



Hale CE Primary School Behaviour Policy September 2025

1. Vision and Ethos

At Hale CE Primary School, we are committed to creating a safe, respectful, inclusive, and nurturing environment where all children can thrive.

Our school vision is to 'Be the Light', encouraging every member of our community to shine through their actions, attitudes, kindness, and service to others. This vision underpins our behaviour culture and promotes a calm, caring, and purposeful learning environment.

Our school rules are simple and consistent:

- Be Ready
- Be Respectful
- Be Responsible

These rules apply across all parts of the school day including lessons, transitions, playtimes, lunchtimes, assemblies, clubs, educational visits, and when representing the school in the wider community.

2. Whole School Behaviour Expectations

All staff have a responsibility to address behaviour incidents and reinforce expectations consistently across the school.

Children in all classes are expected to follow the school rules at all times.

Some pupils may require a bespoke version of the graduated response in line with individual needs or support plans.

3. Positive Behaviour and Rewards

- Bee rewards for going above and beyond in group teams
- Weekly Bee Treat Bag for the highest scoring group
- Star of the Week awards
- PSHE Scrolls linked to weekly targets
- Positive verbal praise
- Positive messages home

- Stickers/classroom rewards
- Sharing work with senior leaders

4. Graduated Behaviour Support System

- Stage 1: Verbal Reminder – Quiet reminder of the rule not followed and opportunity to correct behaviour.
- Stage 2: Honeycomb (Amber Card) – Amber card placed on desk with discreet reminder; removed when behaviour improves.
- Additional Support Step (where appropriate): Time out with a trusted adult between Stage 1 and 2 for some pupils.
- Stage 3: Reflection – Breaktime reflection following second amber card.
- Stage 4: Senior Leadership Reflection – Breaktime or lunchtime reflection with a member of the Senior Leadership Team.

Parents/carers will be informed after a child receives two reflections within a half term.

Any incidents requiring a reflection, or support from a member of the Senior Leadership Team, will be recorded on CPOMS.

5. Additional Consequences

Senior Leaders may impose lunchtime detention or, in extreme circumstances, after-school detention for serious breaches of the school rules.

6. Serious Behaviour

- Physical assault against a pupil
- Physical assault against an adult
- Verbal abuse or threatening behaviour against a pupil
- Verbal abuse or threatening behaviour against an adult
- Use, or threat of use, of an offensive weapon or prohibited item that has been prohibited by a school's behaviour policy
- Bullying
- Racist abuse
- Abuse against sexual orientation or gender reassignment

- Abuse relating to disability

This list is not exhaustive and is intended to offer examples rather than be complete or definitive.

7. Suspensions and Exclusions

The school follows current Department for Education guidance regarding suspensions and permanent exclusions.

Suspensions or exclusions may be considered for serious or repeated breaches of the behaviour policy.

8. Legislative Framework

- Behaviour in Schools: Advice for Headteachers and School Staff February 2024
- Suspension and Permanent Exclusion Guidance
- Education Act 2002
- Use of Reasonable Force Advice for Schools
- Keeping Children Safe in Education (most up to date version)

9. Monitoring and Review

This policy will be reviewed regularly to ensure it reflects current legislation, guidance, and the needs of the school community.

To be reviewed annually by the Senior Leadership team and every two years by the Governing Board.