebration assembly we also reward by:
    - Celebration certificates with winners rewarded to a treat with the Headteacher.
    - Peer nominations through our weekly Jigsaw celebration.
    - Golden welly for showing our Christian values during OPaL lunchtimes.

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.
- Each child agrees to the OPaL Play Charter and is responsible to the management, safe play and tidying up of OPaL at lunch times.
- Pupil Leadership groups, such as School Council, Subject Ambassadors, Eco-Council, Collective Worship Team and OPaL Rangers give pupils opportunities to input and lead on developing our 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 response will be rooted in an evidence informed relational approach and our vision and values will be reinforced through:

- Restorative conversations with a view to mending harm and deepening connection.
- Regular discussions with parents

To manage pupils' behaviour when our vision and values are not followed teachers will:

- Give an initial reminder of expectations
- Give a second reminder of expectations with a private, quiet conversation
- Continuation will result in 5 minutes of playtime missed to reflect upon behaviour and engage in a reflective, restorative conversation with the teacher.
- Continuation may also require:

    - In KS1, removal to a 'Time Out Space' for up to five minutes
    - Removal from the classroom into a different classroom or learning space to continue their work
    - Referral to Headteacher/Senior Leadership Team.
    - Time to reflect with our expectations reinforced through restorative conversation with the teacher and SLT
- One-off incidents (such as physical violence) may also occur which require an immediate removal from a classroom and referral to SLT. Reintegration to the classroom may not occur immediately, as time may be needed to regulate emotions. This is always followed with restorative conversations and parental contact.

If a child is having regular instances of behaviour that does not meet our expectations, this will require further support in terms of:

- Analysis of the pupil's needs to look for patterns and triggers.
- Home/school behaviour book
- Personalised behaviour chart
- Referrals to external agencies for additional support, with parental consent, as appropriate.

In the most extreme cases, and only as a last resort,

- Exclusion procedures: fixed term suspension or permanent exclusion

Suspension and permanent exclusions

We follow the Department for Education statutory guidance: Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement

Only the headteacher has the authority to suspend or permanently exclude a pupil from school. This is to be used as a last resort. A pupil may be suspended for one or more fixed periods (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 suspension into a permanent exclusion if the circumstances warrant this.

If the headteacher suspends or excludes a pupil, the parents are informed immediately, giving clear reasons. 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 suspensions beyond five days in any one term.

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

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

When an appeals panel meets to consider a suspension or exclusion, they consider the circumstances, consider any representation by parents and the LA and whether the pupil should be reinstated.

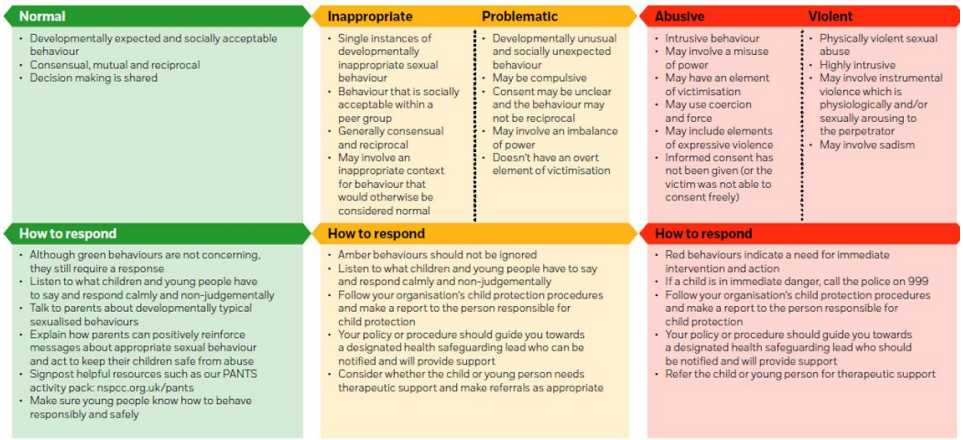
If the governors' appeals panel decide that a pupil should be reinstated, the headteacher must comply with this ruling.

Reasons for Suspension and Exclusion

Depending upon the severity, possible reasons for suspension or 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.

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 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) 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 pastoral support.



Normal	Inappropriate	Problematic	Abusive	Violent
• Developmentally expected and socially acceptable behaviour • Consensual, mutual and reciprocal • Decision making is shared	• Single instances of developmentally inappropriate sexual behaviour • Behaviour that is socially acceptable within a peer group • Generally consensual and reciprocal • May involve an inappropriate context for behaviour that would otherwise be considered normal	• Developmentally unusual and socially unexpected behaviour • May be compulsive • Consent may be unclear and the behaviour may not be reciprocal • May involve an imbalance of power • Doesn't have an overt element of victimisation	• Intrusive behaviour • May involve a misuse of power • May have an element of victimisation • May use coercion and force • May include elements of expressive violence • Informed consent has not been given (or the victim was not able to consent freely)	• Physically violent sexual abuse • Highly intrusive • May involve instrumental violence which is physiologically and/or sexually arousing to the perpetrator • May involve sadism
How to respond	**How to respond**		**How to respond**	
• Although green behaviours are not concerning, they still require a response • Listen to what children and young people have to say and respond calmly and non-judgementally • Talk to parents about developmentally typical sexualised behaviours • Explain how parents can positively reinforce messages about appropriate sexual behaviour and act to keep their children safe from abuse • Signpost helpful resources such as our PANTS activity pack: nspcc.org.uk/pants • Make sure young people know how to behave responsibly and safely	• Amber behaviours should not be ignored • Listen to what children and young people have to say and respond calmly and non-judgementally • Follow your organisation's child protection procedures and make a report to the person responsible for child protection • Your policy or procedure should guide you towards a designated health safeguarding lead who can be notified and will provide support • Consider whether the child or young person needs therapeutic support and make referrals as appropriate		• Red behaviours indicate a need for immediate intervention and action • If a child is in immediate danger, call the police on 999 • Follow your organisation's child protection procedures and make a report to the person responsible for child protection • Your policy or procedure should guide you towards a designated health safeguarding lead who should be notified and will provide support • Refer the child or young person for therapeutic support	

We also follow guidance provided by the North Yorkshire Safeguarding Children Partnership: NYSCP (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.

Reasonable force
Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff may use reasonable force to prevent a pupil from hurting themselves or others. We follow the Department for Education statutory guidance: Use of reasonable force and other restrictive interventions guidance

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)
- Family Help

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 2026

Review date: November 2028