



Policy:	Behaviour Policy
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Position:	Headteacher
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Core values: compassion, courage, resilience and responsibility.

Mission Statement

'Nurturing children to blossom into compassionate and resilient members of our community'.

Values and aims:

- To create a stimulating learning environment both indoors and outdoors where children feel safe, are eager to learn and have fun.
- To offer a broad and balanced curriculum which is enhanced through our unique characteristics.
- As a village school, maintain excellent communication and develop links with the community.
- To celebrate and share success however small.
- To foster an understanding of the wider world, encouraging imagination and a sense of wonder.
- To create the foundations for a lifelong love of learning.

Behaviour Policy

Our Aims

At Hazelbury Bryan Primary School, we promote a culture of respect, kindness, responsibility and safety.

Our behaviour policy aims to:

- Create a calm, safe and inclusive learning environment.
- Promote positive relationships and mutual respect.
- Support children to become responsible and independent citizens.
- Encourage self-regulation and emotional wellbeing.
- Ensure expectations are clear, fair and consistently applied.
- Celebrate positive behaviour and achievement.
- Support children in learning from mistakes.

Our three Golden Rules are:

Ready

Thoughtful

Safe

The three core words underpin our approach to behaviour and conduct. They are deliberately open-ended so that the expectations and associated rules can be applied proportionately and appropriately to different situations. This enables staff to exercise professional judgement while ensuring that decisions remain aligned with the school's values and ethos.

Rights and Responsibilities

Children can expect staff to:

- Treat them fairly and respectfully.
- Listen to their views.
- Keep them safe.
- Support them to make positive choices.
- Recognise their achievements.
- Provide a fresh start each day.

We expect children to:

- Be respectful and polite.
- Follow instructions.
- Work hard and try their best.
- Be honest and take responsibility for their actions.

- Care for others, property and the environment.
- Follow our Golden Rules.

We expect parents/carers to:

- Support the school's behaviour expectations.
- Promote respectful behaviour towards staff and pupils.
- Work positively with the school to address concerns.
- Model appropriate conduct when on school premises.

Promoting Positive Behaviour

We are a relational and emotionally-aware school. Staff use:

- Positive relationships.
- Emotional coaching.
- Praise and encouragement.
- Restorative conversations.
- Modelling expected behaviour.
- Clear routines and expectations.
- House points and rewards.
- A trauma informed practice.
- Therapeutic thinking.

Positive behaviour is recognised through:

- Verbal praise.
- House points.
- Celebration assemblies.
- Certificates and awards.
- Communication with parents.
- Whole-school recognition.

What Does Poor Behaviour Look Like?

Examples include:

Low-Level Behaviour

- Calling out.
- Refusing instructions.
- Disrupting learning.
- Unkind comments.
- Lack of respect for others.
- Inappropriate language.

Serious Behaviour

- Physical aggression.
- Bullying, including cyberbullying.
- Discriminatory behaviour.

- Swearing directed at others.
- Threatening behaviour.
- Deliberate damage to property.
- Theft.
- Persistent defiance.
- Sexualised or discriminatory language.
- Behaviour that places others at risk.

The seriousness of behaviour will always be considered alongside the child's age, stage of development, SEND needs and individual circumstances.

Responding to Poor Behaviour

Staff will seek to de-escalate situations and teach positive alternatives.

Supportive strategies may include:

- Reminder of expectations.
- Redirection.
- Giving choices.
- Restorative conversations.
- Time and space to regulate emotions.
- Adult support.
- Adaptations for SEND needs.

Where behaviour continues, consequences may include:

1. Verbal reminder.
2. Reflection time.
3. Loss of privilege.
4. Completion of missed work.
5. Parent communication.
6. Behaviour support plan.
7. Headteacher involvement.

All significant incidents are recorded and monitored.

Pupils Who Show Persistent or Detrimental Behaviours

Where a child's behaviour causes ongoing concern, the school will:

- Meet with parents/carers.
- Identify underlying needs or barriers.
- Develop a support or behaviour plan.
- Involve SEND, pastoral or safeguarding staff as appropriate.
- Seek advice from external agencies where necessary.

Possible involvement may include:

- Dorset Children's Services.
- Educational Psychology.

- Behaviour Support.
- Early Help.
- Health professionals.

The aim is always to support improvement and prevent exclusion wherever possible.

In exceptional circumstances, where there is a serious breach of the school's behaviour expectations or where the safety, welfare or education of others is at significant risk, the Headteacher may consider a suspension or permanent exclusion in accordance with the school's Suspension and Permanent Exclusion Policy and statutory guidance

When Staff, Parents or Others Do Not Follow the Policy

The school expects all adults to model respectful behaviour.

Where adults behave in a manner that is:

- Abusive,
- Aggressive,
- Threatening,
- Discriminatory, or
- Repeatedly undermines school policies,

the Headteacher may:

- Meet with the individual concerned.
- Issue a formal warning.
- Restrict communication methods.
- Restrict access to the school site.
- Seek further advice from governors, the Local Authority or police where appropriate.

Use of Physical Intervention

Physical intervention is used only when lawful, necessary and proportionate.

Staff will always seek to:

- Prevent incidents through positive relationships.
- Use de-escalation strategies.
- Consider the needs of individual pupils.

Reasonable force will only be used as a last resort to prevent:

- Injury to a person.
- Serious damage to property.
- Serious disruption that creates an immediate risk.

Significant incidents will be recorded and shared with parents.

Bullying

We do not tolerate bullying.

Bullying is:

Repeated behaviour intended to hurt, intimidate or cause distress to another person.

Bullying may be:

- Physical.
- Verbal.
- Emotional.
- Online (cyberbullying).
- Discriminatory.

All allegations are taken seriously, investigated promptly and addressed in line with our Anti-Bullying Policy.

Governor Involvement

Governors monitor behaviour through:

- Behaviour trend reports.
- Suspensions and exclusions.
- Safeguarding reports.
- Policy reviews.
- Headteacher reports.

Governors become directly involved when:

- A permanent exclusion is considered.
- Formal complaints reach governor level.
- Significant concerns arise regarding policy implementation.
- A review of behaviour systems is required.

Governors do not become involved in day-to-day behaviour incidents.

Frequently Asked Questions

Will parents be informed about serious incidents?

Yes. Significant behavioural incidents will normally be shared with parents/carers.

Does SEND affect behaviour decisions?

Yes. Individual needs, disabilities and SEND will always be considered when making decisions.

What happens if behaviour does not improve?

Additional support, intervention plans and external agency involvement may be implemented.

Can a child be suspended?

Yes, but only when necessary and in line with statutory guidance.

What if my child reports bullying?

Please contact the class teacher or school immediately so concerns can be investigated promptly.

Can behaviour outside school be addressed?

Yes. The school may apply sanctions where behaviour outside school affects pupils, staff, the school community or the school's reputation.