



Behaviour Policy

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Signed chair of Governors:	

Rationale

Grange Community Primary School aspires to ensure that all members of the community feel safe, secure and valued, and that each person is treated fairly and according to their needs. To make certain this happens, as well as teaching our curriculum, we feel that it is important to teach all members of the community to work, play and learn alongside each other, ensuring they are

aware of issues of right and wrong, fairness, justice, and tolerance. This is to be achieved through restorative practices and conversations (APPENDIX 1)

Our core values are:

Honesty
Respect
Resilience
Kindness
Relationships
Fairness

Aims

At Grange we aim to:

- Create a community of self-discipline and of acceptance, where we all take responsibility for our actions.
- Promote the highest standards of behaviour amongst all members of the community.
- Celebrate successes and good choices, and where behaviour is inappropriate, to challenge that choice positively through the restorative approach and language. This will ensure that the community accepts responsibility for mistakes and failures.
- Make sure that rewards and sanctions are fairly and consistently applied throughout the school.
- Encourage positive relationships. Where a relationship has broken down, the restorative approach will be used to repair and rebuild the relationship. This should be applied in a positive manner where previous incidences are not referred to and should focus on the way forward.
- Help the growth of tolerance, empathy and consideration in members of the school community.
- Ensure the safety and wellbeing of all members of the community and the environment in and out of class (including transitioning around the school).
- Be fully inclusive.

Roles, Rights and Responsibilities

We believe that:

- All members have the right to be treated with respect, to be cared for and be happy in school.
- All members of the school community have the right to feel safe at all times.
- We will teach children how to build positive relationships that enable and empower them. If a relationship breaks down, we will support and teach the children how to repair that relationship through the restorative approach.
- Any inappropriate behaviour will be addressed and all parties involved will be given the opportunity to correct the situation.
- All members of the school community have the responsibility to treat others as they wish to be treated.
- All members of the school community will make the most of opportunities given to them.
- It is the responsibility of all staff to help the children develop into outstanding citizens and act as positive role models.

With the above principles in mind, it is the responsibility of adults in school to:

- Create strong and positive relationships with the children.
- Use the restorative approach to rebuild and repair relationships that have been damaged.
- Be positive role models by demonstrating positive relationships.
- Treat all members of the school community with respect, equality and understanding.
- Praise, encourage and reward pupils using DoJos for positive behaviour
- Encourage appropriate behaviour rather than rely on sanctions.
- Apply sanctions and rewards equally and with consistency.
- Display and use The Grange Tree of Choice (APPENDIX 2)
- Display the school core values and regularly refer to them.
- Make sure that all pupils enter and leave the classroom in an orderly and respectful manner and move around the school in the same manner.
- Create a stimulating learning and working environment.
- Teaching PSHE and values in discrete lessons and assemblies.
- Use CPOMs behaviour log to record incidents and sanctions given (see Sanctions paragraph)
- Seek further help and guidance when required from other teachers, the Inclusion Team, the Deputy Head or the Head Teacher. This is to be regarded as an appropriate strategy rather than an admission of failure.
- Liaise, through the SENCo, with external agencies concerned with behaviour.
- Contact and report to parents through Class Dojo, phone calls or face to face meetings to discuss the behaviour of their child. This will take the structure of a formal conference.
- Engage in regular training which will help develop positive behaviour.

Headteacher and Senior Leaders

In addition to the responsibilities of staff, it is the responsibility of the head teacher and senior leaders to:

- Support the staff by implementing the policy and by setting the standards of behaviour.
- Ensure school rules are displayed around the school
- Report to governors on the effectiveness of the policy.
- Ensure the health, safety and welfare of all children in the school.
- Monitor records of all reported serious incidents relating to behaviour.
- Support staff by providing strategies and interventions that will support more challenging pupils
- Liaise with outside agencies for guidance on reasonable adjustments for individual pupils where applicable
- Meet families of pupils with complex needs to discuss concerns and together set an agreement to improve behaviours in a Behaviour Improvement Plan (BIP SEE APPENDIX 3) This may include an adapted timetable to meet the needs of the pupil.
- Offering all staff, including support staff, appropriate training to meet the needs of teaching and support staff when they are dealing with behaviour problems
- Issue suspensions/permanent exclusions to individual children for serious acts of misbehaviour. (More information on fixed term suspension is provided in APPENDIX 4)

Parent Helpers and Volunteers

With the principles above in mind, specific responsibilities for the parent helpers and volunteers are to:

- Praise children on individual / group basis.
- Understand the school's relationship policy as published on the school website.
- Understand, reference and support the school's core values

- Support the school in encouraging children to understand the consequences of their choices.
- Be consistent with all consequences.
- Treat each child equitably and with respect and understanding
- Be a positive role model by demonstrating positive relationships with everyone in school.

Governors

The governing body has the responsibility of setting guidelines on standards of discipline and behaviour and of reviewing their effectiveness. The governors support the Headteacher in carrying out these guidelines.

Parents

The school works collaboratively with parents so children receive consistent messages about how to behave. We aim to build a supportive dialogue between the home and the school. We inform parents if we have concerns about their child's welfare or behaviour.

We expect parents to:

- be aware that we have school rules and to support them
- co-operate with the school
- support their child's learning
- support the school's decision when applying consequences to deal with any specific incident/issue

If parents have any concerns about the way that their child has been treated, they should initially contact the class teacher. If the concern remains, they should contact a member of the Inclusion team and if there are still concerns, the Headteacher or Deputy Headteacher. If the matter remains unsolved they should refer to the school and Trust's Complaints Procedure which is published on the school's website

Pupils

It is always the responsibility of pupils to make good choices. It is the responsibility of pupils to follow the school rules.

Rewards

Rewards will include individual, group and class rewards. When rewards are given a reason is given (linked to Dojos) and that reward cannot be revoked. Positive consequences include:

- Verbal feedback
- Reference to and thanking good examples and role models
- Moving their peg to the appropriate DoJo value on The Grange Tree of Choice
- Awarding Dojos when children have shown examples of school values and positive behaviours
- Star of the week; awarded within each class for the child who the class teacher feels deserves it. Parents/carers will be informed by the class teacher and children will attend the Headteachers' Tea Party.

Please note that this is not an exhaustive list.

Dojos

Class Dojo is an online system which gathers rewards for good learning behaviours which link to our School Behaviour Values.

Pupils earn Dojo points for displaying these positive behaviours. Staff are explicit about the learning behaviour which has been rewarded before adding the Dojo point to the system.

Children earn certificates in the weekly celebration assembly.

Team Points

There are four house teams, red, green, blue and yellow and all pupils are assigned a house team on entry to the school. The pupil will remain in this house team throughout their time at Grange.

Team points are awarded for multiples of 25 Dojos awarded and these are added to the collection tubes on display in the hall. Members of the winning house each term are given a reward.

Sanctions

Each class will have an identical Grange Tree of Choice displayed in a prominent place. This will display the school core values, an opportunity to Turn it Around and a Reflection sanction. Children will take responsibility for moving themselves on to the display, using pegs, as directed by staff or volunteers. The Tree of Choice is reset at the beginning of the afternoon session.

A negative action requires a negative consequence. We have a series of consequences if someone breaks a school behaviour rule:

A verbal reminder about expected behaviour and choices.

If negative behaviour persists, a warning about their behaviour and choices leads to child's peg moving to Turn It Around choice on the Tree. This shows that the child has the chance to 'turn' their behaviour around.

If negative behaviour continues the child moves their peg to the Reflection choice on the Tree and it will be recorded on CPOMs. A restorative conference will then take place between the adult and child/children at the next break time to discuss the behaviour.

If the incident has occurred at lunchtime and there is an adult from the class available then the restorative conference will happen immediately. If, however, there is not a member of staff available, the Inclusion Team will try to facilitate a conference as soon as possible.

Parents will be notified via DoJo or a phone call

If the class teacher deems it necessary the pupil may be given some extra 'Time to Reflect' during break and lunchtime. This time would be in addition to the Restorative Conference to give the child time to reflect on their behaviour.

Following discussion between the class teacher and Inclusion Team, if there are consistent and frequent negative behaviours being displayed by a pupil/pupils, parents will be asked to attend a meeting with the class teacher and, if necessary, a member of the Inclusion Team to discuss.

A Behaviour Improvement Plan (BIP) may be provided for the pupil if it is felt that their poor behaviour is regular and consistent and warrants an additional support strategy – this is a

personalised support plan, written with the child and parents and will be reviewed regularly with the class teacher

A suspension may be issued at the discretion of the Headteacher or the Deputy Headteacher for extreme behaviours and if the strategies in the BIP are not effective and behaviour has not changed.

Challenging Behaviours

These behaviours could include swearing, being disrespectful to a member of staff, hurting (emotionally or physically) another person, violence, damage to property or being persistently disruptive. This is not an exhaustive list.

Parents are contacted if serious misbehaviours take place. We do recognise that there are occasionally overriding factors or circumstances which affect a child's behaviour. In these cases, challenging behaviour can be exhibited and reasonable adjustments need to be considered and made as appropriate and in consultation with parents/carers, the child, the Inclusion Team, the class teacher and the Senior Leadership Team.

When a pupil exhibits consistent challenging behaviour, the following may be put in place:

- a) Behaviour Improvement Plan.
- b) Individual reward chart. This is a reward chart that may be made to suit a child's individual needs when reasonable adjustments may be required.
- c) Isolation: this may be used where appropriate and in discussion with the Inclusion Team, a member of SLT and class teacher. Work is set for the child to do individually.
- d) Referral to the Specialist Education Service for consult and advice which may lead to child being placed on their caseload and allocated a support worker who liaises with school and parents.
- e) Risk Assessment: An audit of risk will be conducted and a risk assessment regarding the child's behaviour and potential risk will be put in place. The parents, the class teacher and the SENDCO will consult to ensure the risk assessment is appropriate and regularly reviewed.
- f) Self Exit Protocol If a child decides to self-exit themselves from a classroom or learning environment an exit protocol will be followed (see APPENDIX 3)
- g) Referral to the Inclusive Support Service for a multi-agency assessment, a specialist provision placement, an alternative provision or a managed move to another school.
- h) SPSF (Suffolk Pupil Support Framework) A pastoral support plan is implemented in consultation with the Local Authority Inclusion Officer. It is a 16 week programme in which targets are set and reviewed every two weeks.
- i) Fixed Term Suspension/ Permanent Exclusion – Issued by the Head Teacher. Parents will be informed of this decision immediately. DfE Guidance – 'Exclusion from maintained schools, academies and pupil referral units in England' will be followed.
- j) Permanent Exclusion – Issued by the Head Teacher

The governors have agreed to the following members of staff authorising and issuing fixed term suspensions: Head Teacher and Deputy Head Teacher. Permanent exclusions can be authorised and issued by the Head Teacher.

Incidents of bullying are taken very seriously at Grange Community Primary. We are a telling school and have an Anti-bullying policy in place to prevent and repair the damage caused by bullying. – See the Anti-Bullying Policy for further details.

Any prejudicial related incident will be recorded and submitted on CPOMs. In these cases, the restorative approach will focus on teaching why this is unacceptable and on repairing the relationship. All prejudicial related incident will be taken to the Head Teacher.

The Use of Physical De-escalation (Restraint) and Reasonable Force

The use of physical de-escalation (restraint) and/or reasonable force is set out in the school's policy 'Use of Restraint and Use of Reasonable Force Policy'.

Reasonable, proportionate, force may be used by any member of staff where a pupil's behaviour is a significant level of risk to themselves, to others or to property. The use of reasonable force will be logged (CPOMS) and parents informed.

Risk assessments will be produced for children who regularly display behaviours which have required the use of reasonable force. Staff who respond to this need will receive appropriate training so the pupil and staff are safeguarded.

Fixed term suspensions and Permanent exclusions

At Grange Community Primary School, we do not wish to exclude any child from school, however sometimes it may be necessary. A suspension and exclusion is defined as a fixed period or permanent removal of a child from the school and its premises.

A suspension will be issued when it is not possible for the pupil to remain in school due to their negative behaviours. Below are behaviours which would result in a fixed term suspension. This is not an exhaustive list, and is intended for guidance only.

- A physical assault against an adult.
- Persistent disruptive behaviour
- A physical assault against a child.
- Use of a weapon. This could include using an object that would not normally be considered as a weapon, to harm a pupil or adult.
- Threatening behaviour
- Failure to complete a behavioural sanction

Fixed term suspension can result in a permanent exclusion being issued. For more information, the following policy should be read: Orwell Multi Academy Trust – Exclusions Policy

Only the Head Teacher or Deputy Head has the power to suspend a pupil. They may suspend a pupil for one or more fixed periods, for up to forty five days in any single school year. The minimum suspension period is half a day. In severe circumstances the Head Teacher may exclude a pupil permanently.

If a pupil is suspended, the pupil's parents must be informed immediately, giving reasons for the suspension. This must be communicated both in writing and verbally. The Chair of Governors will also be informed of the decision. The parents of the suspended/excluded child must also be

informed of their right to appeal against the suspension/exclusion and how to make such an appeal. The Head Teacher will also inform the local authority and give notice of the time period and reasons of the suspension or exclusion.

Searches and confiscations

A member of staff may only seize, retain or dispose of a pupil's property if he/she has authority to do it. The Education and Inspections Act 2006 provides authority when the confiscation is a lawful disciplinary penalty. At Grange Primary school the head teacher has delegated the authority to all teaching staff to confiscate items from pupils as a lawful disciplinary consequence. The use of confiscation as a sanction should be accompanied by a clear indication of when and where the item will be returned and by whom. Often an item will be confiscated by a class teacher who will return it at the end of the school day. There are specific instances when a member of staff may choose not to return the item to a pupil these are stated in APPENDIX 4.

The following items are prohibited: knives or weapons, alcohol, illegal drugs, stolen items, tobacco, fireworks, pornographic images and any article likely to be used to commit an offence or to cause personal injury or property damage. This is not an exhaustive list.

The following items are banned in the classroom: mobile phones and smart devices which enable communication (such as watches). Where parents require their children to bring a mobile phone to school, the mobile phone must be handed into the school office and collected at the end of the school day.

Pupils have a right to expect that confiscated items, especially those of monetary or emotional value, will be stored securely until they can be returned. Staff should ensure that confiscated items are kept in a safe and secure place until they are returned. In the case of a mobile phones or other electrical items of value these need to be taken to the school office to be stored in the schools safe with clear indication of who they belong to until they are returned to the pupil.

Staff should keep a record of items they confiscate and the grounds for the action, so that they may justify them later if challenged. This should be recorded CPOMS using the appropriate tab.

Reasons for Confiscation may include:

- Item posing a threat to others.
- Item poses a threat to good order for learning.
- Item is against school uniform rules.
- Item poses a health and safety threat.
- Item which is counter to the ethos of the school.
- Item which is illegal for a child to have. (Protocols for how to deal with such items can be agreed with local police).

This is not an exhaustive list.

Searching for inappropriate items/material.

The legal power for school staff to search pupils currently only extends to weapons. A pupil might reasonably be asked to turn out their pockets or to hand over an item for reasons above and the school might use its legal power to discipline if the pupil unreasonably refuses to cooperate. However, if it is felt necessary for a pupil to be searched, for example for illegal drugs or stolen property, that should be done by the police rather than school staff using the appropriate powers available to them.

Sexual Violence and Sexual Harassment

Sexual violence and sexual harassment can happen anywhere, and all staff working at Grange are advised to maintain an attitude of 'it could happen here'. The school has a zero-tolerance approach to sexual violence and sexual harassment, including online, and it is never acceptable, will not be tolerated.

In the event of an incidence of sexual violence or sexual harassment, immediate consideration will be given as to how best to support the victim and the alleged perpetrator(s).

All incidents of Sexual Violence and Sexual Harassment will be recorded confidentially in the school log by the Headteacher and on CPOMs

Absconding From School Grounds:

In the event that a child absconds from school grounds, a member of staff will immediately alert other adults and follow calmly and at a distance until they can be re-engaged using a range of strategies. The other adults alerted will inform the Headteacher immediately and the child's parents will be phoned to alert them to the situation. The police will also be called if necessary.

Play fighting

Play fighting and grabbing are not allowed. This is due to injuries that can be sustained and misunderstandings that can occur. All staff are required to be vigilant in relation to play fighting, and to regularly talk to pupils about appropriate types of play.

Pupils Behaviour Outside of the School Gate

Teachers have a statutory power to discipline pupils for misbehaving outside of the school premises. Section 89 (5) of the Education and Inspections Act 2006 gives Head Teachers a specific statutory power to regulate pupils' behaviour in these circumstances 'to such an extent as is reasonable'. Pupils could be disciplined for any misbehaviour when they are: taking part in any school-organized or school-related activity, travelling to or from school, wearing school uniform, or are in any way identifiable as a pupil at the school. Pupils could also be disciplined for any misbehaviour which could have repercussions for the orderly running of the school, poses a threat to another pupil or member of the public, or could adversely affect the reputation of the school.

Reviewing date

This policy will be reviewed every two years. The next review date is June 2028

APPENDICES

APPENDIX 1 THE RESTORATIVE APPROACH

At Grange Community Primary, everyone involved in an incident are taken through the restorative approach.

The restorative approach allows all involved to have their say and identify ways in which a relationship can be rebuilt and repaired and how the members involved can move forward. We believe that by giving the pupils the responsibility to discuss their own conflict resolution, the restorative approach gives pupils ownership of the ways to move forward. If pupils decide on the ways to move forward, then they are more likely to abide by the solution. It will also teach the children the skills and practices that they need to resolve and avoid conflict in the future.

The restorative approach can involve anything from an informal conversation (at teacher level) to a formal conference (with a member of the Inclusion Team or above). All members of the community involved in the incident are taken through the questions in order, therefore creating an

understanding of the harm that has been caused to all parties. Facilitators will use the questions set out below.

Before the conversation the facilitator of the meeting will set ground rules, such as allowing each person to have their say without interruption, no shouting, no swearing and no physical violence.

The conversation starts by asking the party/parties who caused the harm the following questions one at a time:

1. What happened?
2. What were you thinking at the time?
3. What have your thoughts been since?
4. Who has been affected by what you did?
5. In what way have they been affected?

Next, the conversation turns to the party/parties that have been harmed and they are asked:

1. What happened?
2. What were your thoughts at the time?
3. What have been your thoughts since?
4. How has this affected you and others?
5. What has been the hardest thing for you?

Following this, the conversation returns to the party that caused the harm and they are asked:

- What do you think needs to happen next?

Lastly, the harmed party is asked:

- What do you think needs to happen next?

We recognise that all children are individuals and we are flexible in our approach to addressing negative behaviour. The restorative questions underpin our policy, but we are also able to adapt our approach to behaviour issues to ensure it is suitable to the pupil's age and level of understanding. When working with Early Years Foundation Stage the focus will be on feelings and how they are caused. The use of emotion cards, teacher support and group work will all be used to support them. Children with low levels of emotional maturity or with Special Educational Needs will be supported in recognising how their actions have affected others or how they feel about an incident. This will take place through the use of emotion cards.

Staff will investigate incidences of poor behaviour to determine who was involved. Staff will then use their discretion and knowledge of the pupils to decide who will take part in the restorative approach and the best way to implement the process. If the approach is not successful at the time, we understand we will need to stop the process and come back to it later when the pupils have calmed down and are in the right frame of mind.

The following is not an exhaustive list, but aims to provide examples of when a restorative conference or sanction may be issued:

- A pupil has hurt (emotionally or physically) another child
- A pupil has sworn at an adult or child
- A pupil has persistently ignored instructions by an adult. In this instance it is likely that the pupil has been warned before and given the opportunity to Turn It Around.
- A pupil has left the classroom without asking permissions
- A pupil is behaving in a threatening manner towards an adult or another pupil
- A pupil is purposefully damaging property

- A pupil is being persistently disruptive. This could include persistent low level behaviour which impacts negatively on other pupils and staff.
- A pupil has been rude to an adult
- A pupil has acted in a way which has caused another pupil emotional harm, such as name calling
- A prejudicial related incident
- A pupil has refused to engage in learning. This could include a pupil not returning to class from break, lunch or another activity, or when a pupil refuses to engage in the learning within a classroom.

Rebuild and Repair

At each stage, staff need to take time to repair relationships with the pupils, to try to avoid escalation of behaviour. Staff will not refer to previous incidents but try to focus on positive behaviour and the way forward. The restorative approach will be used when necessary to help resolve conflict. At each stage, children will be praised for improving their behaviour.

APPENDIX 2 THE GRANGE TREE OF CHOICE



APPENDIX 3 SELF EXIT PROTOCOL

Protocol – To be followed when a child exits the classroom without permission from an adult

- Adult to explain to the child that they have 2 choices, firstly to return to the classroom to complete their work or to take their work to the Inclusion Team Office for 15 minutes and then return to class.
- If the child refuses a member of the Inclusion Team will be called.
- If the child continues to refuse and walks around the school a member of the Inclusion Team will follow at a safe distance (not chase).
- If the child exits the school building a member of the Inclusion Team will stay with the child and encourage him to calm down and make a positive choice.
- If the child leaves the school grounds the police and the parents will be called.

APPENDIX 4 REASONS FOR NOT RETURNING CONFISCATED ITEMS

Instances when the school chooses not to return an item to the pupil:

- Items which the pupil should not have brought to school or has misused in some way might, if the school judges this appropriate and reasonable, be stored safely at the school until a responsible family adult can come to retrieve them. For example, there is no acceptable reason why a pupil should bring a cigarette lighter into school. In such circumstances retention is a reasonable step both to protect property, and to enable discussion about whether the pupil is smoking and how this can be addressed.
- Other items which the pupil should not have had in their possession, particularly of an unlawful or hazardous nature, may be given by the school to external agency for disposal or further action as necessary. This should always be followed by a letter to the parents confirming that this has taken place and the reasons for such action.
- There may be some items of no value, such as an inappropriate message scrawled on a piece of paper, may simply be disposed of. However, staff should keep in mind that some items of seemingly no value may have emotional value to the child – staff should establish if this is the case before deciding whether or not to dispose of the confiscated item.

APPENDIX 5 OMAT RESTRICTIVE INTERVENTIONS

Power to Use Restrictive Interventions (DfE April 2026)

The school follows the Department for Education guidance (April 2026) on the use of restrictive interventions, including reasonable force.

A restrictive intervention is any action that restricts a pupil's movement, liberty or freedom to act independently.

Principles

Restrictive interventions will only be used as a last resort, where necessary to:

- prevent injury to themselves or others
- prevent serious damage to property
- prevent serious disruption to good order and discipline Any use must be:
- reasonable in the circumstances
- proportionate to the risk presented
- for the shortest time necessary

Restrictive interventions will never be used as punishment.

Types of Restrictive Intervention

- Physical restraint
- Seclusion

- Non-force restrictive interventions

De-escalation First

Staff will prioritise:

- de-escalation strategies
- preventative approaches
- understanding pupil needs (including SEND)

Recording and Reporting

All significant incidents will be recorded.

A significant incident is one where:

- force has been used
- a pupil has been physically restrained
- a pupil or staff member has been injured
- the intervention was required to manage risk

All incidents will be recorded on the school's recording system (Arbor) and will include:

- the reason for the intervention
- the type of intervention used
- the duration of the intervention
- the staff involved
- the pupil involved (including SEND or additional needs)
- any injuries or safeguarding concerns
- actions taken following the incident

Parental Communication

Following an incident, parents/carers will be informed:

- as soon as practicable and no later than the same day other than in exceptional circumstances

A written record will include:

- date, time, duration
- reason for intervention
- type of force/restriction
- any injuries

Seclusion

Seclusion will:

- only be used when necessary
- be proportionate
- be supervised at all times
- be used for the shortest time if possible

It will never be used as punishment.

Use of Calming Spaces

The school follows the OMAT Calming Space Aide Memoire

- If a pupil can leave freely, this is a support strategy
- If a pupil cannot leave freely, this is restrictive intervention and will be recorded and reported to parents/carers

Physical Contact

The school cannot operate a 'no contact' policy as appropriate physical contact may occur for:

- care and comfort
- first aid
- guidance
- for the purpose of demonstration skills and techniques as part of teaching activities

These are not restrictive interventions and do not restrict liberty.

Monitoring and Accountability

Senior leaders will:

- monitor incidents via Arbor
- analyse patterns and trends

This information will be reported to:

- Local Governing Committees
- Trustees (via the CEO)

to ensure:

- appropriate oversight
- identification of disproportionate use
- compliance with statutory duties

Training

School leaders will ensure that staff are appropriately trained on how and when it is appropriate to use restrictive interventions based on their role in school and the context of the pupils.