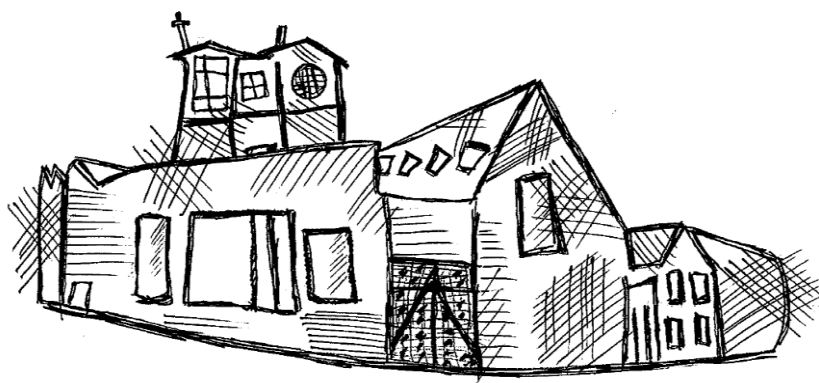


Grange Primary School



Behaviour Policy

September 2026

Belong

Believe

Achieve

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1. Aims

Vision:

Grange Primary School is committed to creating an environment where exemplary behaviour is at the heart of productive learning. Everyone is expected to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

At Grange Primary we aim to:

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

Core Values

- Love
- Hope
- Co-operation
- Respect

Learning Values

- Resilience
- Confidence
- Responsibility

Purpose of the behaviour policy is to provide simple, practical procedures for staff and children that:

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

2. Legislation, statutory requirements and statutory guidance

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

- [Behaviour in schools](#)
- [Behaviour in schools: advice for headteachers and school staff 2024](#)
- [Use of reasonable force in schools](#)
- [Searching, screening and confiscation: advice for schools 2022](#)
- [The Equality Act 2010](#)

- [Keeping Children Safe in Education](#)
- [School suspensions and permanent exclusions](#)
- [Supporting pupils with medical conditions at school](#)

It is also based on the [Special Educational Needs and Disability \(SEND\) Code of Practice](#).

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- [DfE guidance](#) explaining that maintained schools must publish their behaviour policy online

3. Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Not showing respect to adults or peers alike (rudeness)
- Incorrect uniform

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Vandalism
- Theft
- Fighting or violence
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items.

4. Bullying

Bullying is defined as the repetitive, intentional harming of 1 person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

5. Roles and responsibilities

5.1 The governing board

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in carrying out these guidelines. The Headteacher has the day-to-day authority to implement the school Behaviour Policy, but governors may give advice to the Headteacher about particular disciplinary issues. The Headteacher must take this into account when making decisions about matters of behaviour.

The headteacher

It is the responsibility of the Headteacher to 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 Headteacher supports the staff by implementing the policy, by setting the standards of behaviour, and by:

- supporting staff in the implementation of the policy. Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)
- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy

- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

5.3 Teachers and staff

Staff are responsible for:

- Creating a calm and safe environment for pupils
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Modelling expected behaviour and positive relationships
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents promptly and helping to monitor behaviour
- Communicate with parents/carers when there are behaviour concerns or incidents (SLT can support with this)
- Challenging pupils to meet the school's expectations

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

5.4 Parents and carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture

The school will endeavour to build a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

5.5 Pupils

The school works collaboratively with parents so children receive consistent messages about how to behave at home and at school. We explain the behaviour system in the school prospectus/ at parent meetings and on the school website. We expect parents to read these and support them. We expect parents to support their child's learning and to co-operate with the school. We try to build a supportive dialogue between home and school, and we inform parents immediately if we

have concerns about their child's welfare or behaviour. We expect parents to treat staff courteously. If the school has to use reasonable sanctions to punish a child, parents should support the actions of the school. If parents have any concerns about the way that their child has been treated, they should initially make an appointment to see the class teacher via the office. If the concern remains, they should contact the Senior Leaders. If these discussions cannot resolve the problem, a formal complaint can be implemented through the school governors (see the Complaints Policy).

6. School behaviour curriculum

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to all members of the school's community
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

6.1 Mobile phones

Only children in years 5 and 6 are allowed to bring their mobile phone into school. When in school, children must have their phone turned off and hand it in either to their class teacher or to the school office. This will be returned at the end of the day. Parents/carers should not use their mobile phone whilst on the school site.

The school does not take responsibility for any damage or loss to a mobile phone whilst it is on the school site.

7. Responding to behaviour

At Grange Primary School we recognise that clear structure of predictable outcomes has the best impact on behaviour. Our principle sets out the rules, relentless routines and visible consistencies that all children and staff follow. It is based on the work of Paul Dix and his book 'When the adults change, everything changes'. Good behaviour is recognised sincerely rather than just rewarded. Children are praised publicly and reminded in private.

The school has 3 simple rules 'Be Ready, Be Respectful and Be Safe' which can be applied to a variety of situations and are taught and modelled explicitly. ***We also understand that for some children following our behaviour expectations are beyond their developmental level. In this case, these children will have bespoke positive behaviour plans which may include rewards and meetings with parents which will help to reinforce positive behaviour.***

*Remember it's not the severity of the sanction, it's the certainty that this follow up will take place that is important.

7.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the behaviour curriculum and their own classroom rules
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Communicating expectations of behaviour in ways other than verbally
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Using positive reinforcement

7.2 Safeguarding

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection.

We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm.

Where this may be the case, we will follow our child protection and safeguarding policy, and consider whether pastoral support, an early help intervention or a referral to children's social care is appropriate.

Please refer to our child protection and safeguarding policy for more information.

7.3 Responding to good behaviour

Key stages 1 and 2 Rewards

Staff take every opportunity to model appropriate and expected behaviour. We understand the importance of the partnership with parents and therefore involve them in both the positive and negative elements of this behaviour plan through regular communication. Each class teacher discusses the school rules and creates a class charter/ class rules with their class at the beginning of every year and the children are continually reminded of the expectations throughout the year in class and during assembly. We praise and reward children for positive behaviour choices in the following ways:

- All staff congratulate children verbally for good, kind and considerate behaviour;
- Children in KS1 and KS2 receive a Dojo point for great behaviour during a given day (ending the day on VIP card). Dojo points are calculated weekly and the child with the most Dojo points is rewarded with a prize in assembly. Their name is included in the weekly newsletter * Each week we nominate 2 children from each class to receive a VIP (Values in practise) certificate for good work or behaviour. Each child receives a certificate and 3 Dojo points. Their name is displayed in the weekly newsletter.

- Each week we also nominate one children from each class to receive a commendation for their mathematics, reading, writing and handwriting. Each child receives a certificate. Their name is recorded in the weekly newsletter
- Each child from Years 1-6 belongs to a house * Each child's Dojo avatar is connected to their house. At the end of the term, the winning house is rewarded with a trip i.e. to the cinema, park, bowling. This encourages collaboration. Page 4 of 8 * Children who belong to the winning house and have received an Internal or Exclusion (see sanctions) are not allowed to attend;
- All children begin the week with 30 minutes of Golden Time. They can choose from a menu of activities offered across each year group. Children lose Golden Time for poor behaviour choices (see sanctions);

Meet the Dojo Avatars

			
Love	Hope	Co-operation	Respect
			
Resilience	Confidence	Responsibility	

Early Years Rewards

Children on Green at the end of the day receive a Dojo point. Every time children reach 10 points, they receive a small prize from the prize box. Staff to monitor which children receive 10 points, so that they can positively target particular children over the week. Children are rewarded for positive behaviour choices throughout the day with praise, stickers dojos and class celebrations.

7.4 Responding to misbehaviour

The school has a number of sanctions to enforce the school rules and to ensure a safe and positive learning environment. We apply each sanction appropriately to each individual situation. Detailed below is the system and sanctions which are deployed for different unacceptable behaviours:

1. Verbal warning
2. Warning 1
3. Warning 2
4. Miss 5 minutes of Golden Time
5. Miss a further 5 minutes of Golden Time (-10)
6. Detention – Children miss their playtime and are expected to reflect on their poor behaviour choice (5 detentions result in a letter home and a meeting / telephone call with parents * see further points sections)
7. Sent to Senior Leaders which is followed by a one-day Internal Exclusion. Child has no playtime or lunchtime play and a letter is sent to the child's parents (5 Internal Exclusions equal an External Exclusion - * see further points sections)
8. External Exclusion. Possible examples of card changes • Talking/calling out • Low-level noise

Possible examples of card changes

- Talking/calling out
- Low-level noise
- Not walking silently around the school
- Swinging on chair
- Wasting own or others time/not focusing on work
- Refusing to complete tasks set Possible reasons to go straight to a Detention
- Insulting (Cussing)
- Teasing others
- Disrespecting adults
- Damaging property
- Lying to an adult
- Playfighting or being dangerous
- Running out of class

Reasons to go straight to an Internal Exclusion

- Violence
- Acts of inequality (racism, homophobia, sexism etc)
- Swearing at an adult
- Stealing • Destroying property in anger
- Bullying including online incidents

Reasons to go straight to an External Exclusion

- Hurting an adult on purpose
- Not stopping fighting when an adult intervenes
- Being out of control

Further points:

- All children start a new day on the VIP card;
- A Detention Card results in a morning playtime detention and 10 minutes being taken off a child's Golden Time.
- An Internal / External Exclusion results in an automatic Golden Time Detention;
- If a child changes their card to move within warning 1 and 2, they can return to the VIP card if they show excellent behaviour.
- This can be done several times throughout the day at the discretion of the teacher.
- If a child moves their card to -5 or beyond, they cannot move their card back to warning 1 or 2 or the VIP card;
- Children who lose 20 minutes of Golden Time are sent to Golden Time Detention and their names are recorded to identify patterns and to subsequently inform parents.
- Any child who has lost either 5, 10 or 15 minutes of their Golden Time will remain in class but miss this time off the activity that they have chosen.
- First choice of Golden Time activities will be given to children who are missing no time;
- If a child receives 3 detentions their parents will be informed and a behaviour contract/ plan will be put in place and monitored by the SLT team.
- Children who receive 1 or more Internal Exclusions within a given term are not allowed to attend the reward trip if their house wins;
- If needed, a contact book or behaviour contract is set up between home and school. This will be reviewed regularly through a pre-determined timescale and regular meetings between Parents/Carers and class teachers/a member of the school Senior Leadership Team;

- 5 Internal Exclusions in a term results in an External Exclusion.
- In year 6 after SATs, a cross system is introduced in line with the whole school behaviour policy. Children who exceed the total number of crosses set for each of the rewards trips will not be able to attend (this can involve the residential trip if behaviour is deemed dangerous);
- Each term, records of detentions and Internal Exclusions for each child restarts at zero.

Bullying

The school does not tolerate bullying of any kind. If we discover that an act of bullying or intimidation has taken place, we act immediately to stop any further occurrences of such behaviour. All incidents are

7.5 Reasonable force

Reasonable force covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of reasonable force must:

- Always be used as a last resort
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents (see appendix 3 for a behaviour log)

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

7.6 Confiscation

Any prohibited items found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items (listed in section 3) and items identified in the school rules.

7.7 Off-site misbehaviour

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school

- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site, at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member (e.g. on a school-organised trip).

7.8 Online misbehaviour

The school can issue behaviour sanctions to pupils for online misbehaviour when:

- It poses a threat or causes harm to another pupil
- It could have repercussions for the orderly running of the school
- It adversely affects the reputation of the school
- The pupil is identifiable as a member of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of a staff member.

8. Serious sanctions

8.1 Detention

Pupils can be issued with detentions during break times. The school will decide whether it is necessary to inform the pupil's parents.

When imposing a detention, the school will consider whether doing so would:

- Compromise the pupil's safety
- Conflict with a medical appointment
- Prevent the pupil from getting home safely
- Interrupt the pupil's caring responsibilities

8.2 Internal exclusion

In response to serious or persistent breaches of this policy, the school may remove the pupil from the classroom for a limited time.

Pupils who have been given an internal exclusion will be asked to work in a different key stage and will have work set by their class teacher. The child will stay on an internal exclusion for 24 hours before returning to class.

Internal exclusions are a serious sanction and will only be used in response to serious misbehaviour. Staff will only remove pupils from the classroom once other behavioural strategies have been attempted, unless the behaviour is so extreme as to warrant immediate removal.

Pupils should be reintegrated into the classroom as soon as appropriate and safe to do so. The school will consider what support is needed to help a pupil successfully reintegrate into the classroom and meet the expected standards of behaviour.

Parents will be informed on the same day that their child is removed from the classroom via a letter sent home.

8.3 External exclusion

The school can use external exclusion and even possibly permanent exclusion in response to serious incidents or in response to persistent poor behaviour, which has not improved following in-school sanctions and interventions.

The decision to suspend or exclude will be made by the headteacher and only as a last resort.

Please refer to our exclusions policy for more information.

9. Responding to misbehaviour from pupils with SEND

9.1 Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis.

When dealing with misbehaviour from pupils with SEND, especially where their SEND affects their behaviour, the school will balance their legal duties when making decisions about enforcing the behaviour policy. The legal duties include:

- Taking reasonable steps to avoid causing any substantial disadvantage to a disabled pupil caused by the school's policies or practices ([Equality Act 2010](#))
- Using our best endeavours to meet the needs of pupils with SEND ([Children and Families Act 2014](#))
- If a pupil has an education, health and care (EHC) plan, the provisions set out in that plan must be secured and the school must co-operate with the local authority and other bodies

As part of meeting these duties, the school will anticipate, as far as possible, all likely triggers of misbehaviour, and put in place support to prevent these from occurring.

Any preventative measures will take into account the specific circumstances and requirements of the pupil concerned.

We can use the following techniques to support:

- Use of techniques such as ear defenders or fidget toys to help reduce anxieties or disruptions
- Short planned movement breaks
- Reward charts for positive behaviour
- Adjusting seating plan and work partners
- Training for staff

9.2 Adapting sanctions for pupils with SEND

When considering a behavioural sanction for a pupil with SEND, the school will take into account:

- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time as a result of their SEND?
- Whether the pupil is likely to behave aggressively due to their particular SEND?

If the answer to any of these questions is yes, it may be unlawful for the school to sanction the pupil for the behaviour.

The school will then assess if it is appropriate to use a sanction and if so, whether any reasonable adjustments need to be made to the sanction.

9.3 Pupils with an education, health and care (EHC) plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with Southwark local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

10. Supporting pupils following a sanction

Following a sanction, the school will consider strategies to help pupils to understand how to improve their behaviour and meet the expectations of the school.

For persistent behavioural sanctions, the school may consider the use of:

- Meetings with parents/carers
- Therapeutic support
- Regular check ins
- Use of behaviour charts
- Support from external agencies
- Removal from class

Teachers

11. Pupil transition

11.1 Inducting incoming pupils

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

11.2 Preparing outgoing pupils for transition

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

12. Training

As part of their induction process, our staff are provided with regular training on managing behaviour, including training on:

- New members of staff are shown the behaviour policy
- The needs of the pupils at the school
- How SEND and mental health needs impact behaviour

Behaviour management will also form part of continuing professional development.

13. Monitoring arrangements

13.1 Monitoring and evaluating school behaviour

The school will collect data, using our recording systems including Cpoms and Arbour, on the following:

- Behavioural incidents, including removal from the classroom
- Attendance, permanent exclusion and suspension
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed whenever needed by Rebecca Benjamins (headteacher):

The data will be analysed from a variety of perspectives including:

- At school level
- By age group
- At the level of individual members of staff
- By time of day/week/term
- By protected characteristic

The school will use the results of this analysis to make sure it is meeting its duties under the Equality Act 2010. If any trends or disparities between groups of pupils are identified by this analysis, the school will review its policies to tackle it.

13.2 Monitoring this policy

This behaviour policy will be reviewed by the headteacher and the school's governing body at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data.

14. Links with other policies

This behaviour policy is linked to the following policies

- Exclusions policy
- Child protection and Safeguarding policy
- Physical restraint policy
- Mobile phone policy
- SEND policy
- Admissions policy