

Grange Farm Primary School

Behaviour Policy

Reviewed by:	Matthew Walters
Agreed by:	Colin Marscheider
Signed:	
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1 Aims and Expectations

At Grange Farm Primary School, we strive for all pupils to practise good behaviour by employing a system of praise and reward. Pupils are at the centre of everything that we do and all members of the community endeavour towards our shared vision:

Be a curious, motivated learner.
Be independent and embrace challenges.
Be respectful and responsible citizens of the world.
Be healthy and positive in mind and body.
BE GRANGE FARM.

This is achieved through having high expectations of behaviour and developing a positive culture and relationships with pupils and our wider school community – so everybody feels valued - through our school values

- Respect
- Responsibility
- Resilience

The school behaviour policy is, therefore, designed to support the way in which all members of the school can live and work together in a supportive way, in an environment where everyone feels respected and safe.

It is the purpose of this policy document to demonstrate how the school fosters and maintains this sense of community and the high standards of behaviour from all pupils. This is achieved by (p8/9 from DfE doc):

- encouraging a whole-school approach to behaviour and discipline.
- leadership and management supporting staff to manage pupil behaviour effectively.
- helping the school to promote young people's respect for others and responsibility over their own actions.
- promoting firm action against all forms of bullying (including cyber bullying).
- supporting pupils with additional needs where the need impacts behaviour.
- promoting Equal Opportunities policies.

It is the policy of the school to promote and reinforce positive behaviour rather than simply sanction unacceptable behaviour. Nevertheless,



unacceptable behaviour will be addressed in an appropriate way and used as a learning opportunity.

The school expects every member of the school community to behave in a considerate way towards others showing our school values.

We treat all pupils fairly and apply this behaviour policy in a consistent way.

This policy aims to help pupils to grow in a safe and secure environment and become positive, responsible and increasingly independent members of the school community.

The school rewards good behaviour as it believes that this will develop the school values.

The school recognises the importance of positive relationships between staff and pupils when building a positive culture which is underpinned by consistency, fairness and justice for all involved. The school understands the need to ensure a consistency of response to unacceptable behaviour irrespective of the gender, ethnicity or social background of the individual involved. As a school, we encourage parental support and responsibility in the maintenance of good discipline.

As a staff, we believe that the prevention of situations where physical restraint is used is always preferable to a reaction to a situation. This policy follows City-level agreed procedures, especially in the area of safeguarding pupils. At Grange Farm Primary School, unless a child is in serious and immediate danger, this will only be undertaken by a member of staff trained in Team Teach (usually a member of the Leadership Team). The DfE 'Behaviours in School Guidance' states:

There are circumstances when it is appropriate for staff in schools to use reasonable force to safeguard pupils. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain pupils. 'Reasonable' in these circumstances means 'using no more force than is needed'. Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property and to maintain good order and discipline at the school or among pupils. When considering using reasonable force staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.



2 Leadership and Management

Section 88(2) of the Education and Inspections Act (2006) requires the governing body to:

- make, and from time to time review, a written statement of general principles to guide the head teacher in determining measures to promote good behaviour and discipline amongst pupils and;
- notify the head teacher and give him/her guidance if the governing body wants the school's behaviour policy to include particular measures or address particular issues.

The school leadership team at Grange Farm is highly visible, with leaders routinely engaging with pupils, parents and staff on setting and maintaining a positive behaviour culture and creating an environment where everyone feels safe and supported.

Through regular CPD, school leaders play a crucial role in making sure all staff understand the behavioural expectations and the importance of maintaining them. School leaders ensure that all new staff are inducted clearly into the school's behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school. Appropriate training is given to ensure staff are able to meet their duties and functions within the behaviour policy. This is aligned with the new Initial Teacher Training (ITT) Core Content Framework and the Early Career Framework (ECF).

The school CPD schedule ensure that staff have adequate training on matters such as how certain special educational needs, disabilities or mental health needs may at times affect a pupil's behaviour. Ongoing engagement with experts, such as Educational Psychologists and other support staff such as Mental Health Support Teams, is used to inform effective implementation of behaviour policies – making links to whole school approaches to mental health and wellbeing.

Governors review the behaviour policy annually.

3 School Systems and Social Norms

High standards and expectations of good behaviour must be role-modelled and promoted by all staff at all times through the school values. Around school, pupils should be given regular, specific praise for showing positive behaviour that is expected of them following the schools behaviour curriculum. Members of the school leadership team are highly visible around school to promote the positive behaviour ethos and ensure



that all members of the community feel safe and supported. Parents play a crucial role in supporting the school's behaviour policy so we encourage parents to reinforce the school values at home and uphold these when in school and communicating with school staff.

3.1 Dojos

Our school reward system is Dojos which is an online behaviour management system that encourages and reinforces positive behaviour linked to Grange Farm's values. The reward system is designed to celebrate and reinforce the school's values that are needed for pupils to develop a positive attitude towards their learning and development and to support them to become responsible members of the school community.

Dojos can be rewarded to pupils by any adult in school. When awarding Dojos, it is important that the adult is specific about the reason for giving the Dojo to reinforce the positive behaviour of the school's values that a child is showing. Dojos are collected electronically and are held on a system in classrooms.

Pupils will also receive a Dojo certificate once they have earned a number of Dojo's:

- EYFS – 30 dojos
- KS1 – 50 dojos
- KS2 – 80 dojos

There are three levels of Dojo prizes for the children to work towards: Bronze, Silver and Gold. Each level earned allows the children to choose a prize from the 'Dojo Shop'.

3.2 Achievement Assembly

During achievement assemblies, pupils are awarded certificates for demonstrating exemplary behaviour through the school values and their learning behaviours in the classroom. Certificates are taken home to be shared with parents and carers.

Awards for 'Values Superstar of the Week' - which is linked to the school values - and 'Learner of the Week' – who is somebody that has produced an exceptional piece(s) of work – will be given. Dojo certificates are also given to those pupils who have earned the required amount for their key stage.

Each term, there is a governor assembly where children are awarded for showing the school values consistently across that term. Children are



awarded with trophies or badges depending on the award they have received.

3.3 Behaviour Curriculum

Through teaching and promoting the school values through our Behaviour Curriculum, pupils at Grange Farm learn positive behaviour in school is essential to developing their character and supporting their learning. This is developed through our Behaviour Curriculum which instils the expectations of routines, behaviours and habits we expect the pupils to develop. The aim of this is to ensure our pupils grow into adults who are polite, respectful, grateful and who are considerate to others and ready to be successful in the next part of their educational journey. The behaviour curriculum is revisited with the children termly to ensure that behaviour expectations are reinforced at key points throughout the year.

3.4 Sanctions

All misbehaviour must be dealt with and addressed with the pupil promptly ensuring not to impact on learning time. Every pupil has the right to an education and every classroom should be a positive learning environment where pupils should feel safe in all parts of the school.

If it is a playtime or lunchtime incident, this should be dealt with during playtime or during lunchtime, by the staff on duty, rather than interrupting learning time.

All pupils are entitled to a calm and safe place to learn and if a child's behaviour is disrupting this school staff will reinforce the school's values and encourage a child to correct their behaviour. At Grange Farm, there are clear prohibited behaviours that will lead to a sanction. These behaviours are set out in the behaviour chart below:

Behaviour Levels

Stop and Think	Yellow	Amber	Red
- Calling out - Persistent fiddling causing disruption (e.g. tapping equipment) - Eye rolling - Pushing in lines - Running in school - Not on task (e.g. wandering around, talking during task time, talking while others are talking) - Chewing sweets/gum	- Persistent 'stop and think' behaviours - Arguing with adults - Work refusal - Dishonesty - Rough play - Name calling (including unsportsmanlike behaviour) - Defacing/damage to property (e.g. damaging someone's pencil case, scribbling on others' books) - Swearing - Physical violence with intent (e.g. pushing, barging, poking) - Inappropriate touching	- Continuous 'Level 1 or Yellow' behaviours - Walking/running away from a member of staff - Homophobic language - Racist language - Misogynistic language - Malicious lying - Stealing - Deliberate vandalism/graffiti - Physical violence with intent to harm (e.g. biting, punching, kicking, slapping) - Spitting - Intimidatory behaviour - Use of mobile phone/smart watch on site - Sexualised behaviour towards another child	- Continued 'Level 2 or Amber' behaviours - Bullying (including cyber bullying) - Bringing dangerous items to school (e.g. knife) - Leaving the school premises - Sustained bad language and verbal abuse - Sustained or repeated physical violence - Deliberate activation of fire equipment - Sexualised behaviour towards an adult
Sanction - Conversation with class teacher following 3 step conversation - Miss 5 minutes of break	Sanction - Incident logged onto CPOMs by member of staff dealing with incident 10 minutes reflection time with class teacher or learning mentor if lunchtime - Verbal apology to any children or adults - Parent(s) to be informed via a message (Bromcom). - For repeated incidences, a phone call is to be made by the class teacher.	Sanction - Incident logged onto CPOMs 15 minutes reflection and reparation during lunch time with a member of SLT - Parent(s) informed via a letter of the incident following reflection and reparation time. - If 5 ambers are given within a term, a meeting will be held with a member of SLT and parents	Sanction - Managed by the Headteacher or Deputy Headteacher (logged onto CPOMs) - Meeting is held with parents - Consequence could be: internal suspension, lunchtime suspension, external suspension.

For pupils in Reception and Key Stage 1 a reset will be done at lunchtime to enable them to transition into a successful afternoon. For Key Stage 2 children the behaviour levels will reset at the end of the school day.

3.5 Retaliation/Self Defence

Our behaviour policy aims to ensure a safe and respectful learning environment for all members of the school community. A critical aspect of this policy must encompass the appropriate response to instances of conflict, particularly regarding self-defence and the concept of retaliation.

In the context of our school's behaviour policy, self-defence is recognised as the justified reaction to an immediate threat of harm from another individual. It is imperative that pupils understand that while self-defence may require a level of assertiveness, it must always be reasonable and proportionate to the threat faced. Pupils are encouraged to utilise conflict resolution strategies, or seek support from an adult, to de-escalate confrontational situations rather than resorting to physical actions

Conversely, retaliation—defined as responding to an act of aggression with further aggression—is dealt with in line with the behaviour levels. Such behaviour not only exacerbates conflict but also contravenes the values of respect and responsibility. Instead of seeking retaliation, pupils are advised to report incidents to a member of staff and engage in dialogue to find a resolution.



As a school we aim to try and teach pupils to try and resolve problems as part of our PSHE curriculum, referring to the 'pyramid of problems' to support them with this. This identifies what kinds of issues pupils should attempt to solve themselves and where it is appropriate for an adult to be involved.

3.6 Reflection and Reparation

It is our policy for all pupils to learn to take responsibility for their behaviour and to understand the consequences of misbehaviour. Following a behaviour incident, it is essential that an adult discusses the issue with the pupil, not in learning time where it can be helped, so that they understand how the behaviour did not adhere to the school values and the consequence of their actions for themselves and others around them. Pupils must understand how they can improve their behaviour and they must make every attempt to put right the wrong that he/she has done. This can be done by a verbal apology, a written letter of apology or repair of any damaged property. Adults will take every opportunity to praise the pupil for improved behaviour following the incident.

Pupils who receive a reflection for certain behaviours will contribute to a circle time approach, led by teachers and senior leaders, which includes mindfulness and group discussions. There will be a clear explanation of the behaviour they have shown and how this does not demonstrate our school values. The reflection session aims to:

- teach pupils the impact of the behaviours they have shown
- help pupils to take responsibility for their own behaviour
- know how to repair the impact of their behaviours with an apology
- support pupils with positive strategies to improve their future behaviour

Reflection time will be completed at the earliest opportunity depending on the time the incident occurred. If a child is absent when they should be completing reflection time, this will be completed on their return to school. For Reception pupils, reflection time will be completed with a suitable adult immediately after the event as we are aware that for children this young, they are unable to remember events after a period of time.

Some pupils find self-regulating their emotions a challenge when reflecting on behaviour. These pupils need to feel confident that an adult will support them to do this so that they feel safe (emotionally and physically) and that they will be supported to make choices to put their behaviour right.



It is essential that all adults in school reflect on the behaviour of the pupils they are working with and try to identify any underlying areas of misbehaviour. Behaviour is often a reaction to events or circumstances so adults need to understand how a change to provision or practice for the group or individual can help improve behaviour. At Grange Farm, the learning mentor works with our families and pupils respectively where there are difficult circumstances and support can be implemented to improve behaviour.

4 Serious or Persistent Breaches of the Policy

Where there are serious or persistent breaches of the policy as outlined in the Behaviour Chart, a more serious response will be taken.

4.1 Improving Behaviour Plans

An Improving Behaviour Plan is a school-based intervention to help individual children manage their behaviour in order to successfully complete their education at school. An improving behaviour plan will be set up if a child is identified as at risk of permanent exclusion or at risk of failure at school due to disaffection. School and parents will work together to set targets to improve behavior. The plan will be reviewed after a fixed period of time to decide if improvements have been significant and whether any further action is required. If additional external intervention is required, the school may contact parents to consent for additional outside agency support (e.g. SEMHL, CAHMS, Educational Psychologist, The Key).

Behaviour sanctions and incidents are recorded on CPOMs to enable staff to identify any patterns of behaviour. If a child receives 5 'Amber' sanctions across a term, a meeting is held with parents and a senior member of staff to discuss the behaviour. This meeting may result in an improving behaviour plan being set up.

4.2 Short Term Reduced Timetables

In exceptional circumstances, there may be a need for a temporary, fixed term, part time timetable to meet a pupil's individual needs. Parents will attend a meeting with a senior leader to discuss the reduced timetable and will be given a signed copy of the plan. Pupils will be provided with sufficient and appropriate work that they need to complete during the hours that they are not in school. Information regarding all pupils on a reduced timetable will be shared with Governors and the Local Authority.



The action plan will:

- Specify an end date that the child is expected to return to full-time education;
- Be reviewed weekly;
- Be shared and understood by parents with clearly recorded objectives;
- Be signed by parents to register their consent and that they are taking responsibility for the pupil when they are not in school and will guarantee that they will supervised when they are off site.

4.3 Internal Suspension

To support children who are presenting challenging behaviour in the school environment, children may be temporarily moved to work in a separate area of school. The aim is to ensure they understand the acceptable behaviour in school. They will be supported by staff who will help them practice strategies to ensure successful reintegration into their mainstream class.

4.4 External Suspension

We work hard at Grange Farm to ensure that there is an inclusive environment for all pupils so that they are successful. However, there are times when pupils make choices or behave in a way that is unacceptable and puts them and others at risk of harm. In these instances, it is necessary for the sanction to be a suspension.

At Grange Farm, we do not take the decision to suspend a pupil lightly. An external suspension refers to a fixed number of days a pupil will be away from school for the entirety of the day.

4.5 Reintegration Following a Suspension

If a pupil has been suspended from school, parents and – where appropriate – the pupil will attend a reintegration meeting on their first day back with a senior leader. This meeting will be to reflect on the behaviour that led to the suspension, allow the pupil to understand how to repair the impact of their behaviour and promote a climate of success and expectation for when they return to class.

Strategies for reintegration include:

- A fixed period transition plan building up a child's time back in school;
- A planned period of time in internal exclusion room;
- Improving behaviour chart;
- Actions for parents to put in place at home;



- Learning mentor support in direct work and/or in the classroom.

If children have persistent unacceptable behavior, an individual improving behaviour plan will be put into place. This will outline support given by class teacher, learning mentors, senior leaders, external agencies and will set targets for improved behaviour and the consequence of continued unacceptable behaviour.

4.6 Permanent Exclusion

In extreme cases, the child may be permanently excluded; this sanction is used with the greatest reluctance. Fixed term and permanent exclusions will follow guidelines set out by the DfE. The school works in partnership with the Local Authority to ensure a consistency of approach and as such we adhere to Coventry City Council guidelines concerning exclusions.

A decision to permanently exclude a pupil will usually be the final step in the process of dealing with continuous disciplinary offences following a wide range of other strategies. This is a last resort and when school acknowledges it has exhausted all other strategies available.

There may, however, be an exceptional circumstance whereby in the Headteachers' judgement a first or one off offence is sufficiently serious and means it is appropriate to permanently exclude a pupil.

4.7 Child on Child Abuse

Following a report of child-on-child abuse, the school will follow the principles outlined in Keeping Children Safe In Education (KCSIE). This will be dealt with by the Designated Safeguarding Lead or Deputy. Child on child abuse will not be tolerated at Grange Farm and pupils will be sanctioned appropriately as outlined in the Behaviour Chart. Where deemed serious enough, police or other agencies may be informed. Staff will ensure that sexually abusive language is not normalised as 'banter' and promote high-standards of conduct between pupils and staff. Nor should a victim ever be made to feel ashamed for making a report or their experience minimised. Where appropriate, school will utilise the expertise of outside agencies to support with such incidents.

5 Pupil Support

At Grange Farm, we recognise that the individual needs of some pupils may mean that they find it more challenging to follow our behaviour expectations and, therefore, will require support strategies to be put in place. The Leadership Team, alongside class teachers, identify pupils who



may benefit from additional support by monitoring incidents over time. Support systems put in place will be tailored to the individual needs of the pupil but may include:

- Individualised rewards;
- Home/School communication system;
- Adaptations to the learning environment (e.g. own work station);
- Setting up a structured plan for lunch/break times;
- Support and intervention on social interactions (e.g. with Learning Mentor or external professionals);
- Assessment from external professionals (e.g. SEMHL, Educational Psychologist, CCT);
- Setting up an Early Help Plan;
- Creating a Positive Behaviour Plan;
- Utilising local Pupil Support Units (e.g. The Key or The Gateway);
- Open engagement with parents including home visits if necessary;
- Wider family support through signposting and referrals.

6 Children with Special Educational Needs

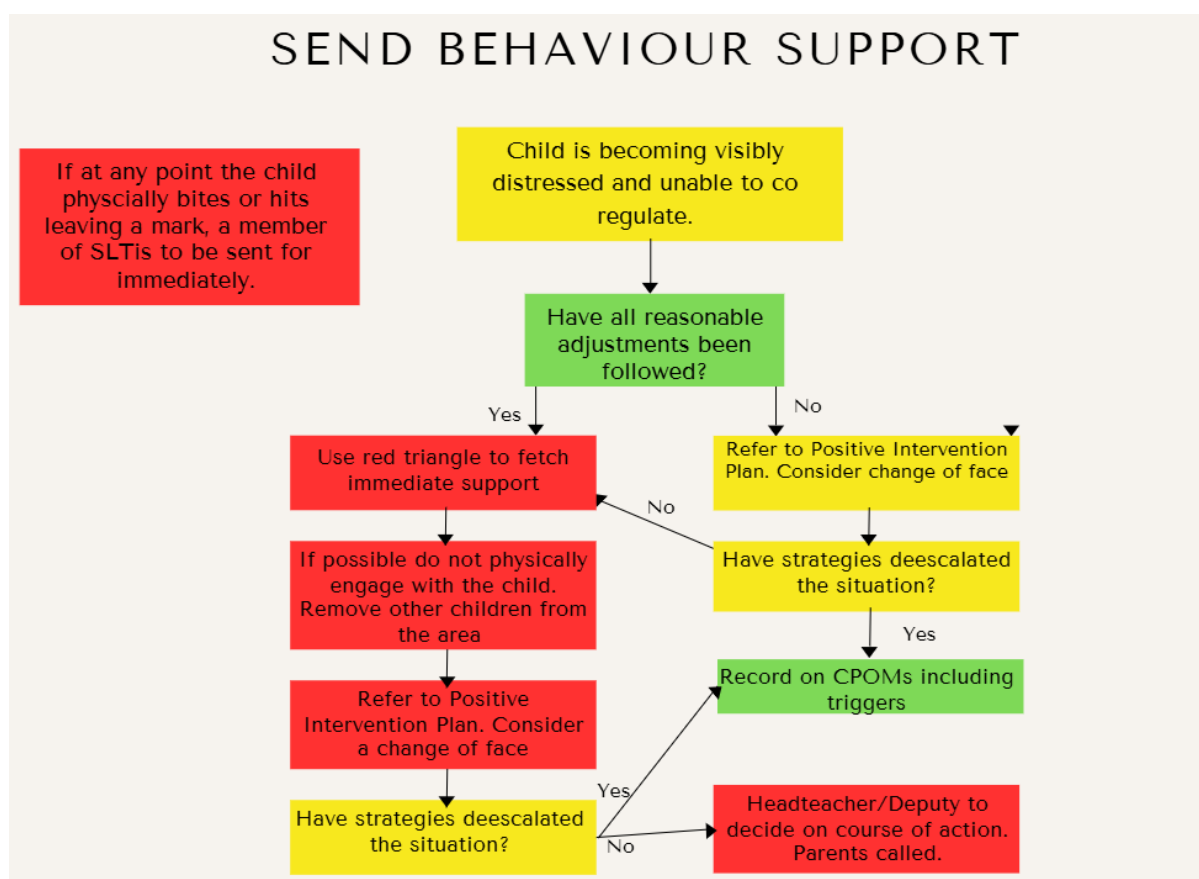
School needs to manage pupil behaviour effectively, whether or not the pupil has underlying needs. Many, but not all children, who struggle to meet school behaviour expectations do so because of reasons connected to an identified special educational need. Additional support will be given to these pupils. In particular, where a child has a disability (including attention deficit hyperactivity disorder, autistic spectrum disorders or learning difficulties), the school must make reasonable adjustments. This is morally the right course of action and is required under the Equality Act 2010.

Some children, where appropriate may have a personalised positive behaviour plan such as a sticker or tick chart. This will be agreed between parents and teacher/SENDCo as a short-term method to support children with their behaviour choices. Some children may also require concessions to be made regarding when they have a reset of the levels. This is something that will be discussed as part of the pupils SEND provision and included into their pupil passport.

Therefore, in the case of a child with an identified special educational need, the procedure for dealing with him/her may differ. In order to meet the needs of any pupil with SEND, we will anticipate likely triggers or misbehaviour and put in place support to prevent these wherever possible. The alternative strategy will be formed in agreement with the child, their parents/carers and the relevant school staff. The procedure will be clearly explained to all those who might have contact with the child in school. Protective Personal Equipment (PPE) will be worn by staff

members to support SEND children who spit. If a SEND child requires positive handling, their parents will be notified.

The following flowchart will be used to determine the steps taken to deescalate the situation and support the pupil at each step.



7 Behaviour Outside School

School will exercise the power to sanction pupils for misbehaviour outside of the school premises to such an extent as is reasonable. This may include:

- non-criminal poor behaviour;
- bullying which occurs off the school premises or online and which is witnessed by a member of staff;
- incidents occurring when taking part in any school-organised or school related activity;
- when travelling to or from school;
- when wearing school uniform or when in some other way identifiable as a pupil at the school.



Sanctions imposed will follow the Behaviour Chart. The decision to sanction a pupil will be lawful if it is made on the school premise or elsewhere at a time when the pupil is under the charge of a member of school staff.

8 Banned Items

Designated Safeguarding Leads have the authority to conduct a search for prohibited items that may pose a risk to the safety of the school community. These include:

- Mobile telephones;
- Knives and weapons;
- Alcohol;
- Illegal drugs;
- Stolen items or those deemed to have been stolen on school site;
- Any item suspected to be used to commit an offence or cause personal harm;
- Tobacco products including vapes;
- Fireworks;
- Pornographic images.

The member of staff conducting the search will ensure that the pupil understands the reason for the search and how it will be conducted.

9 Parental Partnership

At Grange Farm, we aim to work closely with parents and guardians in all aspects of school life, including supporting and modelling our school values and approach to behaviour.

We share the many successes of our pupils with parents in a variety of ways – for example, through the school newsletter or certificates which are taken home.

We also keep in regular touch with parents through formal occasions like Parents' Consultation evenings and, also, informally by being available at the beginning and the end of the school day. Staff are encouraged to share positive messages with parents regarding their children's behaviour and successes.

If we do have any incidents in school that we feel parents need to be aware of, we would ensure we communicate these incidents swiftly. Communication will take the form of a verbal conversation or letter (as



highlighted in the Behaviour Chart) depending upon the individual incidents.

If a parent has a worry, we encourage them to come and talk to us. We will always listen, take things seriously and investigate or observe as necessary. We ask parents not to wait until a "small worry" has turned into a "big worry" – "small worries" are easier to deal with. Even if a child's worry is not something that seems to be a big concern to a parent, we would still want to know about it.

9.1 Parental Challenge

In school, parents are encouraged to approach their class teacher about any concerns in the first instance, as they are best placed to support the children being the member of staff who knows them best. Where meetings are held with parents regarding concerns or behaviour, a member of the leadership team may also be present.

Developing a partnership of mutual trust with parents is very important within the school community. However, there are times when our statutory duties supersede this. For example, all of our staff are Child Protection trained. If children disclose particular information or if staff observe certain behaviours or signs, we are legally obliged to inform Children's Services. We understand that this can be challenging for parents but it is about our duty, first and foremost, to ensure children's safety. It does not mean we are making a judgement about who we believe – it is not our role to make that judgement.

10 Policy Review

This policy is reviewed at least annually and earlier if the need is identified through a rise in significant behavioural incidents.