

# **Hazlemere Church of England Combined School**



## **Behaviour Policy 2026-28**

***“Encourage one another and build one another up”***

***1 Thessalonians 5:11***

**Headteacher**

**Signed on behalf of Governing body**

**Last reviewed March 2026**

**Next reviewed March 2028**

## **Behaviour and Discipline Policy**

Hazlemere Church of England School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same. As members of our community, we adhere to the values of being: 'Respectful, Ready, and Safe.'

### **Legislation and statutory requirements:**

This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Use of reasonable force in schools](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

### **At Hazlemere we aim to:**

- Provide a safe, comfortable and caring environment where optimum learning takes place
- Provide clear guidance for pupils, staff and parents of expected levels of behaviour
- Use a consistent and calm approach
- Ensure all adults take responsibility for managing behaviour and follow-up incidents personally
- Ensure all adults use consistent language to promote positive behaviour
- Use restorative approaches instead of punishments

### **Purpose of the behaviour policy**

To provide simple, practical procedures for staff and pupils that:

- Foster the belief that there are no 'bad' pupils, just 'bad choices'
- Encourage pupils to recognise that they can and should make 'good' choices
- Recognise individual behavioural norms and respond appropriately
- Promote self-esteem and self-discipline
- Teach appropriate behaviour through positive intervention

### **All staff must:**

- Take time to welcome pupils at the start of the day
- Greet pupils at the start of lessons
- Foster and model positive relationships with pupils, listen and notice.
- Always pick up on pupils who are failing to meet expectations
- Always redirect pupils by referring to 'Ready, Respectful and Safe'

**The Head teacher and The Senior Leadership Team must:**

- Be a visible presence around the school
- Regularly celebrate staff and pupils whose efforts go above and beyond expectations
- Encourage use of positive praise, phone calls/texts/notes home and certificates/stickers
- Ensure staff training needs are identified and met
- Use behaviour records to target and assess interventions
- Support teachers in managing pupils with more complex or challenging behaviours

**Adults who manage behaviour well:**

- Deliberately and persistently catch pupils doing the right thing and praise them in front of others
- Know their classes well and develop positive relationships with all pupils
- Relentlessly work to build mutual respect
- Remain calm
- Demonstrate unconditional care and compassion

**Pupils want teachers to:**

- Give them a 'fresh start' every lesson
- Help them learn and feel confident
- Be just and fair
- Have a sense of humour

**Promoting Positive Behaviour**

It is the responsibility of the whole school community to create a safe, orderly and calm environment conducive to successful teaching and learning. The **Good to be Green model and House point rewards** are used to underpin this policy. The curriculum must be relevant, sequenced and appropriately delivered to cater for all children's needs for them to be well motivated and successful. We should all be good role models to encourage children to develop self-esteem and self-discipline.

We praise and reward children for good behaviour in a variety of other ways:

- teachers congratulate children, often using verbal praise, stickers, stamps and certificates or a note in a workbook
- adults give children house points - each week we nominate two children from each class to receive a certificate in assembly
- children can be sent to the Headteacher or SLT to show an outstanding piece of work or to be congratulated for good behaviour
- informal or formal contact with parents
- other class-based systems are developed from time to time with the approval of the Headteacher.

We promote self-regulation, taking responsibility for one's own behaviour and acting responsibly both inside and outside of the school. Children are taught to be ambassadors for our school and to wear the uniform with pride. Children know that they always represent our school, including travelling to and from school.

## **Sanctions**

We have adopted a range of responses for dealing with inappropriate behaviour which we have categorised according to the nature of the intervention. Appendix A provides a fuller explanation of the levels.

If the interventions described above are unsuccessful for any child in securing behaviour which is conducive to learning for that child and others, the Headteacher will support the class teacher to introduce strategies which are additional to those outlined above. These may include:

- A home school diary logging the behaviour daily
- Meeting with parents
- Formal written warnings
- Support from the behaviour support team (PRU)
- Fixed Term Exclusion
- Permanent Exclusion

## **Language around Behaviour**

It is essential that a common and consistent use of language around behaviour is adopted to establish clear boundaries within which to behave. Phrases such as 'kicked off' or 'screaming fit' are unhelpful in these instances and adults should always remain professional and calm.

Conversations around behaviour should be conducted, in the first instance, by the adult dealing with the incident or taking the class/ group. All incidents are logged on CPOMS.

## **Children with Special Educational Needs**

For some children, often classified as having social, emotional or behavioural difficulties, the school will need to respond in a way that is additional to or different from other children to manage their behaviour positively.

If this is the case, that child will be placed on Special Needs Support within our Special Educational Needs provision and an Individual Plan will be written for them detailing specific behaviour targets and strategies for meeting those targets. In these instances, we will seek advice from outside agencies.

## **Extreme Behaviours**

Some pupils exhibit behaviours based on early childhood experiences and family circumstances. Often these pupils use behaviour to communicate their emotions. It is also understood that for many pupils they need to feel a level of safety before they exhibit extreme behaviours. Where possible, the most skilful staff are used to build relationships with these pupils. These pupils are supported through a bespoke 'Individual Behaviour Plan'. When dealing with an episode of extreme behaviour, a pupil may need to be restrained if they or another person is unsafe. This will only be used as last resort and by trained staff only.

All serious behaviour incidents are recorded on CPOMS and incidents resulting in the need to restrain are also recorded in the Bound and Numbered book which is locked in the filing cabinet in the HT's office.

Exclusions may occur following extreme incidents at the discretion of the Headteacher. A suspension will be enforced under these conditions:

- The pupil needs time to reflect on their behaviour
- The school needs time to create a plan which will support the pupil better
- The inconvenience of the pupil working at home will have a positive impact on future behaviour

If these conditions are not met, other options may include a day seclusion with a member of the SLT or Headteacher. Throughout this process, it is imperative that regular meetings are held with parents to explain what is happening and why.

### **Zero-tolerance approach to sexual harassment**

All incidents of sexual harassment are met with a suitable response and never ignored. Pupils are encouraged to report anything that makes them feel uncomfortable, no matter how 'small' they feel it might be. All incidents of this nature are reported to a designated safeguarding lead in the school. The response will be proportionate, considered, supportive and decided on a case-by-case basis.

There are clear procedures in place to respond to allegations or concerns regarding the safety or wellbeing of pupils or adults in the school. These include clear processes for: responding to a report, carrying out a risk assessment, and advice on when to refer to early help, social care or the police. *Please refer to the Child Protection Policy and Keeping Children Safe in Education 2025 for more information.*

### **Off-site behaviour**

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is: taking part in any school-organised or school related activity such as school trips; travelling to or from school; wearing school uniform or in any other way identifiable as a pupil of the school.

### **Bullying**

Bullying is harmful to all involved, not just the victim, and can result in long-term outcomes of self-doubt, lack of confidence, low self-esteem, depression, anxiety, self-harm and in extreme cases serious mental health concerns and even suicide.

Other concerns, that might not necessarily easily fit into these headings, will be nevertheless taken seriously e.g. being picked on, taking advantage of another person.

Bullying can take many forms such as: verbal, physical, racist, homophobic, and on-line (Cyber) bullying. Pupils and staff are taught how to recognise, report and swiftly address incidents of bullying.

It is a possibility that the bully may be an adult and Child Protection procedures and Conduct and Discipline policies will be adhered to where this is the case.

*Please refer to our Anti-bullying policy and On-line safety policy for further information regarding how incidents of bullying are managed.*

### **Permanent Exclusion or Out of School Transfer**

Exclusion is an extreme step and will only be taken in cases where:

- Long term misbehaviour is not responding to the strategies and the safety and learning of others is being seriously hindered.
- The risk to staff and other pupils is too high
- The impact on staff, pupils and learning is too high

Permanent exclusion will be a last resort and school leaders will endeavour to work with the family to complete a managed transfer to a more suitable setting. In all instances, what is best for the pupil will be at the heart of all decisions taken.

	Examples of behaviours we may see	Action (Good to be Green)	Recording
1	<p><b>Minor misbehaviours</b></p> <p>Low-level classroom behaviours, not following instructions, not being safe, being disrespectful or disruptive</p>	<p>Identify and reward the positive or opposite behaviour in the classroom. Use agreed language. E.g. "Could I just remind everyone that you have been asked to work silently". Praise often works well in this situation as a way of positively reinforcing good behaviour. E.g. "Well done Samantha, you are working hard".</p> <p>If no improvement a verbal warning is given. If still no improvement</p>	Class teacher informed.
2	<p><b>Escalated Minor Misbehaviour despite warnings</b></p>	<p>Stop and think card is issued as a visual warning.</p> <p>"Jon, that is a warning, you are not being kind and helpful". The adult will remind the child of the value not being valued.</p> <p>If this results in the required behaviour, <u>we will praise this and remove the warning card.</u></p> <p>We will encourage children to make good decisions about their own behaviour and the use of a warning gives them that opportunity.</p>	Class teacher informed. If this continues, escalate to next level which is tilted yellow and follow guidance.
3	<p><b>Significant misbehaviour</b></p> <p>Continued minor misbehaviours.</p> <p>Low-key physical contact, time-wasting, messing around in areas that pupils should not be or that are unsupervised, not responding when being spoken to, inappropriate shouting-out.</p>	Tilted yellow which constitutes 5 minutes on the fence.	Class teacher informed. If this continues escalate to horizontal/full yellow and follow guidance.
4	<p><b>Serious misbehaviour or repeated significant misbehaviour</b></p> <p>Deliberately hurting another child, deliberate damage to others or school property, inappropriate language, not completing set tasks despite warnings, disruptive or inappropriate behaviour, refusal to acknowledge warnings,</p>	Horizontal/Full Yellow card. The pupil will spend time in reflection with a member of the SLT.	SLT informed. The incident is recorded on CPOMS under the correct behaviour category. Parents are informed if the child has more than one reflection in a week.
5	<p><b>Extreme misbehaviour</b></p> <p>Bullying, racism or prejudiced behaviour and language, physical behaviour that puts themselves or others in danger, sexual harassment including unwanted sexual comment or innuendo</p>	<p>Red Card.</p> <p>If the pupil is at harm to themselves or other pupils, then all other pupils should be removed from the room. The child spends the amount of time needed to regulate in a room deemed appropriate under supervision of SLT.</p> <p>Suspensions will be at the discretion of the Head teacher.</p>	Class Teacher and SLT Phase informed. Behaviour incident is entered onto CPOMS. Bound and Numbered Book used to log any restraints – located in the HT Office. Parents to be informed immediately.

Online anti-social behaviours that include all of the above (bullying, racist/prejudiced, sexual harassment) sharing images of others without consent		
---	--	--