Grange Junior School
Relationships and Behaviour Policy

Statement of Principles:

The Governors of Grange Junior School believe that high standards of behaviour and achievement are fundamental to a safe, successful, and inclusive school community. All pupils, staff, parents, carers, and visitors have the right to feel safe, valued, and respected at all times. We believe that every member of the school community should demonstrate positive conduct that enables effective learning, strong relationships, and a sense of belonging. The school's approach to behaviour should reflect and promote our core values of Respect, Nurture, Resilience, Challenge, and Safety.

We expect all members of the school community to behave responsibly, to treat one another with dignity and kindness, and to uphold high expectations of conduct both within school and beyond. Positive behaviour should be recognised, encouraged, and consistently reinforced. We recognise that strong, trusting relationships are central to pupils' wellbeing and success. The school's Behaviour Policy should therefore support practices that help all pupils feel included, understood, and able to thrive.

Responses to behaviour should be fair, proportionate, and applied with consistency and integrity. Where pupils require additional support to meet expectations, this should be provided in a way that maintains high aspirations for every child.
These principles are intended to guide the Headteacher in developing, reviewing, and implementing the school's Behaviour Policy, ensuring it reflects the values and expectations of the Governing Body and promotes a positive, safe, and nurturing environment for all.

Rationale:

At Grange Junior School we adopt a relational approach to understanding and managing behaviour, underpinned by elements of 'The Empowerment Approach (Kit Messenger)', zones of regulation and trauma informed practice. We recognise that strong relationships and a sense of belonging are key to helping pupils thrive. We aim to develop pupils' knowledge and understanding of how their brain develops, identify and manage their own needs, and strengthen the skills they need to engage positively with others and with learning.

We recognise that good behaviour is essential for effective learning. A clear, engaging curriculum, consistent expectations, and fair responses to behaviour-combined with praise and recognition-create a positive environment in which all pupils can thrive.

This policy recognises the rights and responsibilities of all members of the school community and the need for pupils to follow clear, consistent routines and expectations. It is supported by a culture that celebrates success while addressing negative behaviours constructively. Effective behaviour for learning relies on partnership, with staff maintaining strong communication between school, home, and any professionals involved.

Our approach ensures that all pupils are supported effectively within our school community, in line with our core values of **Respect, Nuture, Resilience, Challenge** and **Safety.**

Aims:
This policy aims to:

- Promote a safe, respectful and nurturing learning environment.
- Develop positive behaviours for learning rooted in relationships and self-regulation.
- Ensure a consistent, fair and relational approach across the school.
- Support pupils to understand their needs, emotions and behaviour.
- Build a community where pupils feel empowered, connected and valued.

Our Core Values:

Behaviour expectations are grounded in the school's values:

- Respect
- Nurture
- Resilience
- Challenge
- Safety

We have high expectations of all that we do, including behaviour. These expectations are given high profile and form our **golden rules:**

- **Work Hard**
- **Show respect**
- **Stay safe**

These Golden rules apply everywhere in school – in class, around school, at lunch and playtimes as well as on the way to and from school.

Behaviours for learning:
Based upon our rationale and values, we aim to promote positive behaviours for learning within classrooms and across our school. In order to achieve this, we follow a consistent approach to promoting the schools core values and golden rules as outlined below:

Tree of respect
Our tree of respect is a visual representation of our school values and is displayed in all classrooms and is utilised to promote positive behaviours for learning.
Each day all children start with their names in the centre of the tree. Positive behaviours for learning and good work are celebrated as a class through the movement of the child's name to the next level of the tree. When the children reach the top of the tree (outstanding) they are rewarded with a values certificate. When they have achieved all 5 value certificates, this is then celebrated through a visit to the Headteachers treasure chest.



House Points

The children are all allocated to a house, linked to one of the school values. House points are awarded to children both during class time and across the school day and are given by any member of staff who notices positive behaviours for learning and children following the school values. Winning houses are awarded each week and are shared on our weekly newsletter to parents. An overall winner is announced and celebrated at the end of each half term.

Outstanding Assembly

Children's individual achievements are celebrated during Outstanding Assembly, which takes place each Friday. Teachers nominate a child per class that has demonstrated the school's values consistently. During this assembly teachers also nominate one child in each year group to receive a 'perfect presentation' award. These children are awarded with a certificate and a letter to take home for parents. This is further celebrated on our Outstanding display in the corridor and in the weekly newsletter.

Consequences

We believe that children need to be supported to understand that all behaviours have consequences. These may be natural, logical or protective. Our approach focuses on repairing harm and strengthening relationships by bringing together those affected by conflict or wrongdoing, allowing them to talk, understand impacts, and agree on how to make things right, fostering accountability, empathy, and better future behaviour.

1. **Visual Cues and Coaching Prompts**

In the first instance, where a child displays behaviour that does not follow the school's values, staff will use a variety of visual or spoken cues and coaching prompts as appropriate to encourage children to make the right choices and re-engage with positive learning behaviours.

2. Reminder

If the behaviour continues, a reminder prompt will be used (child's name moved to reminder on tree) so that the child knows that their class-teacher will have a check-in conversation with them to provide an opportunity for them to communicate their needs so that they can be supported to re-engage with the learning as quickly as possible.

3. Consequence

If a child continues, despite support/adjustments provided, it may be necessary to issue a 'consequence' in the form of a coaching conversation, to provide an opportunity to further explore the issue. Where possible coaching conversations and logical consequences are carried out at the earliest opportunity available, to enable children to re-engage positively as soon as possible. In some cases, protective consequences may be agreed in order to provide more intensive support children and/or to safeguard the child and others around them.
Agreed scripts and prompts can be used to ensure consistency of approach.

Consequences

Behaviour	Natural Consequence	Logical consequence	Protective consequence
I am not trying my best Not putting best effort into my learning Not following instructions Distracting others from their learning	I am at risk of not understanding the learning and causing others to not understand their learning.	I will have a reminder as I am at risk of having to catch up in my own time if I continue	Slight adjustment to learning or environment may be necessary
I am repeatedly not trying my best Repeatedly not putting best effort into my learning Repeated refusal to follow instructions Repeatedly distracting others from their learning	My behaviour is not respectful and I risk not understanding the learning and causing others to not understand their learning.	Coaching conversation during next available break/lunch time to discover the problem and find a solution	Learning or environment may be adjusted accordingly
I am not using appropriate language Swearing, inappropriate use of language Verbally threatening others/Answering back	My behaviour is not respectful and other people may feel unsafe	Coaching conversation to support repair during the next break/lunchtime.	If inappropriate language is repeated, I may need to spend some time supported away from the classroom/ break/lunch times so others feel safe, until I have learned the skills to be successful.
I am refusing to engage in learning Avoiding work within lessons, leaving the classroom without permission. Refusing to come back into the classroom after transition periods.	I will not have learnt what I need to understand the next part of the learning. Over time I will have gaps in my learning.	Coaching prompt in the moment to resettle. Followed by coaching conversation during next available break/ lunch time with learning completed (max 30 minutes)	Behaviour support plans reviewed Learning adjusted
I am disrupting the learning/play of others Refusing to engage in learning and causing disruption to others both in school building and outside in school grounds Encouraging others to make the wrong choice or provoking a reaction from others	Other children and adults might become frustrated with me and relationships may be ruptured I will cause myself and others to miss out on their work/learning/ play	Coaching prompt in the moment to resettle. Followed by a coaching conversation during next available break/ lunch time with time made up, if necessary (max 30 minutes)	I will need to develop positive strategies to get my dose and build connections. I may have to practice these in my own time. If I continue to disrupt others I may need to spend some time supported away from the classroom/ break/lunch times so others can learn/play.
I am damaging property or resources Damaging school equipment or others' property	I will not be able to use those resources as they may be broken or lost. I am not keeping myself and others safe	Coaching conversation . I will need to tidy/fix or repair in my own time (max 30 mins)	I may not be able to use certain resources to keep everyone safe. I may need to spend some time supported away from the classroom to keep myself and others safe.
Prejudicial Language Negative language used towards others targeting their race, gender identity, disability, sexual orientation or religious beliefs.	The person I hurt verbally may not want to spend time with me. I might hurt others feelings. It may not be appropriate for me to spend time in the class/outside at break/lunch	Coaching conversation to support repair from the next break/lunchtime. Followed by protective consequence as required.	If I continue to verbally hurt others, I will need a period of separate support during break/lunch/class time whilst I learn the strategies I need. I will then be given a chance to practice these skills back with my peers.
Hurting others: Provoked and unprovoked Biting, throwing, kicking, punching, pushing, grabbing, scratching, pinching, pulling, strangling, spitting.	Someone will get injured. The person I hurt may not want to spend time with me. It might not be safe for me and others to spend time in the class/ outside at break/lunch	Coaching conversation to support repair from the next break/lunchtime. Followed by protective consequence as required.	If I continue to hurt others, I will need a period of separate support during break/ lunch/class time whilst I learn the strategies I need. I will then be given a chance to practice these skills back with my peers.

Recording and Analysis

Incidents that require a coaching conversation with a member of staff, will be recorded on Arbor with a summary of consequence and any plans/ arrangements for the child detailed. It is the responsibility of the member of staff who carriers out the coaching conversation/consequence to make the record on Arbor.
Behaviour incidents are analysed through Arbor to identify patterns and trends in order to plan appropriate additional support for children, particularly where repeated, challenging behaviours occur. Records may be shared with outside agencies as required when seeking additional support/guidance for individual children.

Lunch/playtimes rewards

- Lunchtime staff will award House points when they notice children displaying the school values and following the golden rules.
- Play Leaders act as positive role models for the other children

Lunch/playtime incidents and protective measures

- Inappropriate behaviour at lunch/break time will result in the same consequences as followed in school (see chart)
- Incidents of concern at lunchtime, will be brought to the attention of the classteacher/SLT and will be recorded on Arbor.
- Lunch club is run by a HSLW to provide additional support and protective measures for children
- Additional HSLW support is available for incidents arising during lunch/breaktime
- Lunch/play time rotas may be implemented as a protective measure
- Where necessary, as part of a protective measure, a child may spend part or all of playtimes and/or lunchtimes under direct supervision of school staff, e.g. Headteachers, SLT, allocated HSLW
- Lunchtimes at home in partnership with parents or in extreme circumstances lunchtime exclusions

Personalised support and Outside agencies

We acknowledge that some children may need further support. These children may have SEND or SEMH needs and as such will have personalised provision and plans in the form of Individual Behaviour Management Plans. These plans will align with the whole school policy, but for these children some aspects may not be applicable or appropriate. The school will work to understand the behaviour and what it is communicating, and will involve the class teacher, parents, Special Educational Needs Coordinator (SENCo) and Headteachers to agree the Individual Behaviour Management Plan (IBMP). This document will identify a clear plan of action for supporting the individual needs of the child, along with a clear set of expectations.
Other agencies such as Primary Behaviour Support (PBS), Inclusion, Education Psychologist (EP), Mental Health support team (MHST), school nursing team, Early Help Hub (EHH) or Children's Services, may also be consulted with parental consent.

Physical Intervention

Staff should ensure that any pupil who is demonstrating extreme behaviour is kept safe and put measures in place to ensure all other pupils are safe from physical and emotional harm.
Pupils in the school are encouraged to use the available quiet spaces such as Home School Link Worker rooms in order to calm down in a calm environment. Removal from a situation may be necessary through risk-assessed physical intervention. This is usually when other strategies have been exhausted, if the pupil is a danger to themselves, others, property, or is severely disrupting learning of others. For more information, please see the school's Restrictive Physical Intervention Policy.

Suspension and Exclusion

At Grange Junior School, the safety of pupils and staff is paramount. Behaviours which would constitute a serious breach of this policy may result in a period of inclusion, suspension or in more serious cases permanent exclusion.

Suspension is used as a last resort and is not in itself an effective strategy for bringing about change in a young person's behaviour. At Grange Junior School we use the time that children are suspended from school to risk assess, evaluate and modify provision for a pupil in order to make necessary adaptions to the physical and learning environment to try to further support the child and prevent further incidents. For more information, please see the school's Suspension and Exclusion policy.

Parent partnership/ working with parents:

We are committed to a positive partnership with parents and recognise that strong partnership with parents and carers is essential to the success of this policy. We advise parents at an early stage if difficulties occur and they may be contacted at any time to come and support their child should behaviour interfere with learning in lessons or disrupt the school community.

We ask parents to report concerns of their own promptly to the Class Teacher. Our Home School Link Workers are available to support families with parenting and behaviour strategies.

Bullying:

Bullying can be defined as 'behaviour by an individual or group, repeated over time that intentionally hurts another individual either physically or emotionally' (DfE, 2017). The school follows Government Guidance when addressing bullying, more information can be found in the school's antibullying policy.

Cyberbullying, or online bullying, refers to the use of digital technologies by an individual or group to intentionally and repeatedly distress someone else. Cyberbullying can be particularly challenging to manage, as it often takes place at home and outside of the school environment. Nevertheless, the school works closely with parents and external agencies, including the police (when appropriate), to address concerns. Our approach to cyberbullying focuses on prevention and appropriate response.

If bullying is not addressed, it can have a damaging impact on individuals, which in turn can create barriers to learning and affect mental health and wellbeing. By taking effective steps to prevent and respond to bullying, our school aims to create a safe, orderly, and supportive environment in which all pupils can thrive and achieve their potential.

Preventing Bullying:

Our whole school community will:

- Foster an inclusive environment built on mutual respect, care, and consideration, upheld by all members of the school.
- Acknowledge that anyone—adults or children—can experience or engage in bullying (peer-on-peer abuse).
- Recognise that pupils with Special Educational Needs and Disabilities (SEND) may be more vulnerable to bullying, and ensure that additional pastoral support is available when needed.
- Understand that bullying may be influenced by factors such as gender, age, ability, or cultural background.
- Engage in open discussions about differences that could lead to bullying, such as family circumstances (e.g., looked-after children or young carers), religion, ethnicity, disability, gender, sexuality, or differences in appearance.
- Challenge behaviour and language that contradict our school's values.
- Educate and encourage the positive and responsible use of technology, including mobile phones and social media.
- Work with staff, the wider community, and external organisations to prevent and address all forms of prejudice-based or discriminatory bullying.
- Proactively create "safe spaces" for pupils who may be particularly vulnerable.

Confiscation of prohibited Items:

Staff at Grange Junior School have the legal authority to confiscate items that are prohibited, harmful, or disruptive to the safety and wellbeing of pupils and staff. These powers are set out in the Department for Education's *Searching, Screening and Confiscation* guidance.

Prohibited Items-In line with statutory guidance, staff may confiscate any of the following prohibited items if found during a search or through other means:

- Knives or weapons
- Alcohol
- Illegal drugs
- Cigarettes, Tobacco or vapes
- Stolen items
- Fireworks
- Pornographic or indecent images
- Any article that a member of staff reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury or damage to property

Staff may also confiscate items that they reasonably consider harmful or detrimental to school discipline, even if the item does not fall under the statutory list.

Authority to Confiscate: The Headteacher and staff authorised by them have the power to search for and confiscate prohibited items without consent where there are reasonable grounds for suspicion.
Any member of staff may confiscate items that are causing disruption or present a safeguarding risk.

Safeguarding Considerations: Confiscation is treated as a safeguarding measure where relevant. Items such as drugs, weapons, or evidence of exploitation must be reported immediately to the Designated Safeguarding Lead, in accordance with DfE safeguarding expectations.

The wellbeing, dignity, and rights of the pupil must always be considered when deciding whether to confiscate an item, ensuring that decisions are justified, proportionate, and free from bias.

Handling Confiscated Items: Confiscated items must be managed with care and in line with statutory guidance:

- Harmful, illegal, or dangerous items must be handed to the police where appropriate.
- Items that are banned but not illegal may be returned to parents, retained, or disposed of, depending on the Headteacher's judgement.
- Electronic devices may be examined, retained, or erased if there is good reason to suspect the device has been used to cause harm or break school rules, in line with DfE guidance.

Communication with Parents: Parents will be informed when a prohibited or harmful item has been confiscated, especially where there are safeguarding concerns or where items will not be returned.

Recording and Monitoring: A record will be kept of any confiscation involving prohibited items, including:

- the nature of the item,
- the circumstances of the confiscation,
- actions taken afterwards.
  This record will be monitored to ensure consistency and to identify any emerging safeguarding patterns.

Mobile phones and smart watches:
These are **not to be used during school hours,** but may be brought to school for communication and safety purposes on the way to and from school but must be handed to the school office/ put in class mobile phone boxes on arrival and be handed back to pupils at the end of the school day.

Prejudicial Incidents:

Grange Junior School is committed to providing a safe, inclusive environment where all members of the school community are treated with dignity and respect. We are opposed to all forms of prejudice, including— but not limited to—those related to the protected characteristics outlined in the Equality Act (2010).

All racist, homophobic, and sexual incidents must be recorded as a prejudicial incident on CPOMS. Recording these incidents ensures that they are monitored, addressed appropriately, and used to inform safeguarding decisions and whole-school preventative work.

Any prejudicial incident involving pupils or staff will be taken seriously, investigated promptly, and responded to in line with the school's safeguarding procedures. Where required, actions may include restorative work, additional support for those affected, communication with parents and carers, and further follow-up in accordance with statutory safeguarding guidance. Grange Junior School is committed to challenging prejudice, educating pupils about respect and inclusion, and ensuring that our culture promotes equality for all.

Relating Legislation and Guidance:

The Education Act 2002:
https://www.legislation.gov.uk/ukpga/2002/32/contents

The Education and Inspections Act (2006)
https://www.legislation.gov.uk/ukpga/2006/40/contents

Equality Act 2010
https://www.legislation.gov.uk/ukpga/2010/15/contents

KCSIE (Keeping Children Safe in Education)
https://assets.publishing.service.gov.uk/media/68add931969253904d155860/Keeping_children_safe_in_education_from_1_September_2025.pdf

SEND Code of Practice
https://www.gov.uk/government/publications/send-code-of-practice-0-to-25

School Suspensions and Permanent exclusions 2024:
https://www.gov.uk/government/publications/school-exclusion

Behaviour in schools:
https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools

Searching, screening and confiscation:
https://www.gov.uk/government/publications/searching-screening-and-confiscation

Restrictive interventions including use of reasonable force in schools:
https://assets.publishing.service.gov.uk/media/6943dad6501cdd438f4cf5aa/Restrictive_interventions_including_use_of_reasonable_force_in_schools.pdf

Preventing bullying:
https://www.gov.uk/government/publications/preventing-and-tackling-bullying

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