

Behaviour For Learning Policy

Grendon Primary School



Approved by:

Governing Board

Date: July 2025

Next review due by:

July 2026

Contents

1. Aims	2
2. Legislation, statutory requirements and statutory guidance	3
3. Definitions	3
4. Roles and responsibilities	4
5. School behaviour curriculum	6
6. Responding to behaviour	7
7. Bullying (Peer on Peer abuse).....	15
8. Responding to misbehaviour from pupils with SEND	18
9. Supporting pupils following a sanction	19
11. Pupil transition	20
12. Training	20
13. Monitoring arrangements.....	20
14. Links with other policies.....	21

1. Aims

This policy aims to:

- Create a positive culture that promotes excellent behaviour, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment.
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school.
- Promote self-discipline.
- Outline the expectations and consequences of behaviour.
- Provide a consistent approach to behaviour management that is applied equally to all pupils.
- Define what we consider to be unacceptable behaviour, including bullying and discrimination.
- Meet the school's aims:
 - Listen to and treat each other and all members of the community with respect, tolerance and concern.
 - Work together to remove barriers and ensure equality.
 - Build independent and resilient learners who are able to communicate confidently.

2. Legislation, statutory requirements and statutory guidance

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

- › [Behaviour and discipline in schools: advice for headteachers and school staff, 2016](#)
- › [Behaviour in schools: advice for headteachers and school staff 2022](#)
- › [Searching, screening and confiscation at school 2018](#)
- › [Searching, screening and confiscation: advice for schools 2022](#)
- › [The Equality Act 2010](#)
- › [Keeping Children Safe in Education](#)
- › [Exclusion from maintained schools, academies and pupil referral units in England 2017](#)
- › [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement - 2022](#)
- › [Use of reasonable force in schools](#)
- › [Supporting pupils with medical conditions at school](#)

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

In addition, this policy is based on:

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

3. Definitions

Good behaviour is defined as:

- › achieving Grendon's Goals.
- › always demonstrating a 'We Can' attitude towards learning.
- › accepting that every action has a consequence: positive actions will have positive consequences.
- › realising that everyone is different, but everyone is equal.
- › celebrating success of themselves and others.
- › being proud to be part of Grendon Primary School.

Misbehaviour is defined as:

- › behaviour that does not meet Grendon's Goals.

Serious misbehaviour is defined as:

- › repeated breaches of Grendon's Goals.
- › failure to follow adult instructions.
- › any form of bullying.
- › harmful sexual behaviour including sexual violence, sexual harassment including online sexual abuse.

- › vandalism.
- › theft.
- › verbal abuse.
- › physical abuse.
- › smoking or vaping.
- › racist, sexist, homophobic or discriminatory behaviour.
- › possession of any prohibited items. These are:
 - knives or weapons
 - alcohol
 - illegal drugs
 - stolen items
 - tobacco and cigarette papers
 - fireworks
 - pornographic images
 - any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)

4. Roles and responsibilities

4.1 The governing board

The governing board is responsible for:

- reviewing this behaviour policy in conjunction with the Headteacher and approving this policy.
- monitoring the policy's effectiveness.
- holding the Headteacher to account for its implementation.

4.2 The Headteacher

The Headteacher is responsible for:

- reviewing this policy in conjunction with the governing board.
- setting whole school ethos and ensuring that the school environment encourages positive behaviour.
- ensuring that staff celebrate positive behaviour and deal effectively with poor behaviour.
- monitoring that the policy is implemented by staff consistently with all groups of pupils.
- ensuring that all staff understand the behavioural expectations and the importance of maintaining them.
- providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully.
- offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy.

- ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary.

4.3 Teachers and staff

Staff are responsible for:

- creating a calm and safe environment for pupils within classrooms.
- establishing and maintaining clear boundaries of acceptable pupil behaviour.
- implementing the behaviour policy consistently.
- communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils.
- modelling expected behaviour and positive relationships.
- providing a personalised approach to the specific behavioural needs of particular pupils.
- considering their own behaviour on the school culture and how they can uphold school rules and expectations.
- recording behaviour incidents promptly via CPOMs.
- challenging pupils to meet the school's expectations.
- building a positive relationship with parents and carers by keeping them informed about developments in their child's behaviour and the school's policy, and working in collaboration with them to tackle behavioural issues.

4.4 Parents and carers

Parents and carers, where possible, should:

- get to know the school's behaviour policy and reinforce it at home where appropriate.
- support their child in adhering to the school's behaviour policy.
- inform the school of any changes in circumstances that may affect their child's behaviour.
- discuss any behavioural concerns with the class teacher promptly.
- take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions).
- raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school.
- take part in the life of the school and support its ethos.

4.5 Pupils

Pupils will be made aware of the following of the following, during their induction:

- The expected standard of behaviour they should be displaying at school.
- That they have a duty to follow the behaviour policy.
- The school's key rules, Grendon's Goals and established routines.
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard.
- The pastoral support that is available to them to help them meet the behavioural standards.
- Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

5. School behaviour curriculum

5.1 Grendon's Goals

We understand that we need to model and teach good behaviour.

We believe that a strong school ethos of achievement and good behaviour comes from us all working together within a clear framework.

Every member of staff has a responsibility to uphold the procedures outlined in this policy.

Children must be responsible for their own behaviour. Using the language of choice is a powerful way of encouraging this. As children realise that they are making choices in many areas of life they can be guided into making more socially acceptable choices.

Good choices should be rewarded; poor choices have consequences.

As a school we have a set of rules called the Grendon's Goals which outline the high expectations of all and which we actively display, model and teach across the curriculum.

Grendon's Goals mean we can...

Respect children's rights

Embrace British values

Nurture our health and wellbeing

Demonstrate our independence

Offer effective communication

Never give up - be resilient!

Each class then works together to decide their own class rules each year based on the above Grendon's Goals.

Staff have a responsibility to make sure that these rules are displayed in their classrooms and are referred back to.

5.2 Underpinning Principles

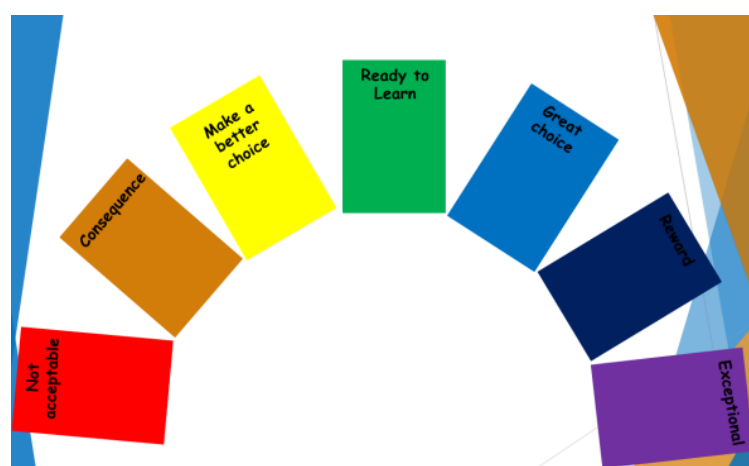
- Good behaviour in schools is central to a good education. We need to manage behaviour well so that we can provide a calm, safe and supportive environments in which children and young people want to attend and where they can learn and thrive.
- School ethos, vision and aims are central to all policy decisions and are set from senior leaders down.
- Policy has to be applied consistently, this is the biggest factor affecting success.
- Our system has behaviour for learning at its heart, (although all behaviours obviously relate back to learning behaviour at some point). It will not focus on teaching routines. Although important, this will be done separately: rules should focus on learning behaviours. Routines should address logistic management issues.

- Children come in to school each day being 'Ready to Learn'. The board is only re-set at the start of each day. The Pastoral Curriculum will continue to remove barriers and support where this is not the case.
- 'Ready to Learn' is 'good' behaviour – this is already a challenging starting point for some. This will be related directly back to school ethos, vision, aims and Grendon's Goals and will be made explicit. This 'good' behaviour is what we expect. Class Rules become the 'what this looks like in Year 2' and can change during the year.
- Excellent behaviour is not a different set of behaviours, but a mastery of the expected behaviour over time.
- A few children with significant and complex needs will still need to work outside this system.
- Use of language for all is key. Children are not 'not acceptable'. Their behaviour at that point was 'not acceptable'. Similarly, neither are children 'Exceptional'. Their behaviour at that point was exceptional.
- It is the responsibility of staff to manage behaviour in their classrooms. Children should not be moving themselves or each other on the board or making decisions about this.

6. Responding to behaviour

6.1 Classroom management

Grendon Primary School – Behaviour for Learning



The Proposed Model Structure

- We use a 7 point colour system.
- We call this system "Ready to Learn".
- We use rainbow colours and use laminated A4 pieces of paper with the label printed at the top.
- They will be displayed on a wall in a fan/arc/arch/bridge/rainbow manner starting with red on the left.
- Children can be displayed in photos/drawing/name form or any combination of all – teacher choice.
- We will refer to the bands by their title and not colours.

Movement across categories:

- From **'Make a better choice' up** – one step at a time.
- From **'Ready to Learn' down** – one step at a time.
- **Additional moves:**
 - From **anywhere straight to ,Not Acceptable'** – For serious misbehavior, (see Section 3).
 - From **'Consequence' or 'Not acceptable'**– back to 'Ready to Learn' once consequence has been completed and child is 'Ready to Learn' again.
 - From **'Ready to Learn' or above** – straight to 'Make a Better Choice' if a wrong choice is made that isn't serious enough for 'Not Acceptable'.
- Getting to the top category should be as rare as children being in 'Not Acceptable'. We have to make this hard and aspirational (and also make number of moves manageable for staff during the day - workload). Remember, 'Ready to Learn' is good. We wouldn't expect many children to be moved each day.
- Additional reward systems still have a place and should be maintained to allow for different teaching styles creativity, needs of individual classes, personalised approaches, post cards home for example and in line with our marketing strategy and positive messaging to parents approach. They can include star of the day, table points for example. Sanctions however will remain consistent across school in line with the new system.

6.2 Responding to good behaviour

When a pupil's behaviour meets or goes above and beyond the expected behaviour standard, staff will recognise it with positive recognition and reward. This provides an opportunity for all staff to reinforce the school's culture and ethos.

Positive reinforcements and rewards will be applied clearly and fairly to reinforce the routines, expectations and norms of the school's behaviour culture.

Positive behaviour will be rewarded with movement of the child's name to 'Great Choice', 'Reward' and finally 'Exceptional'. At each part of the board a child will be praised for their actions and behavioural choice.

A child will be moved to **'Great Choice'** if they demonstrate a positive action that is greater than being ready to learn. The child will be praised for their efforts.

If behavioural choices continue to be positive, a child will then be moved to 'Reward'. A child may be moved to this part of the behaviour board for demonstrating a consistently positive approach to others, their work and sensible behaviour whether inside or outside of the building. Children may receive a 'Reward' themed sticker or note home from the class teacher at this point. In addition, they will receive 5 House points. The class teacher will communicate this with parents.

Finally, a child may be moved to **'Exceptional'** for demonstrating excellent choices, behaviour, attitude to learning consistently over a sustained period of time and in a variety of different contexts. At this point they will receive recognition from the Headteacher, with a postcard home and 10 House points.

Being Exceptional is aspirational – it will not happen often and is a real achievement and goal for children to work towards.

6.3 Responding to misbehaviour

When a pupil's behaviour falls below the standard that can reasonably be expected of them, staff will respond in order to restore a calm and safe learning environment, and to prevent recurrence of misbehaviour.

Staff will endeavour to create a predictable environment by always challenging behaviour that falls short of the standards, and by responding in a consistent, fair and proportionate manner, so pupils know with certainty that misbehaviour will always be addressed.

De-escalation techniques can be used to help prevent further behaviour issues arising, such as the use of pre-arranged scripts and phrases.

When giving behaviour sanctions, staff will also consider what support could be offered to a pupil to help them to meet behaviour standards in the future.

All children start the day in the section called **'Ready to learn'**. Should a child demonstrate actions or behaviours that are deemed low level a staff member may move the child to **make a better choice**. At this point the child will be reminded of the expected behaviours within school so that they have the opportunity at all stages to redeem themselves and show that they are ready to learn.

Should a child continue to demonstrate misbehaviour within or outside of the classroom their name will be placed within the **'Consequence'** section of the board. The child will be reminded again of the behavioural expectations of the school. The class teacher will now select an appropriate consequence for the child to rectify their behavioural choice. Personal circumstances of the pupil will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness. Once the child has rectified their actions their name will be placed back into **'Ready to Learn'**. A consequence could include, missing playtime in the morning, being moved in class, having resources withdrawn, or writing a letter of apology.

If a child reaches the 'Consequence' section of the board three times in any given week there will be a meeting between the child's parents/guardians and Key Stage Leader.

A child may be placed into **'Not acceptable'** via two routes. The first route will be due to a behavioural choice that is deemed 'Not acceptable' and means they are moved straight away to this section. This is because of serious misbehaviour, (see Section 3).

A child may also be placed into 'Not Acceptable' due to repeated inappropriate choices that has resulted in them moving through the board.

Any child being placed with the 'Not Acceptable' section of the board will work outside of the classroom for a period of time so that a verbal reprimand and reminder of expectations discussion can take place. There will also be a discussion with the child's parent/guardian with a senior leader of staff. This may include face to face discussions, telephone conversation or an email providing a behaviour update. The child will also be required to miss the following lunchtime playtime period. This is to provide additional time for the child and Pastoral Team to discuss any concerns or issues to reduce the likelihood of reaching 'Not Acceptable' again for the same type of behavioural choice.

When a child is ready to return to the classroom from being in 'Not Acceptable' the Leader will place the child's name back into 'Ready to Learn' section within the classroom. This then shows to the child that the incident is over and it is now time to proceed with the lesson.

If a child reaches the 'Not Acceptable' section of the board three times in any given week there will be a meeting between the child's parents/guardians and the Headteacher.

When imposing a detention, the school will consider whether doing so would compromise the pupil's safety, conflict with a medical appointment or interrupt the pupil's caring responsibilities

There is a buzzer in each year group to be used in emergency situations. Leaders and first aiders will respond, so this should not be used if you can bring a child out of the classroom yourselves. The buzzer is for emergencies only.

6.4 Removal from classrooms

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

Pupils who have been removed will continue to receive education under the supervision of a member of staff that is meaningful, but it may differ from the mainstream curriculum.

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

Removal can be used to:

- restore order if the pupil is being unreasonably disruptive.
- maintain the safety of all pupils,
- allow the disruptive pupil to continue their learning in a managed environment.

- allow the disruptive pupil to regain calm in a safe space.

Pupils will not be removed from classrooms for prolonged periods of time without the explicit agreement of the Headteacher.

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

Parents will be informed on the same day that their child is removed from the classroom.

The school will consider an alternative approach to behaviour management for pupils who are frequently removed from class, such as:

- meetings with the Pastoral Manager/ Headteacher and other relevant Senior Leaders.
- use of teaching assistants.
- short term behaviour report cards.
- long term behaviour plans.
- pupil support units.
- multi-agency assessment.
- risk reduction plans and risk assessments.

Staff will record all incidents of removal from the classroom along with details of the incident that led to the removal, and any protected characteristics of the pupil within the CPOMS recording facility.

6.5 Safeguarding

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

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

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

Consequences and sanctions may be adjusted or adapted – safeguarding will always take precedence.

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

6.6 Reasonable force – Team Teach

At Grendon Primary School a large proportion of Senior Leaders, Teachers, Office Staff, Site Manager and Dinner Supervisors are Team Teach trained. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from causing disorder, hurting themselves or others, damaging property or committing an offence

Incidents of reasonable force must:

- always be used as a last resort.
- be applied using the minimum amount of force and for the minimum amount of time possible.
- be used in a way that maintains the safety and dignity of all concerned.
- never be used as a form of punishment.
- be recorded and reported to parents.

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.

6.7 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 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 agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the Headteacher/ Deputy Headteacher or Pastoral Manager, 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.

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

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 and boots.

Searching pupils' possessions

Possessions means any items that the pupil has or appears to have control of, including bags and drawers.

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 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:

- of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item.
- if they believe that a search has revealed a safeguarding risk.

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

Informing parents

Parents will always be informed of any search for a prohibited item. 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

It is unlikely that strip searches would ever be carried out at Grendon and no school staff would ever undertake such a search.

If circumstances warranted this, parents and police would be contacted and school would follow advice.

6.8 Off-site misbehaviour

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

- taking part in any school-organised or school-related activity (e.g. school trips).
- travelling to or from school.
- wearing school uniform.
- in any other way identifiable as a pupil of our school.

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

- could have repercussions for the orderly running of the school.
- poses a threat to another pupil.
- could adversely affect the reputation of the school.

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

6.9 Online misbehaviour

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

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

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

6.10 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 or a member of the senior leadership team will make the report.

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.

6.11 Harmful Sexual Behaviour

The school will ensure that all incidents of harmful sexual behaviour are met with a suitable response, and never ignored. All Staff working within Grendon are advised to maintain an attitude of 'it could happen here' and this is especially important when considering child-on-child abuse and harmful sexual behaviour.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be proportionate, considered, supportive and decided on a case-by-case basis by trained members of staff and split into two strands.

Can be split into 2 strands.

1. Prevention:

- DSL training (HR) and whole staff training (Sept 23).
- Implementation of curriculum and usual policies.
- Our PSHE curriculum is rich and varied and addresses many of the issues that may occur in a proactive way, for example PANTOSAURUS work in Year 1.
- Our Computing Curriculum also sees a Digital Literacy (online safety) unit taught in every year group.
- Our Pastoral Curriculum is strong and ensures children can seek help and support wherever needed.
- Our school ethos, vision and aims focus on developing strength of character and respect for all members of our community.
- E-safety parents meeting in Y5 and whole school days as part of our enrichment programme.
- Our usual policies, e.g. safeguarding, behaviour, implemented effectively.

2. Reaction

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing including:

- Effective response to any incident when it happens – all behaviours require some kind of response.
- Stop, Define, State, Enforce Approach.
- **Stop** – challenge the situation, stop and separate any children involved.
- **Define** – Explain to the child/ren what they have done wrong. Describe the behaviour explicitly. Never respond in anger or with disgust.
- **State** – These are our school rules, this isn't what we do.
- **Enforce** – Real consequence in place – what? Future action taken.
- Behaviours are categorised to guide consequence and further action.
- NSPCC Traffic light tool lists specific behaviours for different age ranges under either 'Developmentally Typical', (green behaviours), 'Problematic', (amber behaviours), or 'Harmful', (red behaviours) headings.
- Also consider context, relationships between children, coercion, secrecy etc.
- Carrying out risk assessments, where appropriate, to help determine whether to:
 - a. manage the incident internally.
 - b. refer to early help.
 - c. refer to children's social care.
 - d. report to the police.
- Pastoral support for children and families involved.

Please refer to our child protection and safeguarding policy for more information
<https://www.grendon.bham.sch.uk/attachments/download.asp?file=4393&type=pdf>

6.12 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.

6.13 Suspension and permanent exclusions

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

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

Please refer to our exclusions policy for more information which can be requested from the Grendon Primary School Office.

7. Bullying (Peer on Peer abuse)

Bullying (peer on peer abuse) is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- deliberately hurtful.
- repeated, often over a period of time.
- difficult to defend against.

We have a four-point strategy to tackle bullying at Grendon, that links closely to our Safeguarding and Child Protection Policy. We know what to look for, we know it can happen here, we know how to deal with any incident and we know who to report it to as described below:

Point 1: Awareness

All members of the school community are aware of our school definition of peer on peer abuse and the different forms it can take. Our school is proactive in its understanding of new forms of bullying and the prevention of such types in the school. Our children are taught about what peer abuse is, the different types of bullying and what to do when they feel that themselves or someone else is being bullied as part of our curriculum.

We teach our children about the role of the 'bystander'; a person or group who see peer abuse taking place and what they should do if this happens. We build effective working relationships with all of our pupils so that, in the case of bullying occurring, they feel comfortable to speak to a trusted adult about their problems.

Peer abuse is defined under the following headings:

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

Our staff:

- › know what the different forms of peer abuse are and know what to look for.
- › will never ignore suspected abuse.
- › will not make premature assumptions.
- › will listen carefully to all accounts and investigate as fully as possible.
- › adopt a problem-solving approach which moves pupils on from justifying themselves.
- › record suspected incidents of peer abuse on CPOMS.
- › follow-up repeatedly, checking bullying has not resumed.
- › use of a range of teaching and learning styles and strategies which challenge bullying.
- › use interventions which are least intrusive and most effective.
- › are well trained and have regular behaviour and safeguarding updates.

Point 2: Prevention

To prevent all forms of bullying within Grendon Primary School the following prevention measures have been adopted. We will use a range of strategies for helping children to prevent bullying that are best matched to individuals and circumstances.

- Sharing our 'We Can' ethos
- Enforcing our school rules – 'Grendon Goals'
- High quality teaching and learning as part of our curriculum – PSHE, Children's Rights, RE, Computing, Life Education
- Signing a behaviour contract
- Writing stories or poems or drawing pictures about bullying
- Reading stories about bullying or having them read to a class or assembly
- Making up role-plays
- Having discussions about bullying and why it matters
- Providing opportunities for staff training and updates, ensuring that systems and procedures are firmly embedded
- Having a shared E-Safety policy and Acceptable Use agreements understood and signed by parents and children
- Staffing levels – appropriate for playtime and lunchtime
- Assemblies
- Whole school day and Junior Leader Days to explore themes beyond the curriculum

HELP ORGANISATIONS:

Anti-bullying Alliance

www.anti-bullyingalliance.org.uk

Bullying Online

www.bullying.co.uk

Childline

www.childline.org.uk/bullying

Point 3: Support for Victim and Sanction

The following steps will be taken when dealing with any incident:

- All reported incidents will be investigated by the member of staff who has been approached or has witnessed the incident.
- The member of staff will listen to the child reporting the incident and ensure that they feel that their concerns are being taken seriously.
- The incident will then be recorded on CPOMS by the member of staff.
- DSLs and/or senior leaders will then investigate further, talking to witnesses and the person being accused. All conversations will be recorded on cpoms.
- DSLs and/or senior leaders will check through CPOMS to establish if there are any previous incidents involving the same children and look for patterns.
- After the investigation has taken place, a decision should be taken as to how best support the victim and how best to challenge and alter the unacceptable behaviours shown.
- As a minimum response, the child's behaviour will be 'Not Acceptable' and parents of all children involved will be informed by senior leaders and a consequence will be put in place.
- In line with the Behaviour Policy, consequences may include:
 - Home School diary being put in place.
 - separating children in class or at playtimes.
 - daily check ins with senior members of staff.
 - consequences such as missing playtime or not participating in school events, trips and visits.
 - interventions designed to challenge and change behaviour, e.g. pastoral support, Sweet Project or ELSA intervention.
 - referral to outside agencies for further support.

In serious circumstances school will consider suspension or even permanent exclusion in line with policy. Parents of the victim must be kept informed of the whole process and it is vital that they feel satisfied with the way the incident has been dealt with.

Point 4: Restoration

Once the formal sanction has occurred, a period of restorative practise will be initiated between the bully and, where appropriate, their victim in order to prevent the chance of these incidents happening again.

In all cases, the child will be asked to apologise for their behaviour and work done around exploring the impact that actions have had.

Further pastoral support will always be available for all children and families involved.

After the incident / incidents have been investigated and dealt with, each case will be monitored to ensure repeated bullying does not take place.

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

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

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

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

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

- › Short, planned movement breaks for a pupil with SEND who finds it difficult to sit still for long
- › Adjusting seating plans to allow a pupil with visual or hearing impairment to sit in sight of the teacher
- › Adjusting uniform requirements for a pupil with sensory issues or who has severe eczema
- › Training for staff in understanding conditions such as autism
- › Use of separation spaces (Pastoral Room and Nurture Room – former Nursery area) where pupils can regulate their emotions during a moment of sensory overload

8.2 Adapting sanctions for pupils with SEND

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

- › Whether the pupil was unable to understand the rule or instruction?
- › Whether the pupil was unable to act differently at the time as a result of their SEND?

- › Whether the pupil is likely to behave aggressively due to their particular SEND?

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

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

8.3 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.

8.4 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.

Birmingham City Council Educational Support Service – SEND Birmingham

<https://www.localofferbirmingham.co.uk/>

[0121 303 8461](tel:01213038461)

9. Supporting pupils following a sanction

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

This could include measures like:

- › Reintegration meetings
- › Daily contact with the pastoral lead or senior leader
- › A home/school book with personalised behaviour goals
- › Further face to face meetings with parent/guardian to discuss progress made towards behavioural goals

10. Mobile phones

At Grendon, children should not have mobile phones with them on site.

We understand that there will be exceptions, particularly with Year 6 children who may walk to or from school alone. Should a parent or guardian wish to provide a mobile phone for their child it must be turned off and handed to the Office Manager each morning and collected at the end of the school day. The parent's wish for their child to have a mobile phone within school should also be confirmed in writing. Grendon Primary School takes no responsibility for any loss or damage to the phone whilst it is on or off, the school site.

11. Pupil transition

11.1 Inducting incoming pupils

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

11.2 Preparing outgoing pupils for transition

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

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

12. Training

As part of their induction process, staff at Grendon Primary School are provided with regular training on managing behaviour, including training on:

- the proper use of restraint where appropriate.
- the needs of the pupils at the school.
- how SEND and mental health needs impact behaviour.
- our Behaviour for Learning Policy.

Staff can request support with behavioural needs at any point during the academic year and will be supported by the Pastoral Team.

Behaviour management will also form part of continuing professional development.

13. Monitoring arrangements

13.1 Monitoring and evaluating school behaviour

The school will collect data 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 year by the Headteacher

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

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

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

13.2 Monitoring this policy

This behaviour policy will be reviewed by the Pastoral Team and governing board at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data (as per section 13.1). At each review, the policy will be approved by the Full Governing Board.

14. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions Policy
- Child Protection and Safeguarding Policy
- Physical Restraint Policy
- Mobile Phone Policy
- Teaching and Learning Policy