



Hilpert Church of England Voluntary Controlled Primary School

Behaviour in Schools Policy

Hilpert's Relational Policy

Policy Ratified: 13/07/2026

Next Policy Review Date: 13/07/2027

Policy Reviewed: Annually

Policy Reviewed by: Full Governing Board

Policy Ratified by: Full Governing Board

This is a Statutory Policy

This is a model policy from Wiltshire LA

Behaviour Policy

Hilperton CE Primary fully recognises its responsibilities for promoting positive behaviour and inclusion.

Key Personnel	
Role	Name
Headteacher	Anna Edmund
Deputy Headteacher/Inclusion Lead	Jo Clark
Pastoral Lead	Keely Sawyer
Governor with responsibility for behaviour and safety	Robert Beesley

Introduction

Hilpert CE Primary is committed to an inclusive education for our children that secures the widest access to learning and achievement in a safe and supportive environment.

Ethos, Vision and Values

Our Behaviour in Schools Policy is a 'relational policy' that is designed to ensure that all pupils at Hilpert CE Primary School have the opportunity to learn, be successful and achieve. We expect high standards from our pupils in terms of work and behaviour. We believe that good behaviour is essential if effective teaching and learning are to take place. We emphasise the need for all pupils and staff to respect each other and those who work with them. The policy has been written so that all members of staff, parents, carers, pupils and governors can work together to maintain good behaviour, attitudes and standards of work.

One of the core principles of our approach is that the adult-child relationship is vital when developing the child/young person's social and emotional skills essential for life and learning. Children are naturally meaning-making beings; they make sense of the world through their experiences. When children experience safety in their relationships they open up to new learning.

We promote positive behaviour and self-regulation as the basis for effective lifelong learning. We do this by focusing on our vision and values to ensure that all children can *'Soar High on Wings Like Eagles.'*

We will fulfil our commitment to this by adhering to practice based on aspects of the following key advisory documents:

Department for Education (DfE) advice on:

- Suspension and permanent exclusion from schools
- Mental health and behaviour in schools
- Searching, screening and confiscation at school
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school

And on the following statutory documents:

- Special educational needs and disability (SEND) code of practice.
- The Equality Act
- Working Together to Safeguard Children
- Keeping Children Safe in Education

The aims of this policy are to ensure:

- Everyone feels safe and protected from harm
- Everyone experiences and learns prosocial behaviours
- All adults in the school community are aware of our agreed approach and it is consistently applied

The policy provides an agreed framework for teaching and modelling pro-social behaviour, used by staff and made clear to children, parents and all professionals with whom we work. Pro-social behaviour is that which demonstrates:

- A good level of self-awareness
- Empathy for other people
- A good level of personal motivation
- An ability to manage one's feelings positively
- Good social skills

All staff are:

- Familiar with this behaviour policy and have an opportunity to contribute to its review
- Involved in the implementation of the policy as it relates to the school as a whole and through individual education/pastoral programmes, as appropriate

Scope

This policy is consistent with all other policies adopted by the governing body and operate alongside the following policies relevant to the welfare and safety of our children:

- Safeguarding Policy
- SEND Policy
- Anti-Bullying Policy
- Violence and Aggression in Schools
- Staff Discipline and Conduct Policy
- Online Safety Policy
- Child Protection Policy
- Single Equalities Policy
- Health and Safety
- Guidance for Safer Working Practice for Adults who work with Pupils and Young People
- Acceptable Use Policy

This policy applies to all staff in our school.

For the purposes of this policy:

- **Staff** refers to all those working for or on behalf of the school, full time or part time, in a paid or regular voluntary capacity
- **A volunteer** is a person who performs an activity that involves spending time, unpaid within our school (except for approved expenses)
- **Parent** refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents
- **Child** refers to all children on roll at our school

Leadership

'The behaviour of pupils in a school is influenced by almost every aspect of the way in which it is run and how it relates to the community it serves'. Elton Report 1989

As key strategic decision makers and vision setters for the school, the governors will make sure that our policies and procedures are in line with the relevant legislation and guidance documents. Governors provide a written statement of behaviour principles for the school (Appendix A) on which this policy is based and work with the senior leaders to make sure the following essentials are in place:

- Curriculum that supports the development of personal social skills, emotional intelligence and positive mental health
- Training for staff about teaching strategies and approaches that build child competence to manage their own behaviour
- Policies that complement the key positive behaviour management approaches

It is the responsibility of the head teacher to ensure that this policy is implemented consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy.

It is also the responsibility of the head teacher to ensure:

- The health, safety and welfare of all children in the school
- Records are kept of all reported serious incidents of misbehaviour and the actions taken
- Staff are supported to implement the policy through training, monitoring and feedback

Mandatory Procedures

The consistent approach to behaviour management

All staff understand the positive impact of certainty as much as consistency on children at Hilperton CE Primary. While children benefit from encountering different personalities within our staff team, as they will in wider society, each member of staff will retain a high level of predictability when responding to both pro-social and anti-social behaviour.

Staff ensure:

- Their interactions with children about behaviour focus always on:
 - Behaviours that are helpful for the child more than those that are not
 - What is happening now and expected in the future more than about the past
- Pro-social behaviour exhibited by a group or individual is highlighted (in a way that such public recognition is tolerable to the individual), described and discussed as a teaching and learning point
- Escalating inappropriate behaviour is always managed calmly
- Anti-social behaviour is dealt with consistently and quietly, away from peers

Right and Responsibilities of the School Community

We believe that these rights and responsibilities are encapsulated within our school rules:

'Be Ready, Be Kind, Be Safe'

Children	Parents/Carers	Staff & Governors
<u>Rights</u> • To feel safe • To be safe • To be able to learn • To be treated with respect and consideration • To be listened to • To know what is expected of them • To be treated fairly • To have their needs met • To experience progress and achievement • To aim high in life <u>Responsibilities</u> • To care for and take pride in their school environment • To support and encourage each other • To treat others with respect and consideration • To follow instructions from adults in school • To take responsibility for their actions • To do their best	<u>Rights</u> • To know their children are safe • To know that their children are treated fairly and with respect • To be able to communicate with staff and be sure that their views are listened to and respected • To know who to talk to in school and how to reach them • To be informed about their child's progress and behaviour <u>Responsibilities</u> • To positively support the values of the school and its behaviour policy • To ensure that their children attend school and are on time • To be aware of the strategies used at school and reinforce at home • To support the school and discuss any concerns regarding behaviour with staff • To encourage their child to make positive choices; understanding the impact of actions on self and others	<u>Rights</u> • To feel safe • To be treated with respect by pupils, parents and colleagues • To work in a supportive and understanding environment <u>Responsibilities</u> • To build positive relationships; knowing that these are key to a positive classroom ethos • To uphold the values of the school and its behaviour policy • To create a safe environment • To demonstrate consistency, fairness and respect • To provide learning opportunities that engage all children • To have high aspirations for all children • To involve parents when supporting behaviour • To demonstrate understanding of the needs of others • To work collaboratively and supportively with staff to support children's behaviour

	• To encourage their child to have high aspirations • To ensure that school uniform is being correctly worn • To attend parent consultations • To treat staff with respect and consideration	
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We also believe that our school values (Kindness, Honesty, Hope and Courage) help us work together effectively to promote positive behaviour in our school.

Teaching and the curriculum

Our children access a broad and balanced curriculum that promotes their spiritual, moral, cultural, mental and physical development, and prepares them for the opportunities, responsibilities and experiences of life.

We provide opportunities for children to develop skills, concepts, attitudes and knowledge that promote their safety and well-being. The PSHE and citizenship curriculum specifically includes the following objectives:

- Developing child self-esteem and communication skills
- Developing strategies for self-protection including online safety
- Developing a sense of the boundaries between appropriate and inappropriate behaviour in adults and within peer relationships (positive relationships and consent)

Our curriculum promotes children's self-control and ability to self-regulate, and strategies for doing so. We aim to help children to become confident in their ability to achieve well, to persevere and to respond rationally to setbacks and challenges.

Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classrooms and learning spaces. They will:

- Create and maintain a stimulating, orderly, calm and motivating environment that encourages children to be engaged
- Invest time and energy in building positive relationships with children. This may include:
 - Greeting children in the morning/at the start of teaching sessions
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally (including modelling and the use of non-verbal signs and gestures)
 - Highlighting and promoting prosocial behaviour
 - Concluding the day positively
- Make reasonable adjustments to expectations and to consequences for anti-social behaviour for children with specific additional learning needs. These individual responses are planned and agreed with the leadership team to ensure consistency

Child support systems

We regularly review the support available to those individual children identified as being at risk of disengagement. The support offered could include:

- Access to alternative/enhanced curriculum
- Thrive support with pastoral lead

- Planned breaks – children who exhibit impulsive behaviour can be offered time out where they will leave the learning session for a short period of time and visit a designated supervised space onsite. This will happen as part of a plan agreed in advance by the SENCO (where possible)
- Identification and support of SEND. Any learner will have an Individual Support Plan if their progress in terms of their social, emotional or mental health (SEMH) development:
 - is significantly slower than that of their peers starting from the same baseline
 - fails to match or better the child's previous rate of progress
 - fails to close (or widens) the attainment gap between the learner and their peers

We use the [Wiltshire SEMH Assessment tool](#) to support with this.

We will determine whether there are any underlying cognitive or communication difficulties that may be contributing to the learner's behaviour. Where a learner is identified as having SEMH-related difficulties, SEND support will be put in place.

- Teaching strategies – The leadership team will work with/support staff to devise and develop strategies for staff to make reasonable adjustments for these children whose behaviour may be the result of a learning difficulty, a disability or a medical condition
- Trauma informed practice – We understand that trauma can negatively impact children's ability to feel safe or develop trusting relationships with staff and their peers in school. We ensure SEN support plans or relational support plans for any children who have experienced trauma in their lives are informed by good practice guidelines to:
 - Avoid re-traumatisation
 - Address the barriers that children affected by trauma can experience in school

We use the [ATRCM tool](#) to support with this.

- Referral to and working with external agencies – We work with teams within Wiltshire Council SEND and Targeted Education Service and with Wiltshire Social Care as appropriate to agree additional strategies to support children's social and emotional development

Enhanced provision

- Enhanced provision refers to additional support provided for learners who may need more focused social, emotional and mental health (SEMH) intervention. This support ensures that every learner can succeed in a way that meets their individual needs. Within our school, we have named our enhanced provision space Parrots. The model we follow is a part time model. This intervention is intended to be short term with the aim of all learners returning to their mainstream class on a full-time basis.
- Enhanced provision is used in a way that is fair and supportive, helping learners develop positive SEMH and relationships. Progress is monitored and reviewed regularly by school leaders.

School wide strategies to support positive behaviour and change negative behaviour:

- KS2 time to talk
- Pastoral lead
- Individual/group Thrive support
- Forest school
- Gardening club
- Therapeutic play mentoring
- Published Interventions e.g. 'Lego Therapy'
- Sports coaches
- Therapy dogs
- Classroom emotional check in display
- Lunchtime activities including forest school, sports, mindful me

Rewards, consequences and sanctions:

Our staff use a range of agreed verbal, non-verbal and tangible rewards and prompts to motivate prosocial behaviour.

All staff who deal with learners directly:

- set clear expectations about learner behaviour (positively phrased) that are displayed clearly in each teaching and learning space
- ensure rules, routines, learning habits and specific activities and rituals are mapped out for learners who need an individual response
- encourage learners to recognise and explore their motivation to follow the behaviour expectations

Staff promote good and improved behaviour by learners through a positive verbal and (where appropriate) written feedback system that is consistent and meaningful to each learner.

While our primary focus is specific, targeted, verbal feedback to individuals and groups, we also use some tangible rewards, primarily to reinforce messages about learner progress to parents.

This could include:

- Displaying learning, in written or photographic form in school and on our website
- Effort and achievement awards (headteacher awards; star of the week/term)
- Celebration of success events/activities
- Messages via Class Dojo for parents

The leadership team monitors the use of rewards to ensure that they operate with due regard to equal opportunities and anti-discrimination.

Learners have the right to expect fair and consistent staff responses to anti-social or dangerous behaviour which make a clear distinction between serious and minor incidences. An appropriate negative consequence or sanction is one that functions as a deterrent, encourages pro-social behaviour in the future and rectifies any harm done where possible.

Staff implement a consistent range of strategies and logical negative consequences to deal with inappropriate behaviour including bullying by learners. In determining whether a consequence is 'logical' and 'reasonable', the following will be considered:

- the extent to which the consequence provides an opportunity for the learner to rectify harm
- the extent to which the learner has an opportunity to learn/rehearse different helpful behaviours
- whether the consequence was a proportionate in the circumstances
- any special circumstances which are known to the person setting the consequence, including:
 - the child's age
 - any special educational needs or disability they may have.

In line with our safeguarding policy, all staff consider/assess whether incidences of dangerous, bullying, withdrawn or disengaged behaviour may constitute a safeguarding concern for either the instigator or learner subjected to that behaviour and record and report accordingly.

Negative consequences comprise:

- low-level sanctions used for minor or first incidents of inappropriate behaviour including verbal warnings or reminders of expectations
- medium-level sanctions for repeated low-level behaviour or more serious incidents including missing lunchtime or time-out in another classroom or designated area
- high-level sanctions for serious or persistent breaches of the behaviour policy including internal exclusion (removal from normal lessons within school), suspension or permanent exclusion

The success of rewards and sanctions and teaching and leadership approaches used is monitored and reviewed within :

- this policy's annual review

- staff performance reviews
- senior leadership team meetings monthly

Suspension from our school or permanent exclusion will always be a last resort. In such cases we will work closely with parents and any relevant outside agency eg Wiltshire Council SEND and pupil support services, police and social care to ensure the learner is kept safe when excluded from school and that appropriate support is provided.

Any suspension or a permanent exclusion will be for a serious breach of this policy ie behaviour that compromises the safety and wellbeing of anyone in the school community. The decision to permanently exclude for one very serious incident or for a series of incidents will be made on a case-by-case basis by the headteacher considering the learner's age and stage of development. The headteacher will follow government guidance about suspension and permanent exclusion to ensure any decision to exclude is made rationally and is lawful, reasonable, fair and proportionate.

In monitoring this behaviour policy, the leadership team will seek assurance that:

- no sanctions are given that are ever degrading or humiliating
- all rewards and negative consequences are applied fairly

Restrictive physical intervention and/or seclusion should only be used when all other options for de-escalating a conflict situation have failed. To prevent or stop a learner from:

- causing injury to themselves or other
- committing a criminal offence
- damaging property
- causing disorder among learners at the school

Staff will try negotiation, diffusion and de-escalation strategies as well as containment in a safe area, without the need to hold, before intervention whenever possible. The use of physical intervention in response to a foreseeable risk (physically dangerous behaviour previously exhibited by the learner) will only be used as part of a support plan set up incorporating the views of the parents and the learner where possible. Learners are given the opportunity to contribute to a written report compiled after any physical intervention. These reports are scrutinised by the governor for behaviour and safeguarding. Parents are informed of any use of physical intervention by phone if possible and in writing on the same day.

The staff have a duty to protect the safety of all learners. All physical intervention is to be carried out in such a way as to safeguard the learner and staff's wellbeing and be used for the minimum amount of time possible in order to bring the situation under control.

To maintain good order and safety of our community, certain items are banned from the school:

- weapons,
- illegal drugs or alcohol
- pornography
- fireworks or flares

Staff can search a learner for any banned item, or any item believed to be stolen if the learner agrees and this is normally undertaken by senior staff and by at least two staff members; at least one of the same gender as the learner. However, the headteacher and staff authorised by them can search learners or their possessions, without consent, where they have reasonable grounds for suspecting that the learner may have a dangerous/ unlawful item on their person or in their bag/equipment. The staff member must decide in each case what constitutes reasonable grounds for suspicion eg they may have heard other learners talking about the item, or they might notice a learner behaving in a way that causes them to be suspicious. The member of staff conducting the search will understand that learner's expectation of privacy increases as they get older.

Suspensions

Suspension from our school or permanent exclusion will always be a last resort. Following the School's exclusion policy, in such cases, we will work closely with parents and any relevant outside agency e.g. Wiltshire Council SEND and pupil support services, police and social care to ensure the child is kept safe when excluded from school and that appropriate support is provided.

Any suspension or a permanent exclusion will be for a serious breach of this policy i.e. behaviour that compromises the safety and wellbeing of anyone in the school community. The decision to permanently exclude for one very serious incident or for a series of incidents will be made on a case-by-case basis by the headteacher considering the child's age and stage of development. The headteacher will follow government guidance about suspension and permanent exclusion to ensure any decision to exclude is made rationally and is lawful, reasonable, fair, proportionate.

Post Incident Care

Where there has been a disruptive incident that may affect other pupils' well-being, a member of staff will talk to these pupils as soon as possible after the event to ensure that they are reassured by the actions taken and feel safe to continue in their daily routines.

Support will be given by a member of the Senior Leadership Team to a member of staff who may have been subject to violent or verbal incidents involving children.

The success of strategies and consequence used is monitored and reviewed within:

- This policy's annual review
- Staff performance reviews
- Senior leadership team meetings monthly
- Key stage team meetings
- Individual child support plans where applicable

Dealing with incidents outside of school

The DfE's advice on behaviour and discipline in schools explains that staff may apply negative consequences to pupils for misbehaviours when a pupil is:

- Taking part in any school-organised or school related activity off site
- Travelling to or from school
- Wearing school uniform
- In some other way identifiable as a pupil at the school

There may also be consequences, whether or not the above conditions apply, if the child's behaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school
- Any negative consequences may be given for poor behaviour occurring off of the school premises which undermines any of the above expectations and regardless of whether or not it is an activity supervised by school staff. The consequences may be in the form of withdrawal of privileges, suspension or in very serious cases, permanent exclusion. In issuing consequences the following will be taken into account:
- The severity of the misbehaviour
- The extent to which the reputation of the school has been affected
- Whether children were directly identifiable as being a member of Hilperton CE Primary School

Online behaviour

With the growing role of social media in children's lives, schools are becoming increasingly involved in supporting children understand what acceptable and unacceptable online behaviour is. At Hilperton we do this through educating the children about the important online behaviours which will help keep them safe and instil a respect for other online users. Whilst we will support families where behaviour of online users has been unacceptable, it is important to recognise it is a parent's responsibility to monitor and supervise their own child's online presence and behaviour. Mobile phones are one most common ways children access the internet and social media.

Children are not allowed to bring a phone (or any electronic device) into school. The only exception to this is within Year 5 and Year 6 where children may have been given permission by their parents to walk home independently. In these circumstances, if a child is bringing in a mobile phone to school, the following rules must be agreed with and adhered to:

- Mobiles are switched off on arrival to school (before the school gate)
- The phone is handed in to staff as soon as the pupil arrives at school
- The phones are secured in a locked cupboard (in school office) throughout the day
- Phones will be handed back to pupils at the end of the school day but should not be turned on until outside the school gate

Liaison with parents

We work closely with parents to ensure consistency wherever possible in the approach to teaching positive, prosocial behaviour.

We aim through our interactions with parents to help them to focus on examples of positive, prosocial behaviour shown by their children. At times, we may provide specific feedback about successes that encourage parents to feel proud of themselves as parents as well as their children and to feel hopeful about their future.

Parents as well as our children are given an opportunity to contribute to the review of this policy.

Managing transitions to the next stage of their education/life

We recognise that how children start and leave our school is a key indicator of:

- success with us
- success at their next school or setting

Consequently, we work closely with parents to ensure we have the most up-to-date information about our children's social emotional and mental health needs. We ensure children's hopes, fears and preferences inform plans to help them to settle with us and to make the transition when they leave us.

We liaise with partner organisations e.g. schools, Wiltshire Council, to ensure any welfare records for children are shared on transition:

- By the setting/school previously attended by the child
- By the DSL/Pastoral lead in the next school when the child leaves us

For any child dual-registered with another school or supported by an alternative provider commissioned by the school, on or off site, a nominated staff member liaises regularly with a named colleague at that base to ensure information is shared in the best interests of the child. In line with our safeguarding policy, this includes contextual safeguarding information about relationships that young people form in their neighbourhoods, schools and online to enable assessment and intervention to happen within these extra-familial contexts.

We recognise that all behaviour is a form of communication. Consequently, staff who work directly with children are provided with continuous professional development in this area. This includes training in:

- Positive behaviour management and restorative strategies
- Special education needs and disabilities that may be associated with challenging or withdrawn behaviour e.g. autism or ADHD
- Solution focussed thinking and questioning
- Safeguarding that covers identifying challenging or withdrawn behaviour as a potential indicator of neglect or harm and identifying and responding to suspected cases of child on child abuse
- Positive handling and de-escalation techniques. This training takes places when required as part of a response to risk assessment and needs analysis of children

Our training programme is reviewed annually to ensure that it is responsive to the needs of our staff and children.

Staff support

Due to the demanding nature of our work dealing with children who at times display challenging or withdrawn behaviour, we support staff by providing an opportunity to talk through the challenges of this aspect of their role with a senior leader and to seek further support as appropriate.

Monitoring and review

In monitoring this behaviour policy, the leadership team will seek assurance that:

- No punishments are given that are ever degrading or humiliating
- All rewards and consequences are applied fairly

Governors ensure that child wellbeing is an agenda item on the for every full governing body meeting.

The head teacher ensures that child welfare is an agenda item for every staff meeting.

This policy is reviewed annually or earlier as required by changes to legislation or statutory guidance.

The nominated governor for safeguarding meets the head teacher every term to monitor the effectiveness of this policy.

Hilpertons School Governor's Statement of Behaviour Principles

- Every pupil understands they have the right to be and feel safe, valued and respected, and to be able to learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in suspensions and exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life
- The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances

This written statement of behaviour principles is reviewed and approved by the full governing board annually.