



HIPSWELL CHURCH OF ENGLAND PRIMARY SCHOOL POSITIVE BEHAVIOUR MANAGEMENT POLICY

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.

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 core Christian values and vision.
- To celebrate and value hard work, positive attitudes and achievements.
- To encourage independence and self-discipline to enable children to accept responsibility for their own behavior.
- To have a consistent approach to behaviour throughout the school with parental co-operation and involvement.
- To provide a safe environment for everyone.

Our core Christian values

These form the basis of our expectations of social behavior. During their time at Hipswell, our pupils learn how to demonstrate these values:

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

Our metacognitive approach teaches children 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 work to the best of their abilities, and allow others to do the same
- To treat others with respect
- To take care of property and the environment in and out of school.
- To co-operate with other children and adults.

Adult responsibilities are:

- To live our vision and demonstrate our core Christian values.
- To treat all children fairly and with respect
- To raise children's self-esteem and develop their full potential

- To provide an engaging and challenging curriculum
- To create a safe and secure environment, physically and emotionally
- To be a good role model
- To form good relationships with parents

Parents' responsibilities are:

- To ensure good attendance and punctuality.
- To make children aware of appropriate behaviour in all situations
- To encourage independence and self-discipline
- To show an interest in their child's education and development
- To foster good relationships with the school
- To support the school in the implementation of this policy
- To be aware of the school expectations

Praise and Rewards

We continually identify and praise positive behaviours in line with our vision and values. We celebrate demonstration of these through:

- Verbal praise
- Individual, group or class rewards
- Dojo points
- Certificates and stickers
- Celebration certificates in acts of Collective Worship
- Positive communication with parents – verbally or on Seesaw
- Golden Time
- Hipswell Warrior tokens

Encouraging good behaviour

- High expectations linked to our vision and values
- Appropriate behaviour modeled.
- Praise and reward of good behaviour
- Using our vision and values to learn from our mistakes.

Classroom Rules

These follow the Positive Behaviour Management Policy, reflect our vision and values and are written and agreed by the teacher and the class at the beginning of each academic year.

Lunchtime expectations

- Eat your dinner quietly and with good manners.
- Raise your hand if you need help.
- Walk around school sensibly.
- Respect school property.
- Respect other people's games.
- Please stand still at the first bell.
- Line up quietly on the second bell.

Unacceptable behaviour

There are occasions where there may be acts of misbehaviour that are regarded as totally unacceptable and will be dealt with accordingly. These include:

- Violence – physical and verbal violence towards others
- Stealing
- Actions which may cause danger to others
- Persistent disruption

- Racism
- Truancy
- Causing damage to property
- Bullying

Consequences

The level of consequences depends on the individual case and severity of misbehaviour.

- Expectations reinforced, discussion about our Christian values
- A verbal warning
- Removal to a 'Time Out Space' for up to five minutes (EYFS/KS1)
- Asked to stand in isolation during playtimes
- A second warning and if necessary, removal from the group
- Removal from the classroom for the rest of the lesson or a significant period of time
- Referral to Headteacher
- Contact with parents
- Miss a playtime or lunchtime
- Lunchtime spent in isolation
- Home/school behavior book
- Personalised behavior chart
- Possible involvement of outside agencies
- Removal of privileges
- Records kept on CPOMS
- Exclusion procedures - fixed term or permanent

Engagement with external agencies for additional support

This could include:

- The NSPCC providing nurture and parenting programmes at AWS
- Education Psychology Services
- Inclusion Services – specialist SEND support
- Healthy Child Team – nurses may be able to offer specialised support if appropriate
- Children and Adolescent Mental Health Services (CAMHS)
- Early Help – who can support families and the school on a range of issues relating to social, emotional and mental health difficulties that often manifest in challenging behaviours

Children accessing these services will be supported in-line with the school's SEND Policy. Access to external services beyond school can be sought through consultation with the SENCo.

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 about 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 decided that a pupil should be reinstated, the headteacher must comply with this ruling.

Reasons for Exclusion

Depending upon the severity, these may include:

Persistent foul, abusive, threatening or racist language.

Serious violent or persistent aggressive behaviour.

Serious incidents of bullying.

Malicious acts of damage or theft of school or personal property.

Open defiance of any adult in school

Carrying of knives in school

Possession of illegal substances in school

Any other behaviour not covered by the above but considered to be sufficiently serious.

Monitoring

The headteacher monitors the effectiveness of this policy and behaviour management is a frequent agenda item at 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.

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.

Agree Date September 2021

Review Date September 2023