



Behaviour Education Policy

Date for review

October 2026
(or earlier if considered necessary)

Chair of Governors

Carol Kirkland

Head Teacher

Daniel Kerbel

1. Preamble and Principles

We do not believe that there is any child who consciously and maliciously goes out to behave badly. We believe that every child wants to succeed and to make good choices. However, behaviour in itself is a communication of an unmet need — a child telling us about their unhappiness, anxiety, fear or insecurity.

By actively demonstrating to a child that they are **safe, loved and cared for**, they can make progress and learn well.

“We are talking about a paradigm shift in the very way we think about and do justice...to a justice that heals... Restorative Justice seeks to interrupt these cycles by repairing the damage done to relationships... Justice is a healing ground, not a battleground.”

— Fania E. Davis, *The Little Book of Race and Restorative Justice*

We call this a **Behaviour Education Policy** because our goal is to *educate* through how we deal with behaviour incidents. We aim to *connect before we correct* and to help each child develop confidence and consideration (our **CC Way**).

We reject shame or power dynamics as behaviour tools: they leave emotional scars and teach submission rather than agency. Our goal is **agency** (taking responsibility for our behaviour) and **self-regulation** (the ability to manage it).

“...do people learn that skill when we use punitive systems? No. We have decades of research both at the level of the prison system and school system that punishment does not actually change behaviour. That people are punished, they are removed, they come back, they do the same thing. We’ve used this evidence that those people are too messed up to save; it’s actually evidence that punishment is a failed response.”

— Carla Shalaby, *EL Magazine – On Radically Inclusive Discipline*

2. Scope

This policy applies to all pupils, staff, parents and carers involved with Grange Primary School. It governs behaviour both inside and outside the classroom, including school trips, extra-curricular activities and journeys to and from school.

3. Aims

- **Promote a positive school culture:** establish a safe, inclusive and nurturing environment for all pupils.
- **Support behaviour development:** guide pupils to develop self-regulation, responsibility and respect.
- **Use restorative approaches:** resolve conflict and restore relationships.
- **Minimise exclusions:** use inclusive, educative responses.
- **Ensure clarity and consistency:** set clear expectations.
- **Engage parents and carers:** strengthen home–school partnership.

4. The Team

We recognise that all adults working in our school are human and vulnerable to tiredness and frustration. Supporting children in learning behaviour is a **core part of our job**, not separate from teaching.

We work as one team to support each child, with the class teacher taking primary responsibility for helping them to learn positive behaviour that is confident and considerate.

All staff receive induction and annual training on this approach.

4.1 Headteacher

- Ensures consistent implementation of the Behaviour Education Policy.
- Provides staff training on behaviour management, restorative practice and safeguarding.
- Works closely with parents and carers on serious incidents.
- Collaborates with governors to review the policy and analyse behaviour data.
- Oversees serious incidents, suspensions and exclusions, ensuring procedures are followed.
- Protects staff and pupil wellbeing and leads crisis management when required.

4.2 Deputy Headteacher (Behaviour Lead)

- Monitors behaviour trends and supports staff in consistent practice.
- Leads the **Team Around the Child (TAC)** for pupils needing additional support.
- Coordinates restorative processes and ensures pupils understand impact and repair.
- Collects and analyses behaviour data via ClassCharts.
- Provides real-time support to staff during challenging incidents.
- Observes practice, gives feedback and identifies CPD needs.

4.3 Inclusion Lead (SENDCO)

- Develops and oversees **Behaviour Support Plans (BSPs)** for pupils with SEND.
- Trains staff in communication strategies and de-escalation techniques.
- Liaises with external agencies (EPs, therapists, specialist teachers).
- Reviews progress and adjusts support as needed.
- Works closely with families to ensure consistency between home and school.

4.4 Class Teachers

- Model positive behaviour, respect and empathy.
- Establish clear routines and expectations.
- Record both positive and concerning behaviour on ClassCharts.
- Lead restorative conversations that encourage reflection and repair.
- Communicate regularly with parents and carers.
- Differentiate behaviour strategies to meet individual needs.

4.5 Support Staff (Educators)

- Reinforce routines and de-escalate situations when necessary.
- Provide 1:1 or small-group guidance to pupils who struggle.

- Support restorative conversations and BSP implementation.
- Observe and report concerns promptly.
- Receive regular training in positive handling and de-escalation.

4.6 Pupils

- Follow the **CC Way** – confidence and consideration.
- Take responsibility for their actions and choices.
- Participate in restorative conversations.
- Contribute to a positive, respectful school culture.

4.7 Parents and Carers

- Reinforce school behaviour expectations at home.
- Engage with ClassCharts to celebrate successes and address issues.
- Attend meetings and restorative processes when needed.
- Promote self-regulation, empathy and respect at home.

4.8 Governors

- Review and approve the Behaviour Education Policy annually.
- Monitor behaviour data to ensure fairness and consistency.
- Hold the Senior Leadership Team accountable for implementation and impact.

5. What We Are Against

Grange Primary is actively against exclusion, however, if a permanent exclusion is unavoidable, the school would assist in a managed move and remain advocates for the child throughout.

Suspensions are enforced only when necessary to stop immediate harm and plan next steps. Behaviour is seen as communication of an unmet need — our task is to play “detective SENDCo,” to understand and support that need.

6. Relationships

Relationships are the keystone that holds everything together. Every child needs to belong. Behaviour is sometimes an expression of mis-directed “protective” measures; therefore, classrooms must be communities where all children feel safe and valued.

We avoid punishment that excludes or isolates because it increases harm. Instead, we focus on relationships, routines and affirmation.

“...We all feel insecure at times. We all want to be noticed. We all hope to be successful. We all have been hurt by the unkind words of others. We all work harder when ... others encourage us.”

— **Danny Steele**

Teacher–Pupil Relationships

Ways to build positive relationships include:

- Showing genuine interest in the child
- Taking time to listen
- Seeking out adults the child feels safe with
- Allowing space and time to get back on track
- Affirming positive behaviour
- Problem-solving together
- Involving children in decisions and discussions
- Including the adults important to them

Staff also need support and care; when colleagues feel overwhelmed or take behaviour personally, the team steps in to help. Staff wellbeing is prioritised through access to resources, training and supportive leadership.

“People sometimes worry that if we offer comfort when children are upset, we are saying ‘I accept your behaviour’. What we are really saying is ‘I accept your emotions and I am here to support you.’”
— **Jessica Milburn** (cited by Sheila Mulvenney)

“Shift away from judgement and toward curiosity about the child. Stop asking ‘What can I do to fix this kid?’ and instead ask, ‘What do I need to know about who they are and how they feel?’”
— **Carla Shalaby**, *EL Magazine*

Peer Relationships

Positive peer relationships are encouraged through teamwork, restorative circles and collaborative learning. Pupils learn to work together, resolve conflicts and build an inclusive community.

7. Routines and the Power of Affirmation

Routines are ceremonies that nurture community spirit and depersonalise confrontation. Each class establishes clear routines and practises them together to build success and belonging.

Affirmation is more powerful than reward. While rewards promote extrinsic motivation, affirmation builds intrinsic understanding that “I am doing well and can keep choosing this behaviour.” ClassCharts is our main affirmation tool, alongside stickers, certificates and—most importantly—specific verbal praise.

Examples of daily routines

- **Start-of-year class charter:** pupils co-create positive rules and commitments.
- **Uniform routine:** praise correct uniform; inform office of issues so support can be offered.
- **CC Walking:** calm movement through school, hand on heart, left-hand side.
- **Star Sitting:** sitting tall, tracking the speaker, showing respect.
- **D.E.A.R.:** every class reads aloud daily to nurture the joy of stories.
- **PSHE ‘Calm Me’ time:** weekly reflection and mindfulness.
- **Restorative practice:** circle time, respectful enquiry, repair of harm.
- **Weekly Headteacher assembly:** focus on a value or character strength, with class reflections recorded and shared.

Teaching Self-Regulation and Emotional Literacy

Pupils are taught explicitly how to:

- Recognise and name emotions
- Use self-regulation tools (breathing, mindfulness, reflection spaces)
- Manage conflict and restore relationships

Pupil Transition

Behaviour routines are consistent across the school, with age-appropriate adaptations in EYFS. At the start of each year—and for new arrivals—principles are revisited and reinforced.

8. When Things Go Wrong – Correction

“The greatest protective factor is a grown-up who listens before lecturing, who connects before they correct, and who shows up emotionally steady in both good and bad times.”

— Claire Orange, *Let’s Talk Squid Game and Children’s Exposure* (2021)

8.1 Restorative Approach

Behaviour incidents are opportunities for learning and repair, not punishment. Restorative conversations help pupils reflect on impact, take responsibility and make amends. The process focuses on repairing relationships, not assigning blame.

8.2 The Thermostat Model

Grange’s *Thermostat* replaces the old “behaviour thermometer.” Instead of escalating stress, it helps children monitor and self-regulate wellbeing.

Blue / Pink – Low-level disruption:

Handled by class team through reflection, targets, sticker charts or short restorative time. Partnership with parents if issues persist.

Purple – Physical or verbal aggression:

Restorative reflection with SLT at lunchtime. For pupils with SEND, adapt process and ensure trusted adult involvement.

Orange – Serious incidents:

Bullying (including online), racist, homophobic or sexist language, or repeated aggression. Requires parental involvement and deeper restorative process.

Red – Risk to safety:

Possible suspension only where safety is at risk. Same-day Team Around the Child meeting held to plan support and restoration.

8.3 Physical Restraint

Used only as an *absolute last resort* to prevent immediate harm. All incidents are logged and reported to SLT the same day; parents are informed. Only trained staff may restrain.

8.4 Team Around the Child (TAC)

Includes class teacher, phase lead, educator, Inclusion Lead and SLT. Plans supportive strategies and follows up with families. May recommend staff training or therapeutic supervision.

8.5 Interventions

Preventative and corrective interventions may include:

- Nurture groups using *Zones of Regulation*
- Play therapy or counselling
- Targeted restorative mentoring

8.6 Confiscation, Searching and Screening

All searching, screening and confiscation at Grange is conducted in line with the latest **DfE guidance** (*Searching, Screening and Confiscation*, 2023).

Confiscation

- Any **prohibited items** (e.g. sharp objects, lighters, or any item that could cause harm) found in a pupil's possession are confiscated and not returned.
- Items that are **harmful or detrimental to school discipline** may also be confiscated; these are returned only after discussion with senior leaders and, if appropriate, parents/carers.

Searching a Pupil

- Searches may only be carried out by authorised staff (approved by the Headteacher).
- Normally, the authorised staff member will be of the same sex as the pupil and accompanied by a witness.
- In urgent cases where serious harm may occur if a search is delayed, a staff member of a different sex may search without a witness.
- Before searching, staff will:
 - Explain why the search is required and what it involves.
 - Give the pupil the chance to ask questions and cooperate voluntarily.
 - Ensure privacy and dignity are maintained.
- Refusal to cooperate will result in the Headteacher being informed and next steps considered proportionately.

Possessions

- Staff may search desks, lockers, or bags if they have **reasonable grounds** to suspect prohibited items are present.
- All searches for prohibited items, whether successful or not, are **recorded in the school's safeguarding system**.

Informing Parents and Safeguarding

- Parents are informed of any search for prohibited items as soon as possible, including what was found and any actions taken.

- The **Designated Safeguarding Lead (DSL)** must be notified if a search raises any safeguarding concerns or if the pupil may be suffering or likely to suffer harm.
- The DSL considers whether pastoral support, early help, or a referral to children's social care is appropriate.

Strip Searches

- Grange Primary School **does not authorise or conduct strip searches**.
- In any rare situation requiring police involvement, staff will act only under police instruction and ensure the child's dignity and safety are protected.

8.7 Suspected Criminal Behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment before deciding whether to report the incident to the police. When gathering facts, staff will make every effort to **preserve evidence** (e.g. notes, CCTV footage, physical items).

If a report is made, the **Headteacher** or **Deputy Headteacher** will liaise directly with the police and cooperate fully with any investigation. While police involvement is ongoing, the school may continue to follow its own disciplinary and restorative processes, provided these do not conflict with police action.

Whenever a matter is reported to the police, the **Designated Safeguarding Lead (DSL)** will make a parallel report to **Children's Social Care** if there are concerns about a pupil's welfare.

8.8 Malicious Allegations

If a pupil makes an allegation against a member of staff that is found to be **deliberately false or malicious**, the school will consider appropriate disciplinary action in line with this Behaviour Education Policy.

If a pupil makes a **false allegation** of sexual violence or harassment against another pupil, the same approach applies — behaviour support and restorative education rather than punitive measures alone.

Where an allegation is found to be **unsubstantiated, unfounded, false or malicious**, the school will:

- Work with the **Local Authority Designated Officer (LADO)** if relevant;
- Consider whether the pupil who made the allegation needs additional support or intervention (as it may be a *cry for help*); and
- Provide pastoral care for any staff or pupils who were the subject of the allegation.

Full details of how such allegations are handled are outlined in the **Child Protection and Safeguarding Policy**.

9. Peer-on-Peer Abuse

9.1 Bullying

At Grange, we define bullying as **persistent harm** — physical, emotional, verbal, or online — that affects a pupil's mental health or sense of safety. Bullying is never tolerated.

Our Jigsaw PSHE programme explicitly teaches children to identify, prevent and report bullying. Twice a year, pupils take part in online safety lessons, including cyberbullying awareness.

Types of bullying

Type	Definition
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking belongings, any use of violence
Prejudice-based	Racial, faith-based, gendered (sexist), homophobic, transphobic, or disability-based harassment
Sexual	Explicit remarks, gestures, unwanted attention or contact, inappropriate touching
Verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber	Bullying via social media, messaging or gaming platforms

All allegations of bullying are logged as **safeguarding concerns** and recorded on ClassCharts. The Deputy Headteacher coordinates restorative responses with families, ensuring the perpetrator learns and changes, not simply punished or shamed. Parents are involved respectfully as partners in resolving harm.

9.2 Sexual Abuse and Harassment

Grange promotes explicit messages of respect, care and consent. We deliver the **NSPCC PANTS programme** annually in Autumn Term (non-optional), teaching:

- *Privates are private*
- *Your body belongs to you*
- *No means no*
- *Talk about secrets that upset you*
- *Speak up – someone can help*

Posters and class discussions reinforce these messages. Our PSHE and RSE curriculum (Jigsaw) embed respect and difference.

All disclosures or concerns about sexual harassment or abuse are treated with **highest priority**, following our Safeguarding Policy and involving DSL oversight immediately.

9.3 Racist or Homophobic Language

Any use of discriminatory language results in at least a *purple reflection* with SLT, and may escalate to *orange* with parental involvement. Education, not punishment, is the focus — helping children understand why such language is hurtful and harmful. PSHE and assemblies regularly celebrate diversity and inclusion.

10. Responding to Pupils with SEND

Grange recognises that some behaviour stems from unmet or unrecognised needs. We always consider whether behaviour may be linked to a child's SEND and balance our duties accordingly.

Legal duties include:

- Taking reasonable steps to avoid substantial disadvantage (Equality Act 2010)
- Using best endeavours to meet pupils' needs (Children and Families Act 2014)
- Securing EHC plan provisions and working with the local authority

When a pupil's SEND affects behaviour, the *Team Around the Child* agrees proactive strategies recorded in a **Behaviour Support Plan (BSP)**, reviewed at least termly.

If challenging behaviour suggests unidentified SEND, the Inclusion Lead seeks further assessment or external agency involvement.

For pupils with EHC plans, concerns are discussed with the local authority, and emergency reviews requested if required.

11. Not Final Word

We remember our Grange mission:

- **Learn the child:** understand individual needs.
- **Learn what works:** adapt, trial, evaluate.
- **Learn what it takes to succeed:** persist with planning and reflection.
- **Never give up:** we do not permanently exclude.

With a third of our pupils joining or leaving during their primary years, we make each day meaningful. Every behavioural incident is an opportunity to educate for a better world. Through restorative practice, care and consistency, we nurture agency and self-regulation — leading to strong learning and better outcomes.

12. Monitoring Arrangements

The school monitors:

- Behavioural incidents (including classroom removals)
- Attendance, suspensions, and managed moves
- Use of reflection time and nurture provision

- Perception surveys (staff, pupils, parents, governors)

Data is analysed termly by the Deputy Headteacher (Behaviour Lead) across:

- Whole-school
- Year groups
- Individual staff
- Protected characteristics

Findings inform equality duty reviews and policy refinements. The Headteacher and Governing Board review this policy annually or sooner if needed.

13. Links with Other Policies

This policy links to:

- Suspension and Permanent Exclusion Policy
- Safeguarding and Child Protection Policy
- Online Safety Policy
- Acceptable Use Policy
- Anti-Bullying Policy
- De-escalation and Physical Intervention Policy

Appendix 1 – Governors’ Statement of Principles for Behaviour

Rationale and Purpose

This statement has been produced in line with the *Education and Inspections Act 2006* and DfE guidance (*Behaviour and Discipline in Schools*, 2012).

Governors consulted staff, parents, pupils and leaders to define principles that reflect the school’s shared values.

The purpose is to guide the Headteacher in shaping the Behaviour Policy so it aligns with Grange’s ethos and statutory expectations. Staff should be confident they have governors’ support when following this policy.

The full policy must be published annually to staff, parents and pupils, and displayed on the school website.

Principles

- Every child has the right to feel **safe, valued, cared for and respected**.
- Grange is an **inclusive school**: all are free from discrimination, harassment and victimisation (Equality Act 2010).
- Some pupils may need **additional support** to meet expectations, particularly those with SEND or vulnerable circumstances.

- All adults model excellent behaviour at all times.
- Children are encouraged to make good choices and take responsibility for their actions.
- The policy must promote **self-discipline, respect and anti-bullying**.
- Rewards, restorative approaches and reasonable force (when necessary) are used **consistently and fairly**.
- The school will work closely with families when concerns arise, seeking common strategies.
- External agencies may be engaged for advice and support when needed.
- School staff may **screen, search or use reasonable force** where lawfully justified and appropriately trained.
- Children represent the school both on and off site and are expected to uphold our standards in the wider community.