Behaviour Policy

HALE CHURCH OF ENGLAND PRIMARY SCHOOL

Policy date: September 2026 | Review: November 2027
Policy lead: Senior Leadership Team | Approval: Governing Board

1. Our vision and expectations

At Hale CE Primary School, our Christian vision, “Be the Light”, shapes a safe, caring and purposeful community. Positive relationships, clear routines and consistent expectations help every pupil learn, belong and flourish.

Our three school rules are Be Ready, Be Respectful and Be Responsible. They apply in lessons, around school, at playtimes and lunchtimes, on visits and whenever pupils represent the school. We teach, model and reinforce what these rules look like in practice.

2. Responsibilities

All staff model respectful behaviour, teach routines, recognise positive choices and respond calmly and consistently to concerns. They make appropriate adjustments, record incidents and share safeguarding concerns promptly. Serious incidents are referred to senior leaders and, where appropriate, the designated safeguarding lead (DSL).

Pupils are supported to follow the rules, respect others, keep themselves and others safe, take responsibility and repair harm when appropriate. Parents and carers are expected to support school expectations, share relevant information and work constructively with staff on agreed strategies.

3. Recognising positive behaviour

Staff use specific praise and celebrate effort, improvement, kindness, achievement and positive contributions. School recognition includes:

- Bee Rewards for going above and beyond within group teams, with the Weekly Bee Treat Bag awarded to the highest-scoring group.
- Star of the Week and PSHE Scrolls linked to positive attitudes and weekly PSHE targets.
- Positive messages home, stickers, classroom rewards and opportunities to share work with senior leaders.

Recognition is fair and inclusive, with appropriate consideration of pupils’ individual needs.

4. Graduated response to behaviour

Staff use the following stages to help pupils understand expectations and return to learning. Responses should be calm, discreet, proportionate and adapted where an individual plan requires it.

Stage	Response

1. Reminder	A quiet verbal reminder identifies the rule and the behaviour expected, with an opportunity to correct it.
2. Amber card	If behaviour continues, a honeycomb amber card is placed discreetly on the desk. It is removed when behaviour improves, in line with classroom procedures.
3. Reflection	Following a second amber card, the pupil completes an age-appropriate breaktime reflection about what happened, the impact and what to do differently.
4. SLT reflection	Where concerns continue or further intervention is needed, a senior leader may lead a breaktime or lunchtime reflection and consider next steps.

An additional short period with a trusted adult may be used between stages 1 and 2 where this helps a pupil regulate and return to learning. It is a supportive adjustment, not a punishment.

Parents and carers are informed after two reflections within a half-term, or sooner when the seriousness or frequency of behaviour warrants contact. Every reflection and incident requiring SLT support is recorded factually on CPOMS, including actions, parental communication and follow-up. Safeguarding concerns are reported without delay.

5. Individual support and inclusion

High expectations apply to all pupils, but support and responses may need to differ. Staff consider age, development, communication, sensory or emotional needs, disability, medical needs and relevant circumstances. Reasonable adjustments, SEND plans and professional advice inform decisions.

Where concerns persist, school may agree a bespoke behaviour plan, adapted graduated response or targeted support with parents, the SENCO and relevant professionals. Plans are shared with appropriate staff, monitored and reviewed. Behaviour that may signal harm or unmet safeguarding needs is not treated solely as misconduct.

6. Serious incidents and additional consequences

Physical or verbal assaults, threats, bullying, discriminatory abuse, sexual harassment or violence, weapons and behaviour posing a serious safety risk require prompt, proportionate action. Staff first protect those involved, seek medical help where needed, alert SLT and the DSL as appropriate, record the incident and follow safeguarding and anti-bullying procedures. The needs and safety of all affected pupils are considered.

Senior leaders may authorise a lunchtime detention or, exceptionally, an after-school detention for serious breaches. Any sanction must be lawful, reasonable, proportionate and consider age, circumstances, SEND and reasonable adjustments. Collection and safety arrangements must be considered for after-school detention. Sanctions must never humiliate pupils.

De-escalation is prioritised. Physical intervention or reasonable force is used only where lawful and necessary, never as punishment, and is reported and recorded in accordance with school procedures and current guidance.

7. Suspension and permanent exclusion

The headteacher may decide to suspend or permanently exclude a pupil in accordance with current statutory guidance and legal requirements. Decisions take account of evidence, seriousness, impact on others, safeguarding, individual circumstances, reasonable adjustments and support

already provided. Parents are notified of decisions and rights, and the school follows statutory procedures for education, review and governance.

8. Monitoring, linked policies and review

SLT monitors incidents, reflections, suspensions, patterns and the impact of support to ensure consistent and fair implementation. This policy is reviewed annually by SLT and every two years by the Governing Board, or sooner when required.

Read alongside the Safeguarding and Child Protection, Anti-Bullying, SEND, Equality, Attendance, Complaints and Health and Safety policies. Implementation follows relevant legislation and current DfE guidance, including Behaviour in Schools, Keeping Children Safe in Education, suspension and exclusion guidance, and guidance on reasonable force.