



Behaviour Policy

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Summary of changes and reviews

Version	Date	Summary of amendments	By
1.0	1 Sep 21	Policy reviewed and new format incorporated	JO
1.1	1 Sep 22	Policy reviewed and updated	NR
2.0	22 Sep 22	New System of Sanctions implemented	NR/SD
3.0	Sept 23	Change in system to CPOMS, House point collection, Zones of Regulation and new academic year start	SD
3.1	Sept 24	Addition of spotlight board, ambition and character awards and staff taking S1s	SD
4.0	1 Sept 2025	Change of principles to values approach which aligns with the school values. New system of rewards and consequences to replace sanctions, introduction of restorative practice. Introduction of new reward system to include 'you've been spotted', Golden Housepoints and Hot Chocolate Friday's.	NW



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BEHAVIOUR POLICY

(WHOLE SCHOOL INC. EYFS)

Introduction

This policy has been drawn up with regard to the guidelines contained in:

- DfE Guidance '[Behaviour and Discipline in Schools](#)' (DfE January 2016)
- '[Statutory Framework for the Early Years Foundation Stage](#)' (DfE April 2021) (particularly the second overarching principle of 'Positive relationships' as well as the 'Personal, Social and Emotional Development' Prime Area of Learning.) There is a section of the EYFS policy that deals with procedures for the managing of behaviour in the EYFS.
- The policy also takes note of the [National Minimum Standards for Boarding Schools](#) (DfE Sept 2022 2015), particularly Standard 12 – 'Promoting Positive Behaviour and Relationships.'

Safeguarding and Child Protection are of the utmost importance at Hatherop Castle School. This policy should be read in conjunction with the whole school 'Safeguarding and Child Protection Policy' and Accessibility Plan which can be found on the school website.

This policy acknowledges that the school has a legal duty under the '[Equality Act](#)' (2010) in respect of:

- Safeguarding
- Pupils with special educational needs (SEN)
- Ensuring that any punishment does not breach any other legislation, e.g. respect for ethnicity, religious belief, gender, sexual orientation and human rights.

Aims

At Hatherop Castle School we aim to create a welcoming and caring environment where relationships are based on respect and to develop a positive self-esteem and sense of self-discipline in each child (including EYFS pupils). The staff at Hatherop Castle School are committed to maintaining high expectations of good behaviour as an essential contribution to the educational experience of the children and to their happiness and well-being while in school. We actively encourage curious children who challenge and question, who can reason and justify and who are engaged and interested in the world around them; but who are balanced in terms of respect, knowing the boundaries and politeness.

This document allows all staff to encourage high standards of behaviour from the pupils (including EYFS pupils) at Hatherop Castle School but also to provide information and guidance which will enable all members of staff to deal with discipline problems that may arise within our school, in a consistent and positive manner.

Our core aim in this policy is to establish and develop attitudes and behaviour that set high regard and respect for self, others and the school environment to:

- Provide information for staff, children and parents about acceptable forms of behaviour in our school.
- Provide a referral document for staff and parents.
- Put forward suggestions for ways of dealing with problems as and when they arise.
- Help ensure a consistent approach when dealing with disciplinary issues.



Values

Our behaviour policy is built around the Hatherop values. Specifically, Happiness, Adventure, Teamwork, Honesty, Encouragement, Respect, Opportunity and Perseverance. These values are what define the school and what is expected of the pupils and staff in our environment.

Happiness

We take pride in creating a positive, caring environment where smiles and good manners are part of everyday life. Pupils contribute to happiness by greeting others warmly, wearing their uniform with pride, and keeping shared spaces clean and welcoming.

Adventure

We embrace learning as an exciting journey where challenges are met with enthusiasm and curiosity. Pupils are expected to come prepared for every lesson, stay organised, and step out of their comfort zones with courage and responsibility.

Teamwork

We work together with kindness, cooperation, and mutual respect. Whether it's supporting a classmate, holding a door open, or contributing in group work, our pupils understand that great things happen when we look out for one another.

Honesty

We own our actions and speak the truth, even when it's hard. Pupils show honesty by admitting mistakes, being reliable, and taking care of their belongings and school environment. This includes keeping lockers tidy and following through on responsibilities.

Encouragement

We lift others with our words and actions, celebrating effort, progress, and kindness. Pupils are encouraged to recognise others' strengths, offer support, and model a positive attitude that uplifts the whole school.

Respect

We treat people, property, and ourselves with care and dignity. Pupils show respect by listening attentively, using polite language, keeping to routines, and showing pride in their appearance and behaviour both in and out of the classroom.

Opportunity

We believe every pupil should be ready to make the most of their potential. Pupils create opportunity for themselves and others by being punctual, prepared, and willing to take part in all aspects of school life with enthusiasm and self-discipline.

Perseverance

We keep going when things get difficult, showing resilience and focus. Pupils demonstrate perseverance by giving their best in every task, staying calm under pressure, and learning from setbacks with a determined, growth-minded attitude.



Parental Involvement

The School is committed to working in partnership with parents to support the wellbeing and development of every child at Hatherop. Parents can access this policy from the school website and we encourage parents to contact the school at an early stage when they feel there are issues which need to be addressed which have come to light at home (please see Anti-Bullying Policy). Class Teachers, Tutors and Heads of Phases should be the first point of contact for parents with pastoral issues and teachers in these roles should feedback to parents on the children's welfare on a regular basis, reporting minor issues which have come to light on a day to day basis. More serious disciplinary issues should be passed to the Heads of Phases or Deputy Head Pastoral who will contact parents in these situations, or for very serious incidents refer the matter to the Head who will contact parents.

Children with Special Educational Needs and Disabilities

Staff should be familiar with those children who have Special Educational Needs or Disabilities (SEND) within the school and understand that some children with SEND may not recognise that they are behaving inappropriately or that their own behaviour may be seen by someone else as inappropriate. Staff in the first instance should contact the Special Educational Needs Coordinator (SENCo) if they have concerns or worries with how to deal with such situations. The SENCo meets weekly with the Head, Deputy Head/Heads of Phases to discuss these matters and keep a log of incidents.

Rewards

Recognition of good behaviour is a key ingredient to our values and expectations at Hatherop. It is our aim to ensure that all positive actions are encouraged and, where possible acknowledged with a reward. Our reward systems are consistent throughout the school, but do have small adaptations to encourage positive behaviour and to ensure pupils are appropriately recognised in the age-appropriate way. Additionally, we have whole school incentives promoting the importance of community and teamwork.

EYFS Rewards – See EYFS Policy

Prep 1 to Prep 8 Rewards

Reward	Examples of Good Behaviour	Immediate actions taken by the school	Follow up actions at the school's discretion
		Verbal Praise	
Reward 1 and 2	Kind to others Working collaboratively Positive attitude to school life Applying leadership skills Good effort shown in any area of school Taking responsibility Self-discipline in class or independently Demonstrating resilience and overcoming difficulty. Using good manners	1 House Point or 2 House Points	Staff to log the house point in the House point book and upload to Complete Ed.



Reward 3	Excellent independent work Excellent knowledge and understanding Excellent collaboration and communicated it well A moment where a pupil has demonstrated excellence in an area and/or kindness.	5 House Points – Golden House Point	Staff to log the house point in the house point book and upload to Complete Ed. Golden Housepoint received and will join superstar hot chocolate Friday's. Head of Phase to write a postcard home.
Reward 4	Outstanding independent research Outstanding initiative and leadership Outstanding academic progress, demonstrating outstanding knowledge and understanding. Being an outstanding ambassador for the school.	10 House Points Headmasters Award	Staff to log the house point in the house point book and upload to Complete Ed. Headmasters Award

Whole School Rewards

A House Points tally for individual children is kept throughout the year. When a child reaches a certain number, they are presented with a certificate during the Tuesday celebration assembly:

- 40 house points – Bronze Certificate
- 80 house points – Silver Certificate
- 120 house points – Gold Certificate
- 160 house points – Diamond Certificate
- 200 house points – Platinum Certificate

Lists of House Points by house are produced each week and the average per house per week is read by the Head on Tuesday's celebration assembly. The house with the most House Points is read at the end of term and this number plays a significant part in the awarding of the termly House Shield (although other inter house competitions also contribute to this).

Superstar Friday's

Pupils are awarded golden House Point tokens for being an excellent school ambassador or achieve any of the criteria in reward 3. Pupils will receive a Superstar invite on a Friday morning for them to attend hot chocolate at break time.



You've been spotted

Throughout the year, pupils will be recognised on the 'You've been spotted board'. This recognises pupils for being good ambassadors for the school, for example, consistently holding the door open for others, consistently helping with snack at break times. Children will receive a certificate in assembly and their name will remain on the 'You've been spotted board' for the entirety of the term.

Values Appreciation

Ad-hoc recognition will be given to pupils who demonstrate the Hatherop values. Pupils will be visited by a member of the SLT and awarded a reward. Each reward will be unique to the individual, ensuring that it is both personalised and meaningful, as well as exciting for the pupil.

Values Champions

At the end of each term assembly Values Champions are awarded and receive a certificate from the Head and have their names displayed in the Values Champions board. There are winners for each of the eight values in each of the Pre-Prep, Middle School and Upper School. Winners are those who have embodied the school values the most and are chosen by staff in each of the phases.

Character and Ambition Awards

At the end of each term at final assembly Ambition and Character badges are awarded for Ambition (curriculum achievement) or Character (working hard, taking a risk, grit, resilience) in the following areas: Academic, Sport, Creative Arts, Performing Arts. Sport is separated by gender. There are winners for Pre-Prep, Middle School and Upper School.

End of Year Prize Giving

At the end of the Trinity Term there is a formal End of Year Prize Giving ceremony where awards (cups, shields, certificates or books) are awarded across a number of different subjects and categories to children across the school representing effort and progress across the entire school year.

Restorative Practice

At Hatherop, it is believed that a restorative practice approach is the most effective way to consistently encourage good behaviour.

Restorative Practice is a way of being, not merely a process to follow or a task to complete at specific times. It refers to a set of principles, behaviours, and approaches that help build and maintain healthy relationships and a strong sense of community. It also provides effective ways to resolve difficulties and repair harm when conflict arises.

A restorative approach represents a culture or ethos, underpinned by the following practical aims:

- To reduce the likelihood or recurrence of conflict by adopting a whole -school approach that meets the needs of all individuals.
- To strengthen relationships by creating time and space for open, honest conversations when they are most needed.



Every teacher-pupil interaction - whether positive or negative - presents a teachable moment. Every instance of poor behaviour offers an opportunity to rebuild relationships, enhance the learning environment, and strengthen the overall culture of the school.

The rewards and consequences system outlined below must be used in conjunction with restorative practice. This ensures that pupils are given the opportunity to rebuild trust and respect with staff and peers alike.

Pupils must be given a voice. This is to reflect on why the behaviour occurred, to take responsibility for their actions, and, together with the teacher, to decide how to repair the harm and, where necessary, reintegrate into the school community. The following restorative questions are consistently used across the school:

1. What happened, and what were you thinking or feeling at the time?
2. Who has been affected by your actions, and in what way?
3. What do you think needs to happen to make things right?

Staff have access to these questions on the reverse side of their lanyards, ensuring consistency in restorative conversations throughout the school.

Restorative practice may involve a teacher addressing conflict between pupils, individual instances of poor behaviour in lessons, or managing challenges with a specific group. It can be particularly effective when a teacher calls a brief 'time-out' during a lesson. This provides an opportunity to remind pupils of expectations and to allow their voices to be heard.

Empowering pupils to take responsibility for repairing any harm caused is essential before moving forward. Alongside any formal consequence, a pupil may choose and/or be encouraged to write a letter of apology or contribute positively to the school community in some way. This process helps them feel that they have made amends and supports a genuine fresh.

Consequences

Teachers have at their disposal various consequences, which can be applied using the consequence system outlined below. Our aim is to encourage the pupils to improve or correct their behaviour before using any form of consequence. Teachers will always support the consequence with some restorative practice, which is outlined above. All consequences are recorded onto CPOMS and the Deputy Head Pastoral generates a behavior log from CPOMS as a record of the consequence being completed. Consequences are monitored by Heads of Phases working with Form Tutors, as well as by the Deputy Head Pastoral. Staff should always use their own knowledge of the children and their individual needs or circumstances before applying consequences.

Consequences - Slips

	Examples of Behaviour	Immediate actions taken by the school	Follow up actions at the school's discretion
	Lack of engagement Not following instructions the first time Shouting out Eating outside allocated places	Warning	



	Running Indoors Repeated warnings		
1 Slip	Low Level behaviour: Off task Ignoring instructions Lack of equipment Lateness without good reason Devices not being charged Inappropriate behaviour	1 Slip	Staff to log the slip on CPOMS within 24 hours.
2 Slips	Anti-social behaviour: Inappropriate Language Repeated 1 slip behaviour Deliberate overly physical contact Inappropriate use of ICT / electronic devices Rudeness to staff Teasing Unkindness Swearing or inappropriate language	2 Slips	Staff to log the slip on CPOMS within 24 hours. Behaviour should be referred to Head of Phase. Parent may be notified by the tutor or form teacher. Restorative conversations take place to focus on the repair with the teacher that awarded the consequence.
3 Slips	Additional Anti-social behaviour: Swearing Refusing to follow instructions Always disrupting learning Bullying or being unkind on purpose Damaging school or others' property Saying offensive or hurtful things Harassment or threats	3 Slips	Staff to log the slip on CPOMS within 24 hours. All major incidents of anti-social behaviour must be reported to the Deputy Head, Pastoral. Lunch time meeting with the Head of Phase. Parents to be informed by the Head of Phase.

If a pupil were to accumulate two slips in a week, the pupil will miss minutes of their break-time with their form teacher or tutor to form a restorative conversation called 'Repair Time'. As per the guidance above.

Three slips in a week or four slips over two weeks, the pupil will take part in a meeting at break time with the Head of Phase to discuss the behaviour throughout the week and strategies to improve the behaviour the following week as per our restorative practice training.



Serious behaviour Incidents

For serious behaviour incidents, a more severe consequence will be applied. This will be at the discretion of the Head and/or Deputy Head. Below are some examples of serious behaviour. The list is not exhaustive, and other serious incidents will also be considered.

- Refusal to follow instructions or complete tasks
- Persistent disruption of learning
- Any form of bullying
- Vandalism
- Inappropriate sexual harassment
- Offensive references to protected characteristics
- Bullying, intimidation, or repeated harassment of another pupil
- Damage to or theft of equipment/property

Staff must log all incidents on CPOMS within 24 hours. Actions will be determined at the discretion of the Head and/or Deputy Head.

Consequences – Detention

	Examples of Behaviour	Immediate actions taken by the school	Follow up Actions at the school's discretion
DH Detention	Accumulation of four slips in a week or five slips over two weeks.	Deputy Head Pastoral Detention	Deputy Head Pastoral to upload information to CPOMS in 24 hours Deputy Head Pastoral to contact parents Detention takes place at lunch on Friday from 1pm – 1.30pm
HM Detention	Accumulation of five slips in a week or six slips over two weeks.	HM Detention	HM to log the slip on CPOMS within 24 hours. HM to contact parents HM Detention to take place after school from 4.45pm – 5.30pm on a Thursday evening.



Individualised behaviour plan	Continued poor behaviour despite implementation of school report card.	Individualised behaviour care plan	Dept Head Pastoral and Head will meet with parents and pupil to customise a Personal behaviour plan.
	Continued poor behaviour despite the implementation of the individualised behaviour plan. A serious incident of poor behaviour.	Suspension or Permanent Exclusion	To be decided by the Head only in consultation with the Chairman of Wishford.

Consequences – Detention

If required an individualised behaviour plan will be implemented. **Individualised Behaviour Care Plan** may be drawn up with the input of the Deputy Head, Head, Form Teacher/Tutor, the child's parents and the child themselves where appropriate. This would also be regularly reviewed through tutorials with the child and with staff at staff meetings. (It should be noted that Pastoral Care Plans are also used where a child may require additional support from staff for wellbeing purposes, so not all children on a Pastoral Care Plan are on them for behavioural reasons).

If a pupil commits a very serious breach of the school rules or persistently exhibits behaviour which is unacceptable in the community, the Head has the right to **exclude** a child for a **fixed term** or **permanently**.

Decisions will not be made in isolation and will always be in consultation with parents. The outcomes will be recorded as part of the school behaviour log in and on CPOMS.

In the very rare event of a permanent exclusion the Head will follow safeguarding protocols to ensure the child's health, safety and welfare are paramount. The Head may follow the Children in Care protocol as an alternative if felt appropriate. The Wishford Executive Chairman would be kept informed of all decisions. Every assistance will be given to help the parents and child find alternative full-time schooling.

Parents will be allowed to appeal the decision and details of this appeal will be explained in a letter to the parents.

Tracking and Monitoring Behaviour Trends

Rewards recorded and logged on Complete Ed and Consequences on CPOMS are by all teaching staff, with completed Consequences recorded and reviewed by Deputy Head or Head/Phase Leaders. Form Tutors should regularly check the progress of Rewards and Consequences for their children and feedback back to parents when appropriate and during Parents Meetings or in Tutor Reports. Heads of Phases along with the Deputy Head will monitor trends and patterns with the awarding of sanctions and will meet weekly to discuss these. The SENCo will monitor trends amongst vulnerable children.

All incidents will be logged on CPOMS as incidents. The Head, Deputy Head and Heads of Phase will add actions to the notes on CPOMS. Serious disciplinary issues are also recorded in CPOMS along with incidents of bullying. These logs are overseen by the Deputy Head.

Incidents and developments are raised and discussed in weekly meetings and at Staff Meetings with all staff. The Deputy Head will also informally discuss classes with relevant Form Tutors on a regular basis.



Physical Intervention

Hatherop Staff, including EYFS staff, will not give corporal punishment to a child. Physical intervention is where practitioners use reasonable force to prevent children from injuring themselves or others or damaging property. Hatherop staff understand that physical intervention is not corporal punishment and that corporal punishment is an offence.

All members of school staff have a legal power to use reasonable force. Such force should only be used to prevent children from injuring themselves or others or damaging property, for example but not exclusively, to prevent a pupil from attacking a member of staff or another pupil, to stop a fight in a playground or restraining a pupil at risk of harming themselves. Physical force is not permitted as a punishment and it would be unlawful to do so. Reasonable adjustments should be made to the use of reasonable force for children with SEND.

All occasions when physical intervention is used (as outlined above) should be recorded and parents should be informed that day or as soon as is reasonably practicable.

Further information can also be found in the Department for Education July 2013 paper '[Use of reasonable force; Advice for Headteachers, staff and governing bodies](#)'.

Guidelines for Staff Dealing With Behaviour in School

As a staff we actively encourage good behaviour by:

- Sound, caring relationships between staff and pupils.
- High expectations of our children.
- Well matched and motivating activities.
- A positive approach to developing self-esteem.
- An open and supportive partnership with parents.
- Thoughtfulness and respect for colleagues and Head.
- Setting good examples in our own behaviour.

We can promote good behaviour with our children by:

- Positive attitudes to develop children's self-esteem - no sarcasm.
- Valuing individuals – everyone has some good to build on.
- Levels of independence and responsibility increase self-worth. Staff must plan and manage activity/task in such a way that the child can achieve what is required.
- Congratulate children when behaving well.
- Establish class and school rules with pupils' involvement.
- Ensure environment reflects positive attitudes through effective displays and encouraging children to tidy as they go.
- Thoughtful and caring interactions.
- Reflect on problems. How can repetition be avoided?
- Use proper names at all times.
- Develop ownership of behaviour and consequences.
- Voice levels – avoid shouting except in extremes.
- Actively show compassion and warmth in your interactions.



- Listen without judging.

Classroom management

“The problem of disruption can be significantly reduced by helping teachers to become more effective classroom managers”.

Well organised and delivered lessons help to secure good standards of behaviour. Teachers should:

- Know their children as individuals i.e. know their names, friends and interests.
- Plan and organise both the classroom and lessons to keep pupils interested and minimize opportunity for disruption i.e. furniture layout, groupings of children, matching work to ability, pacing lessons, being enthusiastic and using humour to create a positive classroom atmosphere.
- Be flexible in order to take advantage of unexpected events.
- Continually observe or scan the behaviour of the class.
- Be aware of and control their own behaviour i.e. tone of voice, manner.
- Model the standards of courtesy they expect from pupils.
- Emphasise the positive, including praise for good behaviour as well as good work.
- Make rules for classroom behaviour are consistently clear to pupils from the beginning. These should be displayed in the classroom.
- Make sparing and consistent use of reprimands i.e. be firm not aggressive, target the right pupils, criticize behaviour not pupil, be fair and consistent, and avoid sarcasm.
- Analyse their own classroom management and learn from it.

Taken from “Discipline in Schools” – Lord Elton

Strategies to use in class

- Ask child to explain what has happened.
- Speak firmly and explain why behaviour is unacceptable.
- Isolate child from group/activity.
- If necessary work with the child individually.
- Restrict movement for a period of time.
- Apply the appropriate Consequence
- Award good behaviour – involve Head/other staff/other children/use rewards system.
- If the unacceptable behaviour continues, then move up the Sanctions chart.

Implementation of any Reward or Sanction must be fair, consistent and non-negotiable. They must be applied with care and concern; aggression answered with aggression reaffirms the negative. Rewarding the individual with specific targeted and personal praise is highly effective, highlighting poor behaviour should be done in a general context and not targeted at an individual pupil.

Causes for Concern

The following behaviour should be a concern to the teacher and should not be tolerated:

- Lack of respect for people, belongings and resources.
- Aggressive and anti-social behaviour.
- Disruptive behaviour.



Zones of Regulation

“Behaving oneself” requires our students to carry out a desirable action whilst simultaneously thinking, monitoring and controlling their behaviour on many fronts. This is as true to school life as it is to home life. Self-Regulation can go by many names, such as self-control, self-management and impulse control. It is defined as a state of alertness both of the body and of emotions for the specific situation. For example, when a student plays on the playground or in a competitive game, it is beneficial to have a higher state of alertness. However that same state would not be appropriate in the library, or a maths lesson for example.

From September 2023 lessons and learning activities have been implemented and designed to help our pupils recognise when they are in different zones as well as learn strategies to change or stay in the zone they are in. In addition to addressing self-regulation, the students should hopefully gain; an increased vocabulary of emotion; become better skilled at reading other people’s facial expressions; gain greater perspective about how others see and react to their behaviour; develop insight into events that trigger their behaviour; build calming and alerting strategies and deepen their problem-solving ability.

It is important to note that everyone experiences all of the zones – the red and yellow zones are not “bad” or “naughty”. All of the zones are expected at one time or another. The zones of regulation are intended to be neutral and not communicate judgement. The four zones are explained below and parents and staff are encouraged to model and share this language at home.

The Zones

We can categorise all the ways we feel and act into four groups or zones. We use the four zones to describe how our brain and bodies feel.

When you are in the **Blue Zone**, your body is running slow, such as when you are tired, sick, sad or bored.

When you are in the **Green Zone**, like a green light, is when you are “good to go”. If you are in the green zone you may feel happy, calm and focussed.

When entering the **Yellow Zone** – proceed with caution and slow down! The Yellow Zone describes when you are about to lose control, such as when you are frustrated, overwhelmed, silly, wiggly, excited, worried, anxious or surprised. It is a good idea to use caution when you are in the yellow zone.

The **Red Zone** is reserved for extreme emotions such as terror, uncontrolled anger, aggression and elation. When you are in the Red Zone you are out of control, have trouble making good decisions and must STOP.

For further information on how use of the zones will help benefit our pupils’ performance at school, at home, and in future work – please visit www.zonesofregulation.com and/or <https://www.socialthinking.com/social-thinking-methodology>

Corporal Punishment

There is no form of corporal punishment, nor is it ever used as a threat.

