



Community Primary School

Vision

Our children will reach their maximum potential through high standards in teaching, learning and leadership. We will provide a caring, inclusive learning environment where everyone is valued and respected and prepare our children to become valuable members of the wider global community.

“Our vision is to create a school community where every child participates, excels and takes pride in their achievements...”

Mission Statement

The Grange Community Primary School allows everyone to participate by:

- Providing a welcoming, safe, happy school where everyone is respected and listened to; a school where we take pride in ourselves and our achievements, enabling all children to become confident and successful learners.
- Striving to be the hub of our local community and an integral part of our society; building and joining communities locally and beyond.
- Being a partner in the education of our pupils and being committed to working in partnership with our parents and wider community.

The Grange Community Primary School encourages everyone to excel by:

- Working for the highest possible standards of achievement and behaviour in a stimulating environment.
- Valuing independence, developing a deeper level of learning and providing a curriculum which enables our pupils to become active citizens of the future.
- Endeavouring to be a centre for outstanding teachers, where quality leadership is extended to professionals in other schools and where the staff are committed to their own learning journey and the sharing of quality practice.
- Shifting the focus from behaviour to relationships.

The Grange Community Primary enables everyone take pride in their achievements by:

- Encouraging everyone to do their very best.
- Developing a love of learning inspired by quality teaching.
- Building and developing upon individual strengths and talents.

This policy:

This policy sets out how we live our lives through our values. How we model the 'The Grange Way' and how our relational behavioural learning approach connects us together as a school community.

Aims

- Provide a **consistent approach** to behaviour management
- To shape behaviours and experience through **relationships** that are rewarding and regulating.
- **Define** what we consider to be unacceptable behaviour, including bullying
- Outline **how pupils are expected to behave**
- Summarise the **roles and responsibilities** of different people in the school community with regards to behaviour management
- Outline our system of **rewards and sanctions**

Values and relationship focus:

The hardest part for teachers and parents is the shift in focus from behaviour to relationships. Shifting from behaviour managers to relationship builders is the foundations for fostering long term success, because we are hard wired to connect with others. Behavioural approaches work best with those who need it least, and least effective with those who need it most. This is why we work to build connected relationships which help us to orientate the children to look towards adults for direction and warmth.

The 'The Grange' is firmly anchored in our school values and our motto 'Where Children Come First.'

The Grange CP School believe it is the right and the responsibility of pupils, parents/carers, staff and governors to expect and provide a safe, welcoming, happy and well-ordered environment in which everyone is able to learn and work effectively and successfully alongside each other.

We understand that everyone in our school community has the right to feel safe, seen, soothed and secure regardless of gender, ethnicity, disability, sexuality or beliefs, no child or group of children will be treated less favourably than others in being able to access services which meet their needs. Everyone can feel anchored in our school environment in order to develop a sense of belonging to The Grange community.

We understand that behaviour is a communication and it the adults' job to translate and understand the message the behaviour tells us. Often behaviour is telling us about an experience, an unmet need, a feeling or the child seeking to be connected and attached to a kind and safe adult.

We are very clear to separate the behaviour from the child. The child is **not** the behaviour. The behaviour can change when adults understand what lies beneath the behaviour and when the adults alter the situations and circumstances which trigger the behaviour.

The values which anchor us is The Grange Way.

I Listen to Learn

I Smile and Say Hello

I Care for Everyone and Everything

I Keep Healthy and Have a Positive Attitude

I Work Hard to Challenge Myself

The Grange Way underpins our code of conduct, ensuring all adults and children act as model citizens.

Everyone in our school community has a responsibility to honour, model and adhere to the rules. The actions and behaviours behind these rules are the same for adults and children.

Through showing The Grange Way, pupils will:

- Behave in an orderly and self-controlled way

- Show respect to members of staff and each other
- 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

This is what modelling 'The Grange Way' looks like in practical actions and behaviours:

- Investing time at the bookends of the day with a warm meet and greet and a purposeful connect and collect time. This is carried out via an emotional check in.
- Modelling manners, reconnecting to the children and showing our delight to see them: *Thank you, please, you are welcome, hello, goodbye, holding doors open, smiling.*
- Quality time invested to ensure a calm and ordered end of the day, where relationships are 'held in mind' and we let children know that we will be thinking about them and looking forward to seeing them soon.
- Visual presence of being at the door/ playground to welcome children back into class following a separation or transition e.g. break times, lunchtimes – these are moments to connect and collect.
- Corridors and shared spaces are times to reconnect with faces! Making the most of every opportunity to shape the behaviour through relational connections so that every child understands what '**The Grange Way**' behaviour looks like in other areas of the school.
- Finding moments throughout the day where staff intentionally connect and see children for **who they are** not just for what they do.
- Structure and routine are powerful ways of imposing order in the environment and therefore ordered behaviour.
- Developing and maintaining routines keep the school afloat and heading towards the same values and rules. These routines build safety, security and predictability for all people so we are free to do our best work. Routines are required for: movement in, out and around school, start and end of work, carpet to tables, lunchtimes and break times, tidying away, assemblies.
- Making mistakes and getting things wrong is also part of the 'The Grange Way.' Mistakes are a key part of learning and building resilience. Mistakes are what we do and can be repaired and learned from, mistakes are not who we are.
- Setting boundaries is easy, keeping them takes maintenance and practice. Boundaries are like an open fire; they need attending to otherwise they fizzle out or go wild. We think about boundaries as establishing what is ok and what is no ok – expected and unexpected behaviours.
- Considering our vocal tone, pitch, volume and pace all need to connect with the message we are conveying with our words.

We indicate in words and gestures that the relationship and the child matter. We make relationships safe before we address the behaviour. We do this through what we say and how we say it. Scripted responses help build relationships, shape behaviour and orientate people to live the values of the 'The Grange Way'.

It is ok to feel frustrated, it is not ok to use unkind words.

It is ok to walk away when you feel angry, it is not ok push someone.

It is ok to find this difficult, it is not ok to just give up without trying.

It's ok to want my attention, it's not ok to do this by shouting in my face.

Legislation and statutory requirements

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

- [Behaviour and discipline in schools](#)
- [Searching, screening and confiscation at school](#)
- [The Equality Act 2010](#)
- [Use of reasonable force in schools](#)
- [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 88-94 of the [Education and Inspections Act 2006](#), which require 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 should publish their behaviour policy online

Definitions

Misbehaviour is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Poor attitude – not showing remorse and coasting through learning
- Dishonesty
- Deception
- Not following the Home Learning Agreement
- Breaches of The Grange Way

Serious misbehaviour is defined as:

- Repeated breaches of The Grange Way
- Any form of bullying – including internet use (sexting, texting inappropriate images)
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism
- Theft
- Fighting and violence
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons

- Alcohol
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

Bullying

Bullying is defined as the repetitive, intentional harming of one 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
Racial	Racial taunts, graffiti, gestures
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

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying strategy.

Reporting bullying

Pupils can report bullying to any adult within school. Children can refer to their helping hand which is displayed in every classroom for guidance on adults to talk to. Children are aware of the school's Anti-Bullying Ambassadors and Anti-Bullying Leader (Amelia Bramall). An Anti-Bullying awareness week is carried out annually.

Parents/carers can report bullying via email to the school office or directly class teacher/Children and Families Officer (Lynn Clarke).

Emotional check-in: It is important that children feel ready for learning. Every morning, each child is expected to do an emotional check-in. Their responses will be monitored by the class teacher/teaching assistant. Any children reporting sad/worried emotions will have the opportunity to speak to the class teacher/teaching assistant privately and any reports of bullying will be reported to and dealt with by the Headteacher.

Some children struggle to talk about worries face to face, so this will give those children a chance to disclose worries in a way that makes them feel comfortable to do so, and ensure that all children have access to the correct support.

Investigating an Allegation

- Allegation is reported to a staff member
- Staff member reports the allegation to the child's/children's key worker and records incident/s on CPOMs (Child Protection Online Monitoring System).
- Key person investigates the allegation, speaking to all children involved. Parents/carers are informed.
- Appropriate sanctions are put in place according to the severity of the incident (please see section 7).
- School/key member of staff continue to monitor the situation.

Support

The following support is available to children who have either experienced bullying first hand or are vulnerable to bullying.

- 1:1 CAFO support
- Group work with CAFO
- Anti-bullying Ambassadors/Play Leaders role on the playground
- Close monitoring from key staff member
- Repair sheets
- For cases where the bullying concern is out in the community; police would be informed where necessary

Preventing Bullying

The school raises awareness of bullying through the use of:

- SCIB (Safeguarding Children in Banbury).
- Anti-bullying week
- Anti-bullying assemblies
- PSHCE sessions in class
- Whole school anti-bullying pledge
- Anti-bullying Ambassadors

The school is working towards being accredited as an 'Altogether School', providing evidence to the anti-bullying Alliance of ongoing outstanding practise and preventative work implemented throughout school.

Staff/Governor Training

- All staff are trained on how to deal with bullying/reports of bullying.
- The Anti-Bullying Leaders are trained in 'Altogether.'
- All staff can access the Behaviour Policy and seek verbal support from Anti-Bullying Leaders where necessary.

Roles and responsibilities

The governing body

The governing body is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The governing body will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

The headteacher

The headteacher is responsible for reviewing this behaviour policy in conjunction with the governing body giving due consideration to the school's statement of behaviour principles (appendix 1). The headteacher will also approve this policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Recording behaviour incidents (CPOMS)

The Leaders in Learning will support staff in responding to behaviour incidents.

Parents/carers

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

Rewards and Repair

Pupils are awarded CBGs (Caught Being Good stamps)– for consistent positive behaviour. CBGs build up to certificates and Grange badges. Pupil achievements are celebrated during weekly Celebration Assemblies.

8.1 List of rewards and Restorative Approaches

Positive behaviour will be rewarded with:

- Praise
- Reception – Year 4: Gems (building up to whole class rewards)
- Years 5/6: Team points/raffle tickets
- Letters or phone calls home to parents
- Special responsibilities/privileges
- Celebration and showcasing of effort and work
- Clear demonstration of admiration and love from adults
- Individual reward charts where needed

The school may use one or more of the following restorative approach in response to unacceptable behaviour:

- A verbal reprimand
- Time Out/Brain Break
- Expecting work to be completed – reiterating expectations and The Grange Way
- Referring the pupil to a senior member of staff for a restorative conversation
- Collaboration with parents/carer – letters, phone calls home or meetings
- Agreeing a personalised and bespoke behaviour system/contract
- Putting a pupil 'on report' to a senior teacher
- Referral to the Head teacher
- Repair sheet

See appendix 4 for sample letters to parents about their child's behaviour.

We may use additional school spaces in response to serious or persistent breaches of this policy which cause disruption to teaching and learning.

Restorative Conversation/Approaches

Conversations maintain and build connected relationships while shaping the behaviour we want to see. These reset and repair moments are crucial because they can help the child feel better about their potential for changing their behaviour. Through these reset and repair moments we can teach the child a different way to get their needs met, to show their feelings, to seek attachment and ultimately help the child to feel they are not defined by their behaviour.

Saying thank you, rather than please, assumes the child will follow your direction. Saying please can be interpreted as a choice or even pleading. As with any words and phrases they need to be matched with our body language, pace, tone and warmth.

Clear instructions, given with warmth, fits with the above. Being kind is being clear with our instructions and words, telling children what you want to see rather than what you do not want to see - walking thank you, sitting on your chair thank you, voices off looking this way thank you. Being clear helps people to really understand what you mean. Our brains like instructions and directions to be clear so they do not have to work hard interpreting and processing lots of language.

Repairing and resetting may need to be done during break and lunchtimes where the focus can be directed to specific issues that arise. Rather than a child losing their break or lunch time, they will be using their break and lunchtime to repair, learn a skill or give back, serving others in the class or school community. Where possible, these 'time in' moments would be logical and natural consequences to the behaviour. During this time, the behaviour expectations are reset:

"I notice you are finding it difficult to walk around school using your whisper voice. It is ok to want to chat with your friends, it is not ok to do this when walking around school as this disrupts learning. We are going to use this break time to practice this skill so you can use it next time".

"I notice you are finding it difficult to put your hand up in class. It is ok to be so excited to answer, but it is not ok to constantly call out. We are going to use this lunchtime to practice the skill of putting you hand up so you can use this skill next time."

"I notice you are finding it hard to make mistakes. It is part of the St David's Way to make marvellous mistakes and that is ok. It is not ok to rip up your and other people's work. I want everyone to make mistakes so we are going to use this break time to hand out the worksheets and equipment so that you learn about taking care of our environment and equipment"

"I notice you are finding it hard to use your safe hands. It is ok to feel angry it is not ok to push someone. We are going to use this break time to write a note to X saying you are sorry for pushing him. This is how we repair a relationship, we say sorry."

Off-site behaviour

Restorative approaches may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy.

Please refer to our [safeguarding policy/statement of procedures for dealing with allegations of abuse against staff] for more information on responding to allegations of abuse.

The headteacher will also consider the pastoral needs of staff accused of misconduct.

Behaviour management

Classroom management

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

Physical Intervention

In some circumstances, trained staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint 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 in a statement book and on CPOMS and reported to parents

Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils.

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

Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs leader, CAFO and Leaders in Learning will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

Pupil 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. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

Training

Our staff are provided with training on managing behaviour, including Team Teach.

Behaviour management will also form part of continuing professional development.

Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and governing body every two years.

At each review, the policy will be approved by the headteacher.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the full governing body every 2 years.

Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy
- Physical Intervention Policy

Appendix 1: written statement of behaviour principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The exclusions policy explains that exclusions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing body also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the full governing body annually.

Appendix 2: letters to parents about pupil behaviour – templates

First behaviour letter

Dear parent,

As discussed with you onrecently, your child, _____, has not been showing The Grange Way and fulfilling the set expectations of behaviour at our school.

It is important that your child understands the need to follow The Grange Way, and I would appreciate it if you could discuss their behaviour with them.

If your child's behaviour does not improve, I will contact you again and suggest that we meet to discuss how we can work together. However, at this stage I am confident that a reminder of how to behave appropriately will be sufficient.

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____

Behaviour letter – return slip

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child: _____

Parent name: _____

Parent signature: _____

Date: _____

Second behaviour letter

Dear parent,

Following our discussions onand my previous letter regarding the behaviour of _____, I regret to inform you he/she is still struggling to adhere to The Grange Way.

I would appreciate it if you could arrange to meet me after school so we can discuss a way forward.

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____

Third behaviour letter

Dear parent,

I am sorry to report that, despite meeting and creating a behaviour contract,
_____, has continued to not demonstrate The Grange Way.

_____ would now benefit from a structured approach to help improve their
behaviour in school.

I would be grateful if you could attend a meeting with the headteacher, the special educational
needs leader and myself, to discuss how we can best support your child in improving their
behaviour.

*Insert details of the meeting time, date and location, as necessary, or how to contact the school to
arrange the meeting.*

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____

Internal exclusion letter

Dear parent,

As discussed with you, I am writing to confirm that _____, has been given an internal exclusion on this date _____ at this time _____.

The reason(s) for the internal exclusion are set out below.

If you need to discuss this matter further, please call the school to make an appointment.

Yours sincerely,

Class teacher name: _____

Class teacher signature: _____

Date: _____

Internal exclusion letter – return slip

Please return this slip to school to confirm you have received this letter. Thank you.

Name of child: _____

Parent name: _____

Parent signature: _____

Date: _____