

## Behaviour, Rewards, Sanctions, Discipline and Exclusions Policy

<b>Responsible for Policy</b>	
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<b>Approval</b>	<b>Education Committee</b>
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This policy applies to Hazelwood School and Hazelwood School Nursery (EYFS)	

### 1. Legal and Regulatory Framework

This policy is written in accordance with:

- Education (Independent School Standards) Regulations 2014, Part 3 Paragraph 9
- ISI Inspection Framework 2023 (F23)
- Behaviour in Schools (DfE, February 2024)
- Keeping Children Safe in Education (KCSIE) (DfE September 2025)
- Equality Act 2010
- Children and Families Act 2014
- EYFS Statutory Framework 2023
- DfE Guidance: Mobile Phones in Schools (effective 1 March 2026)
- Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England (DfE, latest guidance)

The Governing Body ensures that good behaviour is promoted through implementation of this policy and that records of serious sanctions are kept.

### 2. Purpose

Hazelwood is a people-centred community rooted in Compassion, Courage and Respect.

This policy aims to:

- Promote good behaviour, self-discipline and respect
- Create a calm, safe and purposeful learning environment
- Protect pupils and staff from disruption and harm
- Support pupils to take responsibility and repair relationships
- Ensure sanctions are fair, lawful and proportionate
- Comply fully with safeguarding and equality duties

Hazelwood School maintains high expectations of behaviour for all pupils. Expectations are applied consistently, fairly and equitably, with appropriate consideration given to individual needs.

### 3. Hazelwood Behaviour Expectations

Following staff consultation, Hazelwood operates three clear behaviour expectations:

### **1. Communicate Kindly and Respectfully**

Polite language  
Listening to others  
Awareness of impact

### **2. Be Ready and Calm for Learning**

On time  
Prepared  
Calm movement  
Follow instructions

### **3. Take Responsibility and Repair**

Own mistakes  
Apologise sincerely  
Make amends  
Learn and move forward

These expectations apply:

- On school premises
- During educational visits
- Online and digital conduct
- Travelling to and from school
- When representing Hazelwood

Serious off-site behaviour which affects the welfare of members of the school community or brings the school into disrepute may be sanctioned.

The School may sanction pupils for misbehaviour occurring off-site, including online behaviour, where it is reasonable to do so and where it impacts the welfare of pupils or staff, the orderly running of the school, or brings the school into disrepute.

### **4. Whole School Approach**

Hazelwood operates a consistent, predictable and visible behaviour culture:

- Senior leaders visibly support staff
- Staff are trained in behaviour management and de-escalation
- Expectations are explicitly taught and modelled
- Behaviour expectations are reinforced through assemblies, PSHE, tutor time and daily classroom routines.
- Behaviour is addressed promptly and proportionately
- Safeguarding underpins all decision-making

Pupils are inducted into the behaviour culture on entry.

### **5. Supporting Pupils with SEND or Additional Needs**

Hazelwood recognises its duties under:

- Equality Act 2010 (reasonable adjustments)
- Children and Families Act 2014 (best endeavours)
- EHCP statutory provisions
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Where behaviour is linked to SEND:

- Behaviour is considered in context
- Adjustments are made where reasonable

- Graduated response is used
- Pastoral and SEND teams are involved

However, behaviour that compromises safety or learning will not be tolerated.

Safeguarding considerations are paramount. If behaviour suggests risk of significant harm, the Safeguarding Policy is followed immediately.

The School uses a range of early intervention strategies to help pupils meet behaviour expectations and reduce the likelihood of suspension or exclusion. Strategies include:

- frequent and open engagement with parents.
- mentoring/coaching.
- short-term report cards and longer-term behaviour plans.
- engaging with external partners to address specific challenges (e.g., anger management, resilience, social skills).

Where appropriate, provision for SEND will be reviewed and multi-agency assessment considered.

## **6. Rewards**

Hazelwood prioritises positive reinforcement.

Rewards may include:

- Verbal praise
- Stickers (EYFS and KS1)
- House points
- Bronze, Silver and Gold awards
- Recognition in assemblies
- Nutshell newsletter celebration
- Phone call/email home
- Positions of responsibility
- End of term recognition

## **7. Responding to Misbehaviour**

When misbehaviour occurs, staff will:

1. Ensure safety
2. Restore calm
3. Address behaviour
4. Record where appropriate

Parents will be informed at the appropriate stage depending on seriousness and frequency. For formal sanctions (Stage 4 and above), parents will be informed the same day wherever reasonably practicable.

## **8. Sanctions Available at Hazelwood**

The following sanctions may be used, depending on seriousness, frequency and context:

- Verbal reminder
- Formal warning
- Removal from activity (supervised and teacher informs HOY/class teacher and parents)
- Formal reflection (recorded on CPOMS and parents informed by HOY or Form Tutor in Reception Year 4)
- Loss of privilege (parents informed by HOY or Form Tutor in Reception- Y4)
- Lunchtime detention (parents informed)
- After-school detention (parents informed)

- Head's detention (parent meeting with member of leadership team)
- Behaviour Support Plan (parent meeting with member of leadership team)
- Internal suspension (parent meeting with Deputy Head Prep/Head)
- Fixed-term suspension (parent meeting with Head)
- Permanent exclusion
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All sanctions are applied fairly, proportionately and lawfully.

### **9. Behaviour Pathway (Years 3–8)**

N.B. Reception–Year 2 follow the EYFS/KS1 approach in Section 10, supported by Form Teachers and relevant pastoral leads.

#### **Stage 1 – Reminder**

- Clear verbal correction linked to expectation.

#### **Stage 2 – Warning**

- Behaviour named; consequence explained.

#### **Stage 3 – Removal from Activity**

- Pupil joins another supervised classroom or adult (never stands outside unsupervised).
- Short restorative conversation.

#### **Stage 4 – Formal Reflection**

- Recorded on the School's safeguarding and behaviour recording system (CPOMS).
- Reflection conversation using restorative questions.
- Parents informed (telephone or email on the same day where possible).

#### **Stage 5 – Senior Leader Involvement**

- Deputy Head involvement.
- Detention or loss of privilege.
- Parents informed formally (telephone and follow-up written communication).

Where patterns of repeated behaviour emerge, senior leaders and the pastoral team will review the pupil's needs and consider whether additional support, a parental meeting or a Behaviour Support Plan is required.

#### **Stage 6 – Internal Suspension**

- Pupil works separately under supervision.
- Parents informed verbally and in writing.
- Reintegration meeting required.

Removal is a time-limited sanction used to restore safety and calm following high-level disruption and to enable learning to continue in a managed setting. Pupils in removal will continue meaningful education under supervision. Parents will be informed on the same day where practicable. Reintegration will follow a clear process, including a restorative conversation and, if needed, targeted support to help the pupil succeed back in class.

#### **Stage 7 – Fixed Term Suspension or Permanent Exclusion**

- Head decision only.
- Parents informed immediately by telephone and in writing without delay.
- Governors and Local Authority informed as required.

All serious sanctions are recorded and monitored.

### **10. EYFS Behaviour Approach**

EYFS and KS1 prioritises:

- Modelling of positive behaviour, language and attitude
- Redirection to other activities to avoid unwanted behaviours, guiding towards a more appropriate alternative
- Visual prompts to reinforce behaviour and expectations
- Emotion coaching to support children to recognise, understand and manage their emotions
- Calm spaces where children can go, with adult support, to regulate their emotions.

Parents are informed at Stage 4 and above, or earlier if behaviour raises safeguarding or wellbeing concerns.

### **11. Serious Misconduct**

The following may result in immediate senior leader involvement or suspension:

- Attempted physical assault
- Actual physical assault
- Verbal abuse
- Bullying
- Racist, sexist, homophobic, transphobic or discriminatory behaviour
- Sexual harassment or violence
- Possession of prohibited items
- Deliberate damage
- Persistent defiance
- Bringing school into serious disrepute

Sexual violence or harassment is managed in line with KCSIE Part 5.

Hazelwood School does not tolerate bullying in any form. All allegations are taken seriously, investigated promptly and recorded in accordance with the Anti-Bullying Policy.

Police may be informed where appropriate.

Where misbehaviour occurs off-site or online and is linked to the School (e.g., while travelling to/from school, during school activities, when in uniform, or when identifiable as a Hazelwood pupil), sanctions may be applied where reasonable. This includes incidents that have repercussions for the orderly running of the School, pose a threat to others, or risk bringing the School into disrepute.

### **12. Detentions**

Detentions may occur:

- Lunchtime
- After school

Parents are informed when a detention is issued.

Head's Detention is reserved for serious offences or accumulation of sanctions and is accompanied by written communication from the Head to parents.

The Head designates which staff may issue detentions and the contexts in which they may do so. Parental consent is not required for detentions. When scheduling, staff will consider pupil safety, caring responsibilities, medical appointments, and travel arrangements. For lunchtime detentions, reasonable time will be allowed for eating, drinking, and use of the toilet.

### **13. Suspension (Fixed Term Exclusion)**

Only the Head may suspend.

Suspension:

- Is proportionate
- Is lawful
- Uses civil standard of proof
- Is communicated in writing without delay
- Includes reintegration meeting

Work is provided during suspension.

Parents have the right to make representations to the Head and, where applicable, to the governing body. The governing body will review suspensions in accordance with regulatory requirements.

#### **14. Permanent Exclusion**

Permanent exclusion is used only where:

- There is a serious breach; and
- Remaining would seriously harm welfare or education of others.

Governors and Local Authority are informed immediately.

#### **15. Safeguarding and Behaviour**

Behaviour and safeguarding are intrinsically linked.

Where behaviour indicates possible:

- Abuse
- Neglect
- Trauma
- Sexual harm
- Criminal exploitation

DSL leads response.

#### **16. Physical Intervention and Prohibited Practices**

##### **Corporal Punishment**

Corporal punishment is not permitted at Hazelwood School and is prohibited in all circumstances.

##### **Use of Reasonable Force**

In accordance with DfE guidance on the Use of Reasonable Force, staff may use reasonable force where necessary to:

- Prevent a pupil from injuring themselves or others
- Prevent serious damage to property
- Prevent the commission of an offence
- Prevent serious disruption to the good order of the school

Any use of reasonable force will:

- Be proportionate and reasonable in the circumstances
- Be used as a last resort
- Be recorded on the school's safeguarding and behaviour recording system
- Be reported to parents as soon as reasonably practicable

Hazelwood does not use restraint as a form of punishment.

## **17. Searching, Confiscation and Mobile Phones**

Hazelwood follows DfE Searching, Screening and Confiscation guidance.

Searches will be carried out in a safe and proportionate way, in line with DfE guidance. Where a search is required, staff will consider the pupil's age, SEND, and any known vulnerabilities. Appropriate supervision and recording will take place, and parents will be informed where appropriate.

Prohibited items include:

- Weapons
- Drugs
- Alcohol
- Vapes
- Pornographic material
- Stolen property

There are circumstances where staff may use reasonable force to prevent an offence, personal injury, damage to property, or serious disruption. Any force used will be the minimum necessary and proportionate to the circumstances, taking account of a pupil's age, SEND and vulnerabilities. Incidents will be recorded and parents informed. Staff receive training in de-escalation and the safe use of minimum necessary force.

### **Mobile Phones**

In line with DfE guidance effective 1 March 2026, Hazelwood operates as a mobile phone-free school by default.

Pupils are not permitted to use mobile phones during the school day. Any permitted exceptions must be explicitly agreed by senior leadership and are rare.

If a pupil brings a mobile phone onto site, it must be switched off and handed in or secured in accordance with school procedures.

Staff are not permitted to use personal mobile phones for personal reasons in front of pupils during the school day, except in limited circumstances such as multi-factor authentication or authorised educational use.

Mobile phones may be confiscated if used in breach of school rules.

## **18. Monitoring and Governance**

The Deputy Head monitors:

- Patterns
- Repeat behaviour
- Protected characteristic trends
- Suspensions

Behaviour data is analysed termly to identify patterns, trends and any disproportionate impact on pupils with protected characteristics. Findings inform staff training, support strategies and policy review.

Governors review data annually.

## **19. Record Keeping**

The school keeps:

- Records of serious sanctions
- CPOMS logs
- Suspension documentation

- Reintegration records

Records are retained in accordance with Data Protection Policy.

#### Linked Policies

- Safeguarding
- Anti-Bullying
- SEND
- Equality
- Search and Confiscation
- ICT Acceptable Use
- Staff Code of Conduct
- Parental Complaints Policy

Concerns should be raised promptly with the School to enable early resolution. Where a formal process is required, the School's Complaints Procedure sets out the steps, timescales, and review arrangements. This applies equally in EYFS.