

# Hipsburn Primary School

## Behaviour Policy

September 2024



### **Our School Vision:**

"The most valuable gift we can give a learner is to enable them to think for themselves, to care for others and thereby acquire a sense of self-worth and confidence which can be used to benefit both society and the individual."

## **Rationale**

Our vision at Hipsburn Primary School is to have a “happy, safe and welcoming school.” We believe that our Behaviour Policy is a key document to support the achievement of this vision. Our aim is to provide a secure environment which encourages respect for people and property and where positive behaviour promotes positive learning. The Hipsburn Promise underpins our values and our positive behaviours across the school.

## **The Hipsburn Promise**

Everyone can:

- play and learn inside and outdoors
- develop lifelong skills to protect and care for the environment
- learn in an environment where everyone is respected and valued
- be rewarded for trying their best and helping others
- take part in celebrations and community events
- perform to a range of audiences
- eat lunch together, talk and play with friends
- participate in a wide range of clubs
- have their learning enriched through trips and visitors to school
- represent our school in competitions
- take part in Beach and Forest Schools
- experience a residential trip

At Hipsburn Primary School we will help children to develop respect and responsibility for themselves, others, property and the environment. This will be evident by children demonstrating an understanding of the rules and conventions of the school, particularly which behaviour is and is not acceptable. As children mature they should also demonstrate an awareness of, and consideration towards, the needs and feelings of others and exercise increasing levels of self-discipline.

We expect the highest standards of behaviour possible within each child's capability, maturity and the context in which they are operating. We will teach children appropriate social and moral behaviour and self-discipline through the integration of SRE into the school curriculum. We will help children achieve this by providing clear boundaries and guidelines for them and we recognise the crucial role of parents working in partnership with us.

## Through this policy we will aim to:

- promote a positive, caring and supportive whole school ethos which values and fosters the contributions of all;
- develop self-esteem and self-discipline;
- promote understanding of and respect for others and a regard for safety and well-being;
- provide a consistent approach by all adults working in school;
- promote the children's respect for their own and other people's property and the environment;
- foster positive values including honesty, trust, fairness, courtesy, tolerance and compassion;
- promote children's spiritual, moral, social and cultural development throughout their school life;
- help children develop a clear and acceptable view of what is right and wrong;
- promote firm action against all forms of bullying;
- teach children to recognise types of bullying and strategies to address it
- promote equality;
- promote firm action against all forms of racism;
- promote firm action against all forms of intolerance to minorities;
- handle misbehaviour quickly using a range of positive strategies, dealing with the children in a consistently fair, firm and caring way;
- actively teach and reward positive behaviours;
- actively promote learning behaviours;

## **Guidelines**

The behaviour and discipline policy of Hipsburn Primary School depends upon all staff, teaching and non-teaching, endeavouring to achieve these aims by understanding and being able to implement its procedures. In planning, delivering and evaluating the curriculum we recognise that the quality of its content and the teaching and learning methods through which it is delivered and differentiated are important influences on pupils' behaviour and values.

### **Adults in school**

We believe that adults are responsible for:

- modelling thoughtful, caring behaviour;
- showing consistency in the way school rules are applied;
- reinforcing positive values throughout the curriculum through English (for example moral debates), PSHE and RSE;
- the conduct of children anywhere on the school premises and while supervising them out of school;
- fostering self-esteem through valuing each child, encouraging classroom success and developing relationships with peers, staff and visitors based on mutual respect and trust;
- giving children increasing opportunities for responsibility within class and school;
- encouraging children to feel responsible for their learning, to be capable of success and to reflect on their progress;
- recognising and praising good behaviour;
- recognising and sanctioning poor behaviour choices;

- setting high expectations of behaviour which are explained to the children;
- presenting a consistent approach which makes expectations clear;
- listening to the children, encouraging them to reflect upon their actions and possible alternatives;
- providing children with positive role models;
- establishing and reinforcing clear and consistent boundaries;
- providing a stimulating school environment, an appropriate curriculum and suitable playground activities;
- nurturing children who may, at different times through their school life, need 1:1 or small group support.

### **Working with parents and carers**

- Positive home / school liaison and good community links will be promoted.
- Parents / carers will be informed of good as well as inappropriate behaviour (for example certificates in Celebration Assembly).
- Parents / carers will be involved at an early stage of particular difficulties with individual pupils.
- Parents / carers will be notified as soon as possible about any serious incident and given an early opportunity to discuss the matter.
- We aim to involve parents through the home/school agreement which will be shared with parents each September.
- We provide written end of year reports, progress checks and parent consultations

## **Managing serious behaviour**

At Hipsburn we define bullying behaviour as any behaviour that is intended to make someone feel embarrassed, uncomfortable, sad, hurt, frightened or put down and it goes on and on. Bullying can be defined as "Several times on purpose" - STOP. When bullying occurs, it is discussed with the children involved and they are encouraged to try to understand each other's perspective. The bullied child is given some control of the situation e.g. helping to decide on sanctions. It is very important that children are consulted periodically, following an incident of bullying, to ensure that the situation has fully "healed".

Children are taught to identify and seek advice for bullying behaviour, including cyber bullying.

Bullying, harassment, racist and sexist behaviour of any kind are totally unacceptable. All adults in school must be alert to signs of bullying, harassment, racist and sexist behaviour and act promptly and firmly against them. This will include physical, verbal and social actions. Children must be made aware that staff will always follow up any incident that causes distress.

Staff will record all racist incidents, including the date, the names of the perpetrator and the victim, the nature of the incident and the action taken in response. The record should be passed to the Head teacher. Governors will be informed of the number and nature of such incidents and the action taken to deal with them. This is part of the Headteachers' Report which is shared with the Full Governing Body. The school will notify the Local Authority of racist incidents as and when they occur. The parents of the children involved will be notified.

Each class has a behaviour record log book where any member of staff can record concerns and actions about a child. These are checked by the headteacher on a weekly basis and appropriate measures and interventions put in place. This information is used to identify any patterns and behaviours that would need support from outside agencies. Where a child's behaviour at school indicates serious problems, support services for example the Special Educational Needs and Disabilities (SEND) Team, and / or Children and Young Persons Services (CYPS) will be contacted and liaison between all parties will be maintained through an Early Help Assessment (EHA). Individualised behaviour plans are implemented and monitored regularly.

## Rewards

We believe that the need for sanctions can be minimised by recognising and celebrating thoughtful, caring behaviour. We all thrive with praise and enjoy success so our first approach is to reinforce positive behaviour.

Other strategies for positive reinforcement include:

- Non-verbal recognition
- Verbal recognition
- Personal greetings
- Class recognition
- Other class recognition
- Head teacher recognition
- Assembly recognition e.g. sharing medals and trophies
- Parental recognition
- Class rewards
- Stickers
- Certificates
- Awards assembly
- Awarding jewels
- Class certificates
- Headteacher certificates

Every child from Pre-school to Year 6 is organised into four crews. Siblings are always in the same crew. Crews strive to work together to achieve high standards. Individual children can be awarded a 'jewel' by any member of staff and they are counted up each Friday. Each week the winning crew are recognised in Celebration Assembly. The winning crew is announced on the website each week.

At the end of each half term, the crew with the most points earns a special reward.

## **Sanctions**

We aim to provide consistent boundaries of acceptable behaviour. These boundaries are outlined below.

Minor breaches of discipline are generally dealt with by the class teacher in a caring, supportive and fair manner, with some flexibility regarding the age of the child, as far as the sanction is concerned.

Each case is treated individually. Children are made aware that they are responsible for their own actions and that breaking the rules will lead to sanctions.

Normal sanctions will include a verbal reprimand and a reminder of expected behaviour, loss of playtime (an agreed amount of time), moving to sit alone, time in a paired class, letter of apology or loss of responsibility.

All staff are responsible for recording significant breaches of the rules in the Incidents Book that is stored in the staff room. Some children are monitored with a Behaviour Log Book which is held in the child's classroom. This is usually put in place after working with outside agencies to support behaviour concerns.

Parents will be involved at the earliest possible stage if problems are persistent or recurring. A home/school diary may be used to monitor behaviour.

Major breaches of discipline include physical assault, deliberate damage to property, stealing, leaving the school site, verbal abuse, refusal to work and disruptive behaviour in class. This type of behaviour is dealt with severely and must be referred to the Headteacher.

## **Smoking and drug policy**

In accordance with part 1 of the Health Act 2006, Hipsburn Primary school is a smoke free environment. This includes all buildings, out-buildings, playgrounds, playing fields and sheltered areas.

Parents/carers, visitors and staff are asked not to smoke on school grounds and should avoid smoking in front of pupils and/or encouraging pupils to smoke.



Pupils are not permitted to bring smoking materials or nicotine products to school. This includes, but is not limited to, cigarettes, e-cigarettes, lighters, matches or pipes.

In the interest of health and hygiene, the school requests that people refrain from smoking outside the school gates.

### **Prohibited sexual harassment**

The school prohibits all forms of sexual discrimination including sexual harassment, gender-based bullying and sexual violence.

Types of conduct that are prohibited in the school and may constitute sexual harassment under this policy include, but are not limited to, the following:

- Unwelcome sexual flirtations or propositions, invitations or requests for sexual activity
- Sexual comments, such as making lewd comments or sexual remarks about clothing and appearance, and calling someone sexualised names
- Sexual "jokes" or taunting, threats, verbal abuse, derogatory comments or sexually degrading descriptions
- Unwelcome communication that is sexually suggestive, degrading or implies sexual intentions, including written, verbal, online etc.
- Physical behaviour, such as deliberately brushing against, grabbing, massaging or stroking an individual's body
- Taking, displaying, or pressuring individuals into taking photos of a sexual nature
- Exposing, or causing exposure of, underclothing, genitalia, or other body parts that are normally covered by an individual, through means including, but not limited to, mooning, streaking, "upskirting", "down blousing", or flashing
- Purposefully cornering or hindering an individual's normal movements

- Engaging in the improper use of school-owned devices and the internet including, but not limited to, the following:
- Accessing, downloading or uploading pornography
- Sharing pornography via the internet or email
- Creating or maintaining websites with sexual content
- Participating in sexual discussions through email, chat rooms, instant messaging, social media, mobile phone or tablet apps, or any other form of electronic communication

The school will respond promptly and appropriately to any sexual harassment complaints in line with the Complaints and Grievance Procedure and Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Consequences for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents. The school will address the effects of harassment and will provide counselling services for victims and refer to the relevant agencies, see Safeguarding and Child Protection Policy.

## **PREVENT**

Since 2010, when the Government published the Prevent Strategy, there has been an awareness of the specific need to safeguard children, young people and families from violent extremism. There have been several occasions both locally and nationally in which extremist groups have attempted to radicalise vulnerable children and young people to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation.

Hipsburn Primary school values freedom of speech and the expression of beliefs / ideology as fundamental rights underpinning our society's values. Both pupils and teachers have the right to speak freely and voice their opinions. However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion. The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in support of

terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation. Hipsburn Primary School is clear that this exploitation and radicalisation should be viewed as a safeguarding concern. For further information, please see our Extremism and Radicalisation policy.

**Items banned from the school premises:**

Fire lighting equipment:

Matches, lighters, etc.

Drugs and smoking equipment:

Cigarettes

Tobacco

Cigarette papers

Electronic cigarettes (e-cigs)

Alcohol (This is sometimes stored in school in advance for prizes - school fairs)

Solvents

Any form of illegal drugs

Any other drugs, except medicines covered by the prescribed medicines procedure

Weapons and other dangerous implements or substances:

Knives

Razors

Catapults

Guns (including replicas and BB guns)

Laser pens

Knuckle dusters and studded arm bands

Whips or similar items

Pepper sprays and gas canisters

Fireworks

Dangerous chemicals

Teachers may need to bring fire lighting equipment into school for forest school or science activities only. This arrangement needs to be agreed with the headteacher in advance and with the appropriate Risk Assessment in place.

## **Other items:**

Liquid correction fluid

Chewing gum

Caffeinated energy drinks

Offensive materials (i.e. pornographic, homophobic, racist etc.)

## **Confiscation of inappropriate items**

Human dignity, the ultimate worth of each person, is central to education at Hipsburn Primary School. Respect is embedded throughout all relationships in school and support, discussion and ultimately trust are used when dealing with safeguarding incidents such as confiscation of inappropriate items. However, as a last resort, if we have a serious concern about the welfare of any children, members of staff can use their power to search without consent for any of the items mentioned on the above list.

Parents/carers will be informed of any confiscated items and may be required to collect the item (unless the item relates to alcohol, illegal drugs or tobacco), from the school office. The police will be contacted if any weapons, knives, illegal substances and extreme or child pornography are discovered by a member of staff.

The headteacher will always be notified when any inappropriate item is confiscated.

## **Exclusion**

Exclusion will only be used when all other strategies have been exhausted and have not been effective. A decision to exclude a pupil for a fixed period will be taken, on a balance of probabilities, only in response to breaches of the school's behaviour policy, including persistent disruptive behaviour, where these are not serious enough to warrant permanent exclusion and lesser sanctions are considered inappropriate. Individual fixed period exclusions will be for the shortest time necessary, bearing in mind that exclusions of more than a day or two make it more difficult for a pupil to reintegrate into the school afterwards. A decision to exclude a child permanently is a serious one and will only be taken where the basic facts have been clearly established on the balance of probabilities. It will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies which have been tried without

success. It is an acknowledgement by the school that it has exhausted all available strategies for dealing with the child and will be used only as a last resort.

For any fixed term exclusion, the school will:

- Inform the parent/carer of their responsibility to ensure that their child is not present in a public place in school hours during the first days of any exclusion.
- Provide full-time education (either off the school site or in a shared provision with other schools) from the sixth day of any fixed period exclusion
- Inform the local authority of the pupil immediately of any permanent exclusion.

### **Consultation**

This policy was reviewed and developed by staff in the Summer Term 2022.

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Responsible member of staff: Kevin Moloney (in consultation with staff)

Responsible Governors: Strategic Sub-Committee

Approved - 27/01/21

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