

Behaviour Education Policy

Grange Primary School



Approved by: Governing Board

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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 is telling us about their unhappiness, anxiety, fear, or insecurity. Their behaviour is what they consciously or unconsciously believe is a protective measure for them. This may mean that they feel that they will not suffer abandonment or failure or have to deal with unpredictable behaviour from adults.

We believe through actively demonstrating to a child that they are safe, loved and that we care about them and their future, they will be able to 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. Our prevailing adversarial system is based upon a Roman notion of ‘Justice’ as just deserts. Causing someone to suffer creates an imbalance in the scales of justice, and the way to rebalance the scales and do justice is to cause the responsible person to suffer; we respond to the original harm with a second harm...This sets into motion endless cycles of harm. Restorative Justice seeks to interrupt these cycles by repairing the damage done to relationships in the wake of the ‘crime’ or other wrongdoing...Justice is a healing ground, not a battleground.”

- Excerpt from The Little Book of Race and Restorative Justice by Fania E. Davis

We call this policy a ‘Behaviour Education Policy’ because our goal is to **educate** through how we deal with behaviour incidences. We aim to ‘connect’ before we ‘correct’ and to help each child feel confident about themselves with a sense of consideration for others. We call this our CC way at Grange. Because we believe in a child having confidence, we do NOT believe in using shame or power dynamics to overcome the child. Shame leaves a negative residue and scar way beyond the specific incident and using power teaches the child only to submit when someone is more powerful than them. It does not teach agency (taking responsibility for our own behaviour) and self-regulation (the ability to regulate our own behaviour). Agency and self-regulation are the key goals we are striving for, for each of our children.

“...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 in EL magazine – On Radically Inclusive Discipline

2. The Team

We recognise that all the adults working in our school are human and vulnerable to tiredness, frustration and other human emotions. We actively work to support the adults so that they remember that supporting children in learning ‘behaviour’ is a CORE part of our job and not separate to the teaching. We will work collaboratively to support the

teacher and educator so they are not alone in their work. We work as one team to support the child with the class teacher taking primary responsibility for helping them to learn positive behaviour that is confident and considerate. We are all interconnected and responsible for each other. It is vital that all our staff understand the needs of pupils in our school and recognize how SEND and mental health needs impact behaviour.

In addition to whole staff training, which takes place at least once a year, as part of our induction process, all new staff receive training on our approach to behaviour education.

- **Deputy Headteacher (Ms Edwards)** - The lead on behaviour education especially with the processes of reflection and restoration. Mrs Edwards also leads KS1.
- **Inclusion Lead (SENDCO) Ms Asmoucha** - Focuses on ensuring that the children understand the process to help them make progress with their behaviour choices. Some pupils with SEND require an adapted, more individual approach to support them in self-regulating. Ms Asmoucha is always consulted in cases of Special Educational Needs to make sure we are communicating in accessible and effective ways. This helps children to fully comprehend and engage with our restorative practice. Ms Asmoucha is also involved in creating plans for individual children to help them succeed and is a key member of the Team Around the Child.
- **SLT** - We have an SLT that believes in supporting the whole child and does not believe in a punitive approach that focuses just on the 'wrongdoing'. This includes Ms Watson who leads Upper Keystage 2, Mr Rasheed who leads Lower Key Stage 2 and Ms Weber who leads phase EYFS-Year 1.
- **The Headteacher (Mr Kerbel)** - is fully committed to a restorative (non-shame-based) approach and takes the lead in working in partnership with parents and carers to support them to support their children to learn agency and self-regulation with confidence and consideration.
- **The Governors (Chair of Governors is Ms Katie Atkinson)** – fully support the focus of this behavior education policy. The Governors have given their full backing to the CC Way and see it as a central key part of their vision for Grange. They see the CC Way as a way for our children to succeed in our school and beyond it when they graduate. They are continuously reviewing and listening to Headteacher reports to check that the School stays true to its mission and achieves the goals of raising outcomes (in all key areas such as attendance, attainment and wellbeing) for each of our children, every day at Grange.
- **Parents and Carers** - Our parents and carers are able to connect with the Classcharts app in real time and can contribute to encourage good choices of behaviour at home. We encourage all parents to download the app. In cases of orange reflection, parents and carers will be involved and if necessary with the Team Around the Child as well.
- **School dog (Connie)** - our school dog is currently completing her initial training with her handler Mr Hutchinson and in the future we hope to apply for school therapy dog training. Connie has special calming time with children who benefit from this. We also introduce pets into classrooms when we feel this will benefit whole class dynamics and teach caring and responsibility. Harriet the hamster currently lives in Mandela classroom.

3. What we are against

The school is actively against exclusion. We are committed to never permanently excluding and to minimising suspensions. Suspension will be enforced only in a case of harm towards other children and / or adults in order to stop the harm and plan the next steps in the programme of supporting the child. This allows the Team Around the Child to enable them to succeed. We see the behaviour as the communication of an unmet need for that child. In order for them to learn and succeed we play 'detective SENCo' to understand the need and devise a plan that does not crush the child but allows them and their classmates to flourish. If a situation arose where a permanent exclusion was unavoidable, as a last resort we would assist in a managed move and commit to seeing through the process so that we remain advocates for the child. This would only happen if we had decided something had occurred that means on balance of risk, we cannot guarantee the safety of the child or others if they were to stay in our school.

4. Relationships

Relationships as the keystone that holds everything together

A keystone is the wedge-shaped stone at the apex of a masonry arch or typically round-shaped one at the apex of a vault. In both cases it is the final piece placed during construction and locks all the stones into position, allowing the arch or vault to bear weight.

[Wikipedia](#)

It is a human need to belong in every child no matter how dismissive or rude they are. As mentioned before, behaviour is sometimes an expression of misdirected (perceived) 'protective' measures. A classroom is a community and every child needs to feel safe and that they are a valued member of the community. This is the reason why we aim to avoid punishment that removes or excludes because it increases the harm. We believe in building relationships every day. We believe in routines because they depersonalise confrontation and build ways of doing things that nurture collective and communal spirit and address our needs.

"... 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 on Twitter

Some ways to build these relationships are:

- To genuinely be interested in a child
To make time to actively listen (At Grange we invest in multiple adult teams to enable one adult to take over whilst another adult can listen to the child)
- To seek out adults that the child feels safe with
- To allow the child space and time to get on track
- To affirm them for positive behaviour beyond just assuming that positive behaviour is given
- To problem solve together
- To involve children in the decisions
- To discuss with children rather than tell them
- To include the adults who are important to them

It is important to acknowledge that adults have these same needs and may need support because they are feeling tired and taking the behaviour of a child personally. At that time, we all need to support our colleague to regain their strength.

We need to bear in mind: *"... 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'*

- cited by Sheila Mulvenney on Twitter and attributed to Jessica Milburn

"If you could offer teachers one piece of advice for dealing with their most challenging student, what would it be?"

To decide that you're going to shift away from judgement and toward curiosity about the child. So you would stop asking, what can I do to fix this kid? And instead ask, What do I need to know What questions do I have about who they are? What questions do I have about how they feel day in and day out in my classroom space? What can I be curious about? What can I learn ? Not, what have I tried and what should I try instead?

Reflect on what you can do to change the dynamic between you and this kid from one where they are a problem that you're trying to solve to one where they are a human being, that you're trying to be in a relationship and community with"

- Carla Shalaby writing in EL magazine – on radically inclusive discipline

5. Routines and the power of AFFIRMATION

We believe that enacting routines are moments of ceremony and affirmation that nurture communal spirit and depersonalise confrontation.

It is up to each class team of adults to build their routines and we recommend that the adults are clear about their expectations and practise the routines with their class in order for them to succeed. This will work even with a cover or supply teacher if the teacher is clear about the routines and expectations from the start and models them e.g. a gathering hand.

We bring everything back to our CC way at Grange, which helps us to all realise that we are part of a caring community that is a special place and a special school to be part of.

We aim to use the power of *affirmation* instead of 'rewards'. Whilst rewards encourage extrinsic behaviour shaping; affirmation transforms behaviour from the inside out and helps a person recognise that they are on the right path. This realisation shapes the brain and becomes a powerful experience. Classcharts is our primary affirmation resource but we use others such as stickers, certificates, written feedback praise and most importantly verbal praise for specific behaviour that we are encouraging the child to notice that they are doing well and will make more of these choices in the future. We therefore aim to make the praise specific and to focus on what is really important about the behaviour eg "You persevered; did not give up and then you made it. Really well done!"

We use Classcharts as a continuous affirmation tool in order to highlight great behaviours and we recommend that the adults in the room team up to put Classcharts on the board and keep updating it.

Other routines:

The start of year class charter – every class collaborates to create their own charter of good positive behaviour and communal rules

The uniform routine – At the start of the day the teacher should praise the children in the correct uniform – (this includes correct PE kit) and give classcharts points. For incorrect uniform or kit, a slip should be given to the office to make contact with home. We will also build a stock of spare uniform and kit in the welfare in order to support children who are not getting adequate support from home.

CC walking – this reinforces order and calm around the school. Children walk quietly with hand on heart in a line on the left hand side.

Star sitting – we actively teach children to sit up straight; to track the speaker (where they are directing attention) to ask and respond as an effective scholar; to respect those around us by not distracting them and not letting them distract us.

D.E.A.R – every child is read to at least once a day to nurture the sense of wonder when you have a story read to you.

PSHE lessons – taught by the class teacher and contain a 'calm me' aspect.

Restorative practice – we are always looking to restore peace and repair the harm. This can be done through circle time, genuine non-shaming enquiry and discussion. This should result in suggestions of ways forward which may be to apologise; to fix something; to make something as a gesture or to do something for the person harmed.

The weekly Headteacher assembly - highlights a value/character strength and a feedback quick discussion. Classes should pause the video at this point and facilitate a short discussion. Children are able to place their feedback on post-it notes which are delivered to the Headteacher, read by him and returned to the class. We suggest keeping a scrapbook for this so that the class can look back at their thoughts.

As stated, every class will have their own routines and rituals and these are all important as part of relationship building. At the start of the year and at conclusion of the year, it is good to do exercises where every child makes

positive value comments about each child in the class so that they see their worth through validation and affirmation.

It is particularly validating for children to have an audience and we recommend that the class regularly invite the Headteacher and SLT in to visit the class and celebrate their routines and rituals and way of learning.

6. When things go wrong -correction

“The greatest protective factor is a grownup who listens before lecturing, who connects before they correct, and who shows up equally emotionally steady in the best of times and worst of times”

- Retrieved from internet: Lets talk Squid Game and children's exposure by Claire Orange
digiisocial.com – Oct 10th 2021

6.1 The Thermostat

Originally the school used the 'behaviour thermometer' which aimed to let a child know that things were escalating and they could stop before it goes further. The intention was also for the child to know exactly what was coming and therefore have a clear boundary. We found that for many children the stress of potential escalation meant that they gave up and accelerated to meltdown.

We therefore turned the thermometer into a wellbeing thermometer so that children would understand that the goal is for them to be mentally healthy and well. Subsequently, we also changed the thermometer to the thermostat to show that we can all collaborate to self-regulate and that it is in our power to get back on track. We introduced a getting back on track affirmation award in Classcharts.

Blue and Pink – low-level disruption in class

Adults in the class team should work with the children to discuss what needs to be changed and why. Adults should use their own in-class pathway for success such as: Targets and a sticker chart; spending time at break with the teacher (although this should be kept to a minimum as children need their breaks); movement breaks; working with parents and carers to ensure that unfinished work is completed.

Purple – physical and verbal aggression

A purple reflection will be at lunchtime with a member of SLT. This is a restorative conversation to help children recognise the harm done and come up with their own resolution for fixing it. For pupils with SEND, this process may be adapted and must always take place on the same day and with a trusted adult.

Orange – serious incidents requiring investigation

These need deep partnership and collaboration to achieve restoration, and therefore involves parents/carers. Orange incidents include bullying (including cyber-bullying), racist, homophobic or sexist use of language or loss of control. This would apply to such behaviour in person or online (for example online sexual harassment such as unwanted sexual comments and messages – including on social media- sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content).

An orange reflection will also take place if the purple reflection does not seem to be working over time.

It is important to spend enough time on the reflection – to make it a restorative process so the child genuinely listened to and respected and for there to be some form of restoration.

With younger children who are not yet able to access the restoration, the reflection may take more of the form of a statement of what we do not do in our school so that the boundaries are clear for the child. A plan will then be made by the Team Around the Child to help the child to succeed.

Red - risk to safety

Our line for possible suspension - which is so negative for the child - is when there is a risk to safety for themselves, another child or an adult. We need to demonstrate that such a risk to safety will not be tolerated because it places others in danger. When an exclusion takes place, there is a same day Team Around the Child meeting to determine what can be changed and put in place to support the child to succeed and to protect those who were harmed.

The length of the fixed term exclusion is at the discretion of the Headteacher and will be determined by the severity of the incident. This includes the need to have space for a good robust plan for future success. The reintegration meeting will take the form of restoration. It is vital that the adult who was harmed (if relevant) is part of the reintegration meeting and also the adults most in position to help the child succeed (usually the teacher).

6.2 Physical Restraint

Physical restraint will only be used as an absolute last resort where there is danger of a child harming themselves such as running into a road or breaking a window (glass) or hurting another child or adult. If physical restraint has to be used, this will be logged as soon as possible and on the same day, with the Deputy Headteacher or a member of the SLT. This is in order to learn from the situation and to protect all parties. Parents will be informed on the same day.

Senior members of staff have been trained in the proper use of restraint, Where possible other members of staff are encouraged to radio for support from a senior member of staff if they suspect that an incident is escalating to the point where restraint may become necessary.

6.3 The Team Around the Child

The Team Around the Child will usually include the phase leader; class teacher, educator and Inclusion Lead. It may also include the member of SLT who has done recent reflections with the child. The aim is to discuss what can be changed or put in place to support the child to succeed. Once agreed, plans will be shared with parents/carers.

The team around the child might also recommend further training or support for specific members of staff or to clarify the plan and communication of it. Wherever possible the Headteacher will look to providing professional therapeutic supervision as a source of strengthening adult capacity. In most cases this will be done by members of the SLT, our play therapists or arranged by the Headteacher with external clinical therapeutic professionals.

6.4 Interventions

A preventative and also corrective approach is to provide a nurture group for the child with other peers. This will usually focus on the Zones of Regulation curriculum to help the children 'name it to tame it'. They learn ways to recognise emotion and to self-regulate.

6.5 Confiscation, searches, screening

Searching, screening and confiscation is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#).

Confiscation

Any prohibited items (sharp items, lighters and any other item that could be considered a danger to other) 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.

Searching a pupil

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; **and**
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; **or**
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil's co-operation

If the pupil refuses to co-operate, the member of staff will contact the headteacher, to try and determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in section 3, but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desks or lockers.

Outer clothing includes:

- Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes, boots

Searching pupils' possessions

Possessions means any items that the pupil has or appears to have control of, including:

- Desks
- Bags
- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items (listed in section 3), including incidents where no items were found, will be recorded in the school's safeguarding system.

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 above) and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

Informing the designated safeguarding lead (DSL)

The staff member who carried out the search should inform the DSL without delay:

Informing parents

Parents will always be informed of any search for a prohibited item (listed in section 3). A member of staff will tell the parents as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child

Support after a search

Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

Strip searches

The school will not authorise a strip search.

6.6 Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the headteacher

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

6.7 Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

7. Child-on child abuse

7.1 Bullying

At Grange we follow the definition of bullying being 'persistent' harm. We also recognise the mental health harm of bullying.

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: <ul style="list-style-type: none">• 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

We follow our restorative practice model to deal with incidences of bullying. Any bullying allegation is logged as a safeguarding issue, in addition to being logged on ClassCharts. It is followed up by the Deputy Headteacher, Ms Edwards, who will coordinate a restorative approach. We believe that there is always a backstory to a bullying perpetrator. It is crucial to educate them so that they not only stop bullying the victim but also eradicate bullying as an approach in their relationships. This cannot be achieved by simple punishment or shaming. We involve parents and carers as partners when necessary according to the seriousness of the situation and how smoothly it is being resolved. We take care not to shame parents and carers but to explain that this is part of learning about how to conduct healthy relationships.

7.2 Sexual abuse

The adults in the school spread an explicit and clear message of care and respect for others. This includes age-appropriate messages of right to privacy and consent and ultimate respect.

We run the NSPCC PANTS programme as a basic every year in the Autumn Term and there is no right for parents or carers to withdraw from this. The key messages are privates are private; always remember your body belongs to you; no means no; talk about secrets that upset you and speak up, someone can help. Posters are displayed around the school to reinforce this message.

Our PSHE programme is based on the concept of respect and celebrating difference and there is no right to withdraw from it. Our Relationships and Sex Education is underpinned by this same message. We buy into the Jigsaw curriculum, which is clear and well researched.

All children are encouraged to speak up if any other child makes them feel uncomfortable. This is then taken very seriously in a restorative circle, which makes clear boundaries and supports all children. We will not leave any child feeling that there is no point in speaking up and we will not allow any child to feel such shame that they can't speak up. Our wider goal is to promote a community of respect and celebration of difference. Every child should feel confident in being who they truly are without having to worry about the reactions of others. Every adult in our school plays a part in facilitating this sense of positive, supportive, respectful community.

In a case where there is concern, disclosure or allegation about any form of sexual harassment, the school will follow the clear process within our Safeguarding policy and treat it with the highest attention and concern to ensure safety and immediate addressing of the concerns.

7.2 Racist or homophobic use of language

Any use of such language will result in at least a purple reflection with SLT and possibly an orange reflection with parents and carers. It is important that when dealing with this behaviour we aim to educate rather than administer a consequence. We want the child to understand why such language is hurtful and harmful and to understand within themselves that this is not a good choice. We are aiming for restoration and future proofing through education

8. Responding to pupils with SEND

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

When dealing with incidents for 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.

Where a pupil's behaviour is impacted by SEND, a Team around the Child meeting will take place to agree our approach to anticipating and removing triggers. Agreed strategies and support will be recorded in a Behaviour Support Plan. This will be reviewed regularly and at least once a term.

8.2 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs co-ordinator (SENCO) may 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.

8.3 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 the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

9. Not-final word

We remember our Grange Mission Statement at all times and aim to:

- Learn the child - understand the specific needs of the specific child
- Learn what works - we are not afraid to adapt, develop and even change things to improve the chances of success for the child
- Learn what it takes to succeed - we never just give up without planning properly and trialling and evaluating strategies
- Never give up - we are committed to never permanently excluding a child and to being the caring, positive, resilient, supportive and creative adults in the child's school life to help them build pathways for success

We are particularly aware that Grange has a higher than 30% index of instability with almost a third of our children not making their way right through the school. We therefore aim to make each day a positive and meaningful day for each child for every day that they are with us at Grange.

We are educating for a better world and we therefore see incidences of negative behaviour choice as opportunities for education. Every adult in our school plays a part in this both consciously and indirectly through the children seeing us meet our staff handbook colleague trust expectations.

We do not expect fast solutions to take place overnight but we believe through restorative practice and care and attention to meeting the needs of our children, we will help them gain agency and self-regulation which in turn will facilitate good learning with good or better progress for each of them and concomitant raised outcomes for every one of our children.

10. Monitoring arrangements

10.1 Monitoring and evaluating school behaviour

The school will collect data 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 every term by Jo Edwards, deputy 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 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.

10.2 Monitoring this policy

This behaviour policy will be reviewed by the headteacher and the governing board at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data. At each review, the policy will be approved by the chair of governors.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the full governing board annually

11. Links with other policies

This behaviour policy is linked to the following policies:

- Suspension and permanent exclusion Policy
- Safeguarding and Child Protection Policy
- Online Safety Policy
- Acceptable Use Policy
- Anti-Bullying policy
- De-escalation and Physical Intervention

Appendix 1

GOVERNORS' STATEMENT OF PRINCIPLES FOR BEHAVIOUR

Rationale and Purpose

This statement has been drawn up in accordance with the Education and Inspections Act 2006, and DfE guidance (Behaviour and discipline in schools: Guidance for governing bodies, 2012)).

Governors consulted with staff, parents, pupils and senior leaders as part of the process of drawing up the statement.

The purpose of this statement is to provide guidance for the Headteacher in drawing up the Behaviour Policy at Grange Primary School so that it reflects the shared aspirations and beliefs of governors, staff and parents for the children in the school, as well as taking full account of law and guidance on behaviour matters. It is intended to help all school staff to be aware of and understand the extent of their powers in respect of discipline and sanctions and how to use them. Staff should be confident that they have the Governor's support when following this guidance.

This is a statement of principles, not practice: it is the responsibility of the Headteacher to draw up the Behaviour Policy though she or he must take account of these principles. The Headteacher is also asked to take account of the guidance in DfE publication Behaviour and Discipline in Schools: a guide for Headteachers and school staff (January 2016).

The Behaviour Policy must be publicised, in writing, to staff, parents/carers and children each year. It must also appear on the school's website.

Principles

Every child understands they have the right to feel safe, valued, cared for and respected, and learn free from the disruption of others.

Grange primary school is an inclusive school; all members of the school community should be free from discrimination, harassment, victimisation and any other conduct that is prohibited by or under the Equality Act 2010.

Children have varying needs and backgrounds and some pupils may need additional support to meet the behaviour expectations of the school. The school will fulfil its' legal duties in respect of safeguarding children with special educational needs and all vulnerable children.

It is expected that all adults – staff, volunteers and governors – will set excellent examples to the children at all times.

We seek to give every child a sense of personal responsibility for his/her own actions. Children are actively encouraged to make good choices about their own behaviour.

The school's Behaviour Policy will ensure that there are measures to encourage good behaviour, self-discipline and respect, and prevent all forms of bullying amongst pupils.

Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy. The school's Behaviour Policy will clearly reflect the school's approach to exclusions.

Where there are significant concerns over a pupil's behaviour, the school will work with parents to strive for common strategies between home and school.

Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life.

The school will seek advice and support from appropriate outside

agencies where concerns arise over a child's behaviour.

School staff have the ability to screen or search a child where there is a reasonable belief that the child possesses an item that is prohibited or breaches the school's policies.

School staff have the power to use 'reasonable force' and other physical contact to control inappropriate behaviour when it becomes necessary. Governors expect that appropriate staff have undergone necessary training. The Behaviour Policy should define 'reasonable force'.

Children are expected to display the high standards of behaviour required at school when they are representing the school off-site at school-related events and visits, when they are travelling to and from school. We are all ambassadors for Grange.

