



Behaviour Statement of Procedures

Key Document Details

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A Whole School Approach

Grange Infant and Junior school are committed to creating an environment where positive behaviour is at the heart of productive learning. Good behaviour and good learning behaviours are essential for effective teaching and learning to take place. It is a primary aim of the school that every member of the community feels valued and respected, and that each person is treated fairly. We are a caring community, and our values are built on mutual trust and respect for all.

We aim:

- To ensure that positive behaviour is a minimum expectation for all
- For all children to feel safe in school
- To promote a safe, engaging, calm working environment
- To ensure that all learners are treated fairly, listened to, and shown respect through supportive relationships
- To support children in building reflection and evaluation skills, and the ability to learn from their successes and mistakes

Behaviour systems, rules and routines form an important part of our induction and are regularly revisited at key points of the school year.

School Rules

As a school, we have three main school rules and have made them simple to recall so that they can be used consistently by the whole school community. We want our children to be:

- Ready
- Respectful
- Safe

We also talk to the children about how we must 'Repair' when things haven't gone as well as we would hope. They are shared with the children in a child friendly way and referred to regularly as part of our 'Grange Way'.

We also have a shared language that is used across EYFS, KS1 and KS2. Phrases that children will hear regularly are:

- Show me good listening
- Show me good walking
- Show me good sitting
- Show me you are ready

In order to give children a positive start to the school day, we make sure to *meet and greet* them every morning.

Incentives and Rewards

A major aim of the school policy is to encourage positive behaviour through a system of praise and reward, accessible to all children. We celebrate both academic and non-academic achievements. All staff

recognise and celebrate children demonstrating the *Grange Way* throughout the school day, and rewards once given will never be removed.

Values

Our values underpin our approach to behaviour, promoting a positive and safe learning environment. At the start of each term, classes work collaboratively to discuss what each value looks like in practice.

- Collaboration
- Happiness
- Honesty
- Perseverance
- Resilience
- Support

Values Buttons and celebrating success beyond school

Throughout the school year, children can receive *value buttons* for consistently demonstrating the school values. These are usually awarded at the end of each term during our celebration assembly, following nominations from school staff.

We also encourage parents to share their children's successes with the school, so these achievements can be recognised as part of the awards. In addition, we celebrate accomplishments beyond school and enjoy hearing about children's wider successes.

Verbal Positive Praise

All staff use verbal praise when children are showing the school values and following our school rules. They make praise explicit by using the phrase thank you e.g., **'Thank you for showing good sitting.'**

Use of Dojo

ClassDojo is used to recognise individuals who demonstrate the school values and rules. Points can be awarded by any member of staff.

Teachers can also use *ClassDojo Groups* to award points for collaborative efforts, as well as individual contributions such as *helping others* or *participation*. These points are then translated into Team Points.

Stickers

Stickers are awarded to recognise positive learning behaviours. *Headteacher stickers* are given to children invited to share their work with the headteacher, in recognition of strong learning behaviours and work they can be proud of.

Consequences

Whilst every effort is made to de-escalate situations, there are times when consequences are necessary. These may be applied both inside and outside the classroom at any time during the school day.

A range of de-escalation strategies will be used, depending on the child and the incident. These strategies provide the child with an opportunity to reflect, adjust their behaviour, and make positive choices.

The principles underpinning all consequences are that they should be:

- Appropriate and proportionate to the incident
- Immediate and short-lived
- Consistent
- Focused on the behaviour, not the child
- Expected and understood by the child
- Delivered calmly
- Accompanied by a model of acceptable behaviour
- Never humiliating to the child or adult
- Avoided where possible
- Inclusive of parents, where appropriate

The following ladder will guide adults working with children:

1) Encouragement	Children will be calmly reminded and encouraged to make good choices in line with our school rules. The common language of 'Show me' will be reinforced.
2) Reminder	A clear and calm verbal reminder will be given and delivered privately wherever possible. A reminder of the consequence might be given at this stage but will ALWAYS be done individually and never as a threat.
3) Reflection	The child will be given the chance to reflect away from others. Children will be calmly directed to a suitable task for a suitable amount of time. This will depend on the child.
4) Reset	At this point a child will be directed to work somewhere other than the classroom. The location will depend on the child. This might be another classroom, a pod or The Den. In most cases children should still be expected to work and the class teacher should set this expectation. This might also involve being inside of part or all of break and/or lunch if appropriate. In most cases children should still be expected to work and the class teacher should set this expectation. They should understand the reason for the reset and staff should refer to the school rules during these conversations. Staff should always check ' Do you understand why you are being asked to... Do you think that this is a fair decision? ' This should be recorded on CPOMS
5) Repair	Children will be spoken to about their 'choices' and what they can do next time to make these better. They should be asked how they can repair the situation which might be a change to their behaviour or could be, for example, offering someone an apology. The gist of these conversation should be recorded as part of the CPOMS entry
Parental involvement	Parents can and should be involved at any point on the ladder but definitely from stage 4 onwards. They might also be spoken to if a child is repeatedly at stage 2 or 3. Working in partnership with parents is one of the most powerful tools and can provide vital information regarding a child's behaviour. Parents can also provide useful reinforcement of the school rules. This should be recorded on CPOMS

Pastoral Support Plan (PSP)

We acknowledge that a small percentage of pupils will require a bespoke approach to behaviour as they have specific needs. These individualised plans are drawn up by the class teacher in consultation with the child, support staff, parents, external agencies and SENCO/SLT. These are regularly reviewed as required to support the child's needs.

Fixed term suspensions and permanent exclusions

If a child persistently makes poor behaviour choices, they may be relocated under SLT supervision, at the discretion of the Headteacher/Deputy Headteacher or a fixed term suspension (Headteacher decision). Only the Headteacher has the power to suspend a child from school. The Headteacher may suspend a child for one or more fixed periods, for up to 45 days in any one school year. The Headteacher may also exclude a pupil permanently. Prior to this decision, advice will be sought from the CEO of TWHF or his proxy and written approval for the decision will be approved by the CEO.

If the Headteacher suspends a pupil, s/he informs the parents immediately, giving reasons for the suspension. Work will be provided for the pupil and the completed work will be brought to the reintegration meeting. This meeting will take place when the child returns to school. At the same time, the Headteacher makes it clear to the parents/carers that they can, if they wish, appeal against the decision to the governing body. The school inform the parents how to make any such appeal.

The role of adults working in the school

We recognise that good classroom organisation is key to promoting positive behaviour, and that a high-quality curriculum, delivered through interesting and challenging activities, has a strong influence on pupil conduct. Teachers at Grange Infant and Junior School are positive, enthusiastic and maintain high expectations for both learning and behaviour. They support one another in building strong relationships with all children, presenting a united front in upholding consistent expectations for positive behaviour.

Teachers address parental concerns in a timely, respectful, sympathetic, and professional manner, involving senior staff, when appropriate. In return, teachers expect parents to engage reasonably and constructively, with issues resolved in an atmosphere of trust and mutual respect. Class teachers hold primary responsibility for ensuring that the School Rules (RRS) are consistently applied in their classrooms and that pupils behave responsibly during lessons.

All school staff share responsibility for upholding the behaviour policy. Non-teaching staff and volunteers are expected to support this by ensuring children move sensibly and quietly through the school, helping to maintain a calm and orderly atmosphere in corridors, classrooms, and shared areas.

The role of parents

Both schools work in partnership with parents to ensure that children receive consistent messages about behaviour at home and at school. Parents are expected to support their child's learning and to co-operate with the school, as outlined in the Home–School Agreement.

We aim to build a supportive dialogue between home and school, and parents are informed promptly if we have concerns about their child's welfare or behaviour. Where the school applies reasonable

consequences in response to a child's behaviour, parents are expected to support these actions.

If parents have concerns about the way their child has been treated, they should first raise the matter with the class teacher. If the issue remains unresolved, it should then be referred to the Assistant Headteachers, Deputy Headteacher or Headteacher if necessary. If these discussions do not resolve the concern, the matter can be pursued through the school's Complaints Policy.

The role of the senior leadership team of TWHF and School

It is the responsibility of the Regional Directors supported by the CEO, under the School Standards and Framework Act 1998 and the behaviour and discipline in schools' advice for head teachers and school staff (DFE-00023-2014) to ensure that the Headteachers and staff implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.

The role of governors (Local Board of Governors)

The governors have the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the CEO, Education Team and the Headteacher in carrying out these guidelines.

Monitoring

Behaviour incidents and actions taken by staff will be regularly monitored by the Headteacher and SLT. This will ensure that this policy is consistently applied and will identify any patterns in behaviours.

If necessary one or more of the following actions will be taken:

- Working in partnership with parents and SLT
- PSP for child agreed by teacher, SLT and parents
- Use of adapted/amended timetable in agreement with SLT and parents
- Adjustments to the curriculum and increase use of nurture/ELSA in agreement with SENDCo
- Work alongside the Learning Mentors
- External agencies involvement to support the child and the family

As a school we recognise behaviour is a form of communication and discuss incidents as necessary in line with the Safeguarding Policy. Our SENDCo is frequently involved in discussions around the behaviours a child is demonstrating as we are also aware that these might be a sign of an unmet need.

Child on Child Abuse

We recognise that children are capable of abusing other children. We recognise that a child who perpetrates abuse may also be at risk of harm. They will be supported appropriately, while ensuring that the behaviour is addressed. There are many forms of behaviour linked to safeguarding that may occur between peers, these can include sexual harassment, sexting and sexual violence, however this list is not exhaustive.

Sexual violence and sexual harassment:

Our school has a zero-tolerance approach to abuse and makes it clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up, not dismissed as 'banter', 'just having a laugh', or 'boys being boys'. Staff are aware of the importance of challenging such behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

Sexual violence and sexual harassment can occur between two children of any age and gender. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexually harmful behaviour from young people is not always contrived or with the intent to harm others. There may be many reasons why a young person engages in sexually harmful behaviour and it may be just as distressing to the young person who instigates it as to the young person it is intended towards. Sexually harmful behaviour may include:

1. inappropriate sexual language
2. inappropriate role play
3. sexual touching
4. sexual assault/abuse

Children are encouraged to raise concerns with a trusted adult, knowing that they will listen to their concerns. Regular lessons, assemblies and displays around the school support the children to seek support. In KS2, children have access to Whisper and anonymous reporting tool. In KS1, all classes have worry monsters.

The curriculum is broad and balanced and offers a range of safeguarding themes that reflect current issues. To support the children, staff are given regular training to help them understand the signs and indicators which may suggest a child is at risk of peer and peer abuse and the procedures to follow to report to the safeguarding team in a timely manner.

1. All incidents of sexual harassment or violence will be recorded, reported and investigated.
2. Will be reported to the safeguarding team immediately
3. Staff will follow the safeguarding procedures set out in the safeguarding policy (See Safeguarding Policy for further information)
4. Parents will be informed
5. Additional lessons using relevant resources to the incident will be implemented
6. Pastoral support will be provided for those involved.

The DSL will follow the DfE Guidance: Sexual violence and sexual harassment between children in schools and colleges considering, managing internally, Early Help, MASH referrals and reporting to the police.

Homophobic Behaviour

Homophobic language or behaviour is not tolerated in any form in school. Class teachers ensure that, at the beginning of the academic year, a specific circle time is used to discuss the use of such language. This input is age and stage appropriate. Terms such as 'gay' and 'lesbian' will be addressed directly in an age-appropriate way. It will be explained to children that such language is never to be used as an insult. Words such as 'straight', 'gay' and 'lesbian' are words which explain who different people in society love and have relationships with and using such words as an insult will never be tolerated by our school. In incidents of such behaviour/use of language, parents must always be contacted. All incidents must also be recorded on CPOMs.

Racist Behaviour

Racist language or behaviour is not tolerated in any form in our schools. As a values-based community, we teach children to appreciate and respect diversity and to celebrate both differences and similarities. Across all year groups, children are given opportunities to discuss physical appearance, cultural heritage, and religious beliefs in an age- and stage-appropriate way.

Discussions also address what constitutes racism, making it clear that racism is not about recognising differences, but about assigning negative attributes to another person based on their ethnicity, faith, or heritage.

In incidents involving racist language or behaviour, parents will always be contacted. All such incidents must also be recorded on CPOMs by the class teacher.

Bullying

Bullying is not tolerated in any form in our schools.

Bullying is defined as repeated, deliberate, and unprovoked physical or psychological harm by a more powerful child or group towards a weaker child or group. It is usually premeditated and part of a pattern of behaviour rather than an isolated incident. Recognised forms of bullying include name-calling, physical abuse, verbal or written threats, extortion, racism, homophobia, sexual threats, online bullying, and social isolation.

Any suspicion or report of bullying is taken very seriously. All staff and relevant adults will be alerted to monitor the situation closely and report concerns to the Headteacher. Immediate and appropriate action will be taken to stop the bullying, and parents of all children involved will be kept fully informed. Children involved will be expected to take responsibility for their actions, offer an apology, and agree to change their behaviour. Where appropriate, children will be assessed by the pastoral team, and ELSA support will be provided.

All incidents of homophobia, racism, and bullying must be recorded on CPOMs, using the appropriate tags. This enables effective monitoring and ensures that our PSHE/RE curriculum and assemblies can be tailored to address ongoing and emerging needs.

All children receive an age-appropriate curriculum giving them the strategies to be able to keep themselves safe online and understand how to report online bullying.

Online Bullying

Online bullying is the use of technology to harass threaten or intimidate someone. This can be for the same reasons as stated previously and can take many forms, abusive or threatening texts, emails, chatrooms, gaming or messages/ comments on social media platforms, sharing inappropriate videos or images of an individual, stealing someone's online identity, spreading rumours online, prank calls or messages, group bullying or exclusion online, anonymous messaging, encouraging an individual to commit a crime or self-harm or pressuring someone to send sexual messages or engaging in sexual conversations.

Please see the Anti-bullying policies for more details.

Use of Reasonable Force

There may be instances where it is appropriate to physically support or remove a child due to the risk of harm to themselves or others. We have members of staff who are trained in Team Teach techniques to support this. However, all members of school staff have a legal power to use reasonable force to intervene in an emergency or to defend themselves in circumstances where they have a genuine fear of being injured or believe a child, young person or adult may be at risk. This applies to any member of staff at the school. It can also apply to people whom the Headteacher has temporarily put in charge of pupils such as unpaid volunteers or parents accompanying students on a school organised visit.

- Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- In school, reasonable force is used for two main purposes – to keep the pupil being restrained safe or to keep others around the pupil safe.
- The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances.

A calm and measured approach to a situation is needed and member of staff should never give the impression that they have lost their temper or are acting out of anger or frustration or to punish the child.

- Use of reasonable force is always a last resort.
- Staff using positive handling techniques receive training by Team Teach.
- Children who require positive handling regularly will have a 'Individual Behaviour Plan' outlining their needs.
Any incident that requires physical restraint must be recorded on CPOMs as soon as possible after the incident and the headteacher must be informed.
- Parents will be informed if their child has been involved in an incident where physical intervention from staff has been required.

Incidents involving children with SEN, disabilities and or medical conditions

As a school we recognise the impact of trauma and adversity on children's mental and physical health and behaviour. When using reasonable force in response to risks presented by incidents involving children with SEN or disabilities or with medical conditions, we consider the risks carefully recognising the additional vulnerability of these groups.

As a school we consider our duties under the Equality Act in relation to making reasonable adjustments by planning positive and proactive behaviour support. This is done through the drawing up of individual behaviour plans for more vulnerable children and agreeing them with parents/carers. We recognise by doing this as a school we reduce the occurrence of challenging behaviour and the need to use reasonable force.

Mobile Phones

Mobile phones are not permitted to be used on the school site by any pupil. When a child is in Year 5 or 6, they can bring a mobile phone to school once a parent has signed the relevant form. These must be handed into school upon arrival and are not permitted to stay anywhere on the child's person. This applies during any trips off site and includes residential trips.

Summary of Responsibilities

Role	Responsibilities
All Staff	Uphold the behaviour policy, use praise and de-escalation, ensure calm movement and behaviour throughout school.
Teachers	Deliver high-quality lessons, set high expectations, enforce school rules, deal with parental concerns professionally.
Non-Teaching Staff & Volunteers	Support a calm atmosphere in corridors and classrooms, model positive behaviour.
Parents	Support child's learning and behaviour at home, cooperate with school, follow home-school agreement, raise concerns appropriately.
Senior Leadership Team (SLT) / Trust	Ensure policy is implemented consistently, safeguard welfare of children, support staff, monitor effectiveness of behaviour systems.
Governors	Set behaviour policy guidelines, review effectiveness, support Headteacher and SLT in enforcement.

