

Grange Primary School



Grange Primary School
Pursuing excellence for every child

Behaviour & Anti-Bullying Policy

Date Completed: June 2026

Review Date: July 2027

This policy pays due regard to the equality act 2010 – including aspects of safeguarding and SEND. It relates directly to our safeguarding policy, e-safety policy and our behaviour expectations which applies to all members of our school community. It also takes into consideration Keeping Children Safe in Education (Sept 2023).

At Grange Primary School we seek to promote positive behaviour based on mutual respect between all members of the caring school community. It is a primary aim of our school that every member of our school community feels included and supported and that each person is valued, respected and treated well. Our Behaviour Policy is designed to support the way in which all members of the school can live and work together in a supportive way. It aims to promote an environment where everyone feels happy, safe and secure to enable learning to take place.

The ethos of the school and the planning of the broad curriculum, promote the attitudes and values necessary for individual children to contribute positively to their own personal development and so to that of the school. This policy uses the '10 key aspects of school practice' as identified in the Dfe guidance *'Behaviour and discipline in schools' September 2022*.

A School Behaviour Policy in maintained schools.

What the law says:

1. The headteacher must set out measures in the behaviour policy which aim to:
 - promote good behaviour, self-discipline and respect;
 - prevent bullying;
 - ensure that pupils complete assigned work; and which
 - regulate the conduct of pupils.
2. When deciding what these measures should be, the headteacher must take account of the governing body's statement of behaviour principles. The headteacher must have regard to any guidance or notification provided by the governing body which may include the following:
 - screening and searching pupils;
 - the power to use reasonable force and other physical contact;
 - the power to discipline beyond the school gate;
 - when to work with other local agencies to assess the needs of pupils who display continuous disruptive behaviour; and
 - pastoral care for staff accused of misconduct.
3. The headteacher must decide the standard of behaviour expected of pupils at the school. He or she must also determine the school rules and any disciplinary penalties for breaking the rules.
4. Teachers' powers to discipline include the power to discipline pupils even when they are not at school or in the charge of a member of staff.
5. The headteacher must publicise the school behaviour policy, in writing, to staff, parents and pupils at least once a year.
6. The school's behaviour policy must be published on its website.

From Behaviour and discipline in schools. A guide for head teachers and school staff Dfe September 2022.

1. A CONSISTENT APPROACH TO BEHAVIOUR MANAGEMENT

1.1. For a positive behaviour system to be successful there needs to be consistency in the approach. This policy sets out that approach and all staff are expected to uphold the principles within. We believe in the importance of 'negotiating' i.e. offering choices to the child. This helps to encourage mutual respect and foster self-responsibility in the child; they are encouraged to choose from restricted choices so they do not feel that they have lost control over their actions.

1.2. The phrase 'certainty not severity' should also be considered when dealing with behaviour.

1.3. Our Rules were developed with the children, School council and staff and are valued

Our School Values

The Rule	What this means based on children's ideas
Happiness 	• Sharing with each other • Trusting each other • Helping others • Being enthusiastic about school.
Excellence 	• Turning up to school prepared • Being engaged in our learning • Putting 100% effort into everything we do! • Always trying your hardest • Always do your best! • Being a good role model.
Ambition 	• Be the best you can be. • Not being afraid to make mistakes • Never giving up • Trying new things • Willing to give everything a go • Reach for the stars!!
Respect 	• Respect for ourselves, others and our school. • Keeping the school safe and behaving in a safe manner • Keeping the school and classroom tidy • Being kind to others in actions and words • Behave responsibly • Co-operating • Being polite, say "Please" and "Thank you" • Always follow adults instructions • Listening carefully • Always do what we are asked the first time
Togetherness 	• Sharing • Helping each other • Working together • Encouraging and supporting each other • Remembering we are part of the "Grange Family"

Our School Charter

Running alongside our school values, the school charter outlines the six key behaviours that we encourage at Grange. We promote positive behaviours through our charter and refer back to it at all times. Our charter was drawn up collectively by staff and pupils. To reward good behaviour, children receive house tokens.

- We show **kindness** to each other
- We are **respectful** to each other, our environment and our belongings
- We always **listen** carefully to each other
- We are **safe** and make sensible choices
- We are **responsible** for our words, actions and behaviours
- We show **resilience** and always try our best

2. STRONG SCHOOL LEADERSHIP

Grange Governing Body is committed to supporting high standards of behaviour. The children will be able to voice their opinions about behaviour in school and help to create school policy. The headteacher and deputy headteacher will have a high profile amongst the children and develop positive relationships which will enable a more personal approach to dealing with unacceptable behaviour. The headteacher and deputy headteacher will support all staff in maintaining good discipline and will keep staff, parents and governors up to date with DfE and local guidance relating to behaviour in schools. Unacceptable behaviour will be dealt with promptly and effectively to ensure that learning is not disrupted and that children's and staff's emotional wellbeing is not compromised. Our approach to behaviour will have due regard to the Equality Act, Special Educational Needs and safeguarding procedures.

3. CLASSROOM MANAGEMENT

3.1. Classroom management is key to promoting good behaviour. At Grange Primary we expect all classrooms to have:

- A positive classroom tone set by **all** members of staff.
- Clear classroom rules displayed which are positively focused and have been agreed by the teacher and the class.
- Key Stage appropriate 'Traffic light system' on display which will be 're-set' on a daily basis.
- Clear expectations about work and work that is set at an appropriate level for the child.
- An attractive, tidy, well-cared for environment.
- Autism Voice Level Scale displayed and implemented in each classroom and around the school.
- A well-planned environment so that children can move easily, can find resources, property respected etc.
- Class lists and details of pupils (with due regard to information sharing principles) who are being supported with their behaviour available for cover/supply teachers so that consistency can be maintained.
- Strategic seating arrangements for children when working on the carpet or at a table.

4. REWARDS AND CONSEQUENCES

4.1. **Rewards** are used to support class and team working as well as providing ideal means of rewarding notably good behaviour. Within the established positive learning environment at Grange, children should expect to receive regular praise from all they come in to contact with. Class teachers are encouraged to

agree rules with their new classes and use a range of personally favoured strategies as incentives for the pupils to behave well. Such strategies include:

- Verbal praise and encouragement
- Non-verbal praise - e.g. thumbs up
- Use of the green dragon / traffic light to share success
- Written remarks about good work
- Stickers
- Sending children to the Headteacher or Deputy Headteacher to share their work/good behaviour
- Displaying pupils' work and achievements
- Certificates to celebrate children's success (for behaviour and academic achievement)
- Headteacher/Deputy Headteacher note or postcard home for achievements
- Class Champion certificates awarded weekly to recognise our values.
- Class Champions given extra time on the Muga each week.
- Class Champions awarded with a book from the vending machine.
- Stickers for lunchtimes
- Excellence Behaviour Certificates at the end of every term.
- Merits and tokens

4.2. Consequences. When a pupil's behaviour falls below an acceptable standard, a range of consequences will be enforced. Through working closely and openly with pupils and their families, it is our aim at Grange, to resolve behavioural issues at the earliest possible stage. Behavioural concerns are logged by class teachers and monitored regularly by the Head Teacher/Deputy Head Teacher and Nurture Team.

The purpose of a sanction is:

- To ensure that children understand when their behaviour has been unacceptable
- To show that action has been taken where another child, or children, has been hurt or upset as the result of another child's behaviour.
- To develop children's understanding of feelings and behaviour.

Whatever the sanction issued the behaviour will be discussed with the child so that they understand why the behaviour is unacceptable. Staff are discouraged from punishing the whole group unless this is unavoidable or appropriate.

It is essential that the sanction be proportional to the behaviour. The table below sets out the range of consequences we have to deal with unacceptable behaviours (not in any particular order):

Low Level Behaviour Parents may be notified if persistent	Serious Behaviour Parents will be notified <i>For example: swearing, deliberately hurting another child, wilfully breaking/damaging property, fighting</i>
Verbal reminders	A Serious Behaviour Incident form will be used as guidance to complete a report on CPOMS for more serious incidents (appendix 3)
Reminder of expectations	Refer to senior member of staff
Positive reinforcement of expected behaviours.	Time out with the Pastoral Team
Reflective time to consider behavioural choices - (may be self-elected)	Referral to the Pastoral Team

Restorative conversations	Internal Report (appendix 4)
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Referral to the Pastoral Team	Internal exclusion
Discussion with parents/carers	Exclusion (temporary or permanent)
Internal Report (if persistent) (appendix 4)	

4.3. Continual Behaviour Issues

The SENDCo, Deputy Headteacher and Headteacher will assist with any persistent challenging behaviour in any context. An assessment of the child's needs is undertaken and a meeting with school staff and parents is initiated. At this meeting the following will be discussed:

Action	Purpose	Possible Strategies
Creating an individual behaviour programme (Behaviour Passport)	Focus on strategies which may provide a change in the child's behaviour.	Reflective time (either in class or out) this must be a safe space agreed with the child when developing their IBP. IBP can include earning 'points' towards a negotiated reward. Nurture group support
Referral to behaviour support	This could also include other outside agencies or offering families support from our Family Support Worker.	Provide additional strategies and support to school and family beyond our expertise
Implementing a more focused monitoring process	Records must be kept to gather a picture of the behaviour, including when things are going right.	Lunch/playtime book, log of aggressive incidents

4.4. Exclusion

Where a child's behaviour causes significant concern and the range of strategies outlined above has failed, there will be a referral of the issue to the Chair of Governors who acts on behalf of the governing body to agree whether or not it is appropriate to move him/her on to the terms of the Exclusions Procedure (**Appendix 1**). As part of our positive behaviour strategy and depending upon the severity of a misdemeanour, the school expects to use supervised internal exclusions as much as possible before moving to the formal terms of our out of school Exclusions Procedure.

5. BEHAVIOUR STRATEGIES AND TEACHING OF GOOD BEHAVIOUR (INCLUDING ANTI-BULLYING)

5.1. It is the responsibility of **EVERYONE**. This includes children, parents, teaching staff, teaching assistants and all support staff. To ensure consistently high standards of behaviour when on the school premises and out on educational visits.

5.2. Strategies are implemented to encourage a positive ethos around self-regulation and encouraging pupils to take responsibility for their words and actions. Through our PSHCE curriculum and assemblies' children have the opportunity to discuss issues and voice concerns. Stories, images and songs are shared

which children are encouraged to reflect upon.

5.3. The school believes that nobody has the right to hurt other people by hitting or kicking them, calling names, spreading rumours about them or by doing anything else which is intended to be upsetting. All children have a right to learn in a supportive, caring and safe environment without fear of being bullied.

The school has a clear policy on the promotion of positive behaviour. Bullying is wrong and it will not be tolerated at Grange Primary School. In the shared area there is a Worry Monster which acts as an 'OK to tell box' and the nurture team support children by listening and discussing any issues or problems.

5.4. To support this principle, all children are told regularly, through class PSHCE lessons and assemblies, that bullying may be verbal, physical or through the use of technology and will not be tolerated by the school in any form whatsoever. They are made aware that any repetitions or patterns of unkind behaviour will be treated as bullying and significantly, that speaking out is essential. Children are taught that being safe is the most important thing and that every child has the right to feel safe in our school.

5.5. Playtimes

- Behaviour during morning break times is monitored by the teaching staff on duty.
- Staff zone the playground area
- At the mid-morning break the teaching staff on duty deal immediately with minor issues and only refer to class teaching staff or SLT if/when appropriate.

5.6. Lunchtime

- Lunch times are the immediate responsibility of the midday supervisors.
- The playground is zoned and a sports coach is employed to teach sports.
- We aim to reduce playground problems by ensuring staff are trained in playground games and positive behavioural management.
- Pupils have access to school-based approaches such as stickers.
- At lunchtimes the midday supervisors report major problems to the senior leadership team.
- Minor incidents are reported discretely and directly to the class teacher by the midday supervisor if/when appropriate.

5.7. Conduct outside the school gates

As a school we have a duty ~~the power~~ to respond to ~~peer~~ behaviour that does not meet the expectations within the School Charter outside of the school gates that is non-criminal bad behaviour or bullying. This may be witnessed by a staff member or reported to the school and will be dealt with on the school premises or elsewhere when the pupil is under the lawful control of the staff member (i.e. school visit).

- Teachers have the power to ~~discipline~~ highlight to and make pupils accountable for a decline in children's behaviour outside of the school gates when the pupil is:
 - taking part in any school-organised or school related activity or
 - travelling to or from school or
 - wearing school uniform or
 - in some other way identifiable as a pupil of the school.
 - behaving in a way that could have repercussions for the orderly running of the school or
 - behaving in a way that poses a threat to another pupil or member of the public
 - behaving in a way that could adversely affect the reputation of the school.

Consequences implemented will be proportionate and in line with the school behaviour policy. Wherever it is felt necessary the incidents and consequences will be clearly communicated with the parents.

6. STAFF DEVELOPMENT AND SUPPORT

6.1. Development

- Part of the process of annually reviewing this policy involves all staff being reminded about practice and principles of promoting good behaviour whilst being able to contribute ideas to improving practice.
- The Headteacher will ensure that staff are kept up to date with Dfe publications and guidance.
- The school will provide training for staff around the specific needs of pupils with continued and repeated periods of dysregulation. This will form part of our 'package' for support and

intervention for that child usually organised by our SENDCo.

6.2. Support

- It is the Governors and Headteacher's responsibility to support staff, particularly when there is a child with challenging behaviour in their class. This can be done through offering advice, ensuring support with consequences and paying due regard to staff health and wellbeing.
- Where a member of staff has been accused of misconduct pending an investigation, employers should not automatically suspend that member of staff. The governing body should instruct the head teacher to draw on the advice in the DfE 'Dealing with Allegations of Abuse against Teachers and Other Staff' and 'Keeping Children Safe in Education' guidance when setting out the pastoral support school staff can expect to receive if they are accused of misusing their powers.
- All staff have been given Team Teach © training in de-escalation and the appropriate and safest way to support children who are unable to regulate their behaviour and are presenting as a danger to their own or other's safety.

7. PUPIL SUPPORT SYSTEMS

7.1. At Grange we understand that how a child behaves is always a form of communication and may be masking a deeper issue. Staff are trained to look out for changes in behaviour which could include:

- A child who is withdrawn and unable to make friends
- A child who is unable to concentrate on classwork
- A child who may become disruptive and / or aggressive in class
- A child whose behaviour is out of character.

7.2. In such cases any emotional / behavioural difficulties should be determined. Pupils will be given the opportunity to express their thoughts and feelings with a chosen adult either individually or within a nurture group. We may also take the decision to refer to an outside agency for additional emotional support.

8. LIAISON WITH PARENTS AND OTHER AGENCIES

8.1. Working with parents is an important part of supporting children with their behaviour. At Grange we make sure that parents are informed of incidents involving their child, especially where this behaviour has been of a serious or of a continuous low-level nature.

8.2. Parents are actively encouraged to be involved in their children's education at all times. They have a major influence on the development of their child's personality and behaviour. The school acknowledges the importance of home school partnerships. This is strongly promoted through the schools' home school agreement (**Appendix 5**) whereby parents are encouraged to sign to show a commitment to the ethos and work of the school.

8.3. We have a number of agencies which are available to support children and families with behaviour either at home, at school or both.

8.4. Any parent can choose to drop in for an informal chat or advice with Mrs Plaskitt, the Headteacher, Miss Salt, the Pastoral Manager, or Mrs Claybourn, the Learning Mentor.

8.5. Members of the Senior Leadership Team and the Pastoral Team will always be available for a brief informal chat at the beginning and end of the school day. Since the beginning and end of the day can be very busy for class teachers, we ask that if you have a message or something that you wish to discuss, that you pass this to either a member of the Senior Leadership Team or the Pastoral Team.

9. MANAGING PUPIL TRANSITION

(Further details of our procedures are available within our admissions policy which is on the school's website).

9.1. Initial Entry Nursery to Reception

We work closely with our pre-school providers and gather information from conversations and

observations. Where necessary we will add in extra visits to a child's induction if we feel this will help

establish relationships with staff and make the transition into school a positive start for the child and parents. We always complete a home visit.

9.2. Mid-year joiners

If pupils join Grange mid-year we encourage the child, parents/carers to visit the school and Headteacher/Senior leaders or members of the pastoral team will meet with the child and parents and share our approach and expectations of behaviour. We ask parents to be honest about any behaviour or friendship issues their child may have experienced. A home visit will be completed.

When any pupil joins Grange Primary School parents and children will be shown a copy of the home-school agreement and this will be signed by all parties so that the expectations are clear. **(Appendix 5)**

9.3. Transition through the school

As part of our transition work we change classes at the beginning of July. This ensures that relevant information is passed on and settles the children before the summer holiday period reducing the anxieties and supporting the positive mental health of children and staff.

10. ORGANISATION AND FACILITIES

Any spaces used for behaviour management must be seen as a safe place for it to have a positive impact on helping calm the child or bringing them back to a more rational state. Spaces include:

- The Nurture room
- Sensory Room
- Outdoor areas
- A reflective space within or outside of class

11. PHYSICAL INTERVENTION

Any Physical Intervention strategies comply with guidance detailed in **(Appendix 2)**. A risk assessment will be drawn up should physical intervention become a likely need. At this point, support from outside agencies will also be commissioned, if it is not already in place. All staff are trained in Team Teach **(Appendix 2)**.

12. SCREENING AND SEARCHING

Our policy regarding screening, searching and confiscation is to follow the advice as set out by the DfE: **Screening, searching and confiscation – Advice for Headteachers, Staff and Governing Bodies, 2023**. (<https://www.gov.uk/government/publications/searching-screening-and-confiscation>)

13. ANTI-BULLYING

This policy sets out how Grange Primary school will respond to allegations of bullying and how the school works to ensure that bullying, of any form, is not tolerated

At Grange Primary School we deplore bullying and are aware of the consequences in adult life of bullying in childhood. **Bullying is against the ethos of our school.**

This part of the Behaviour policy outlines what we at Grange will do to prevent and tackle all forms of bullying. We are committed to developing an anti-bullying culture where no form of bullying, will be tolerated.

Our Anti-Bullying statement supports our Behaviour policy, School Expectations and School Values.

Definition of Bullying

"If a person's or group of people's behaviour, over a period of time, leaves someone feeling one or more of the following:

- physically and/or mentally hurt or worried
- unsafe and/or frightened
- unable to do well and achieve
- 'badly different', alone, unimportant and/or unvalued
- unable to see a happy and exciting future for themselves

. it COULD be bullying. When a person, or group of people, has been made aware of the effects of their behaviour on another person, and they continue to behave in the same manner, this IS bullying.

Bullying is any behaviour by an individual or group that:

- is meant to hurt - the person or people doing the bullying know what they are doing and mean to do it
- happens more than once - there will be a pattern of behaviour - not just a "one-off" incident
- may involve an imbalance of power with the person being bullied usually finding it hard to defend themselves.

Forms of bullying

Bullying can be:

- physical: kicking, hitting, taking and damaging belongings, ~~appearance or health conditions, learning difficulties and disability~~
- verbal: name calling, taunting, threats, offensive remarks about appearance or health conditions, learning difficulties and disability
- relational: spreading nasty stories, gossiping, excluding from social groups
- cyber: related to texts, emails, picture/video clip bullying, instant messaging
- racial: related to race, religion or culture
- sexual: related to sexual orientation (homophobic bullying), sexist remarks

13.1 PREVENTING, IDENTIFYING AND RESPONDING TO BULLYING.

At Grange we are vigilant for signs of bullying and always take reports of any incidents seriously. We use the whole curriculum whenever possible to reinforce the ethos of our school and help pupils to combat bullying-type behaviour. Bullying is specifically addressed through our PSHCE/SMSC curriculum and in ~~ICT~~ Computing with Digital Citizenship.

Pupils are told that they must report any incidents of bullying to an adult and that when another pupil tells them that they are being bullied or if they see bullying taking place it is their responsibility to report this to a member of staff.

Pupils are all aware of the 'Worry Monster' and know they can use this as a method of reports any concerns that they have regarding friendship issues or bullying. This is regularly checked by the Learning Mentor and any issues are promptly addressed.

All reported incidents of bullying will be investigated and taken seriously by all staff.

If any bullying includes racist comments or abuse, then it must be reported to the Headteacher.

Upon the reporting of an incident of bullying, we will discuss with the children involved what has happened. The adult involved will remain neutral. Each pupil will be given the opportunity to talk and the discussion should remain focused on finding a solution to the problem and stopping the bullying recurring. Where it is deemed appropriate a program of work may be conducted, alongside the Learning Mentor, with pupils involved.

The child who has been bullying will be reminded of the possible consequences of bullying and the consequences for repeated incidents will be explained.

13.2 CYBER BULLYING

Digital Citizenship is an important element of our core and extended curriculum. However, occasionally issues surrounding cyberbullying do come to our attention and as the majority of these take place out of school, the school takes a supportive rather than a punitive approach to managing such concerns.

Cyberbullying can include:

- sending threatening or abusive text messages
- creating and sharing embarrassing images or videos
- trolling - the sending of menacing or upsetting messages on social networks, chat rooms or online games
- excluding children from online games, activities or friendship groups
- shaming someone online
- setting up hate sites or groups about a particular child
- encouraging young people to self-harm
- voting for or against someone in an abusive poll
- creating fake accounts, hijacking or stealing online identities to embarrass a young person or cause trouble using their name
- sending explicit messages, also known as sexting
- pressuring children into sending sexual images or engaging in sexual conversations.

At Grange, when incidents of online-bullying are brought to the school's attention, the following steps are put in place:

1. Evidence is presented to the Headteacher / Deputy Headteacher
2. The parents of all children involved are informed.
3. Headteacher / Deputy Headteacher speaks to the victim(s) and perpetrator(s) individually or grouped as is appropriate. Key messages reinforced.

This is also referred to in the Online-safety policy.

14. The role of adults and pupils

Governors

The governing body supports the headteacher in all attempts to eliminate bullying from our school. The governing body will not condone any bullying whatsoever in our school, and any incidents of bullying that do occur will be taken very seriously and dealt with appropriately. The governing body monitors incidents of bullying that do occur and reviews the effectiveness of this policy regularly. The

governors require the headteacher to keep accurate records of all incidents of bullying, and to report to the governors on request about the effectiveness of school anti-bullying strategies.

A parent who is dissatisfied with the way the school has dealt with a bullying incident should follow the guidelines contained in the school complaints policy.

Headteacher

It is the responsibility of the headteacher to implement the schools anti-bullying approach, and to ensure that all trusted adults within school are aware of the school policy and know how to identify and deal with incidents of bullying. The headteacher reports to the governing body about the effectiveness of the anti-bullying policy on request.

The headteacher ensures that all pupils know that bullying is wrong, and that it is unacceptable behaviour within school and the wider community. The headteacher ensures that all staff, including lunchtime staff, receive sufficient training to be equipped to identify and deal with all incidents of bullying. The headteacher sets the school climate of mutual respect and togetherness and praise for success, therefore making bullying less likely. When pupils feel they are valued and belong to a friendly and welcoming school, bullying is far less likely to be part of their behaviour.

14. Malicious Allegations

Any pupil who is found to have made any unfounded, malicious accusation against school staff will face disciplinary action.

Date ratified by the Governing Body: July 2026

Date last reviewed: June 2025

Next review date: June 2027

Signed by Chair of Governors: _____ **Date:** _____

This policy will be reviewed annually.



At all times we work to the framework of national government guidance which can be found online: [Grange Primary School excellence for every child](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/612222/DfE_Exclusion_from_Maintained_Schools_Academies_and_Pupil_Referral_Units_in_England_-_A_guide_for_those_with_legal_responsibilities_in_relation_to_exclusion.pdf)

DfE Exclusion from Maintained Schools, Academies and Pupil Referral Units in England – A guide for those with legal responsibilities in relation to exclusion.

A decision to exclude a pupil will be taken only:

- a) In response to a serious breach or persistent breaches of the school's behaviour policy; and
- b) If allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school.

Only the headteacher, (or, in the absence of the headteacher or teacher in charge, the acting head teacher or teacher in charge) can exclude a pupil, and whenever a head teacher excludes a pupil they must, without delay, notify parents of the period of the exclusion and the reasons for it.

A decision to exclude a child **permanently** is a serious one. It will usually be the final step in a process for dealing with disciplinary offences following a wide range of other strategies, which have been tried without success. It is an acknowledgement by the school that it has exhausted all available strategies for dealing with the child and will be used as a last resort.

The regulations allow head teachers to exclude a pupil for one or more fixed periods not exceeding 45 school days in any one school year. The limit of 45 school days applies to the pupil and not to the institution. Therefore, any days of fixed period exclusion served by the pupil in any school alternative provision in the same school year will count towards the total. It is important therefore that, when a pupil transfers to a new school during the academic year, records of the fixed period exclusions a pupil has received so far during the current academic year are also transferred promptly to the new school. However, individual fixed period exclusions should be for the shortest time necessary, bearing in mind that exclusions of more than a day or two make it more difficult for the pupil to reintegrate into the school. Ofsted inspection evidence suggests that 1-3 days is often long enough to secure the benefits of exclusion without adverse educational consequences. Exclusions may not be given for an unspecified period, for example until a meeting can be arranged. Such a practice amounts to an indefinite exclusion for which no legal arrangements exist.

Lunch time Exclusions

Pupils whose behaviour at lunch time is disruptive may be excluded from the school premises for the duration of the lunchtime period. Lunch time exclusion is a fixed period exclusion, deemed to be equivalent to one half of a school day, and should be treated as such. **The legal requirements in relation to exclusion, such as the Headteacher's duty to notify parents, still apply.**

The role of Governors and the Local Authority

Governing bodies must review all permanent exclusions from their school, and all fixed period exclusions that would result in a pupil being excluded for more than 5 school days in any one term, or missing a public examination/national curriculum test.

Procedures set out in **Parts 4.3 – 6.3** of the guidance document: **DfE Exclusion from Maintained Schools, Academies and Pupil Referral Units in England – A guide for those with legal responsibilities in relation to exclusion** (www.education.gov.uk) are followed at all times.

The role of the local authority is also clearly laid out in this document.

Use of Force

The Governing Body of Grange Primary School ensures that the school's Behaviour Policy reflects the legal powers available to staff regarding the use of reasonable force and restrictive interventions.

At Grange Primary School, we work within the framework of current Department for Education guidance on restrictive interventions, including the use of reasonable force, together with relevant legislation and local authority guidance.

All school staff have a legal power to use reasonable force where it is necessary to:

- prevent a pupil from committing a criminal offence;
- prevent a pupil from injuring themselves or others;
- prevent serious damage to property; or
- maintain good order and discipline within the school.

The use of reasonable force should always be proportionate to the circumstances and be the minimum amount of force necessary to achieve the intended outcome. Any action taken will be based on an assessment of the risks presented and the need to protect the safety and wellbeing of pupils, staff and others.

Reasonable force may be used in a range of situations. In school, physical intervention generally falls into two categories:

Physical Control - This may involve passive physical contact, such as standing between pupils, blocking a pupil's path, or guiding a pupil away from a situation. It may also involve active physical contact, such as leading a pupil by the hand, arm or shoulder where appropriate.

Physical Restraint - This occurs when a member of staff physically prevents a pupil from continuing an action that presents a risk of harm or serious disruption. Restraint should only be used when necessary and for the shortest time possible.

Examples of situations where reasonable force may be used include:

- preventing a pupil from attacking another pupil, member of staff or other person;
- preventing a fight or separating pupils involved in physical aggression;
- preventing serious damage to property;
- preventing a pupil from causing injury through dangerous, reckless or unsafe behaviour;
- removing a pupil from a classroom or area where their behaviour is causing serious disruption and they have refused to follow reasonable instructions;
- preventing behaviour that seriously disrupts lessons, school events or educational visits;
- preventing a pupil from leaving a safe environment where doing so would place them or others at risk.

The power to use reasonable force applies when pupils are on the school site and whenever they are under the lawful control or charge of school staff, including during educational visits, sporting activities and other off-site events.

The school recognises that the use of force or restrictive intervention should always be a last resort. We

are committed to creating a calm, orderly, inclusive and supportive environment that reduces the likelihood of situations escalating to the point where physical intervention is required. Staff are expected to use positive behaviour support, effective communication, de-escalation strategies and, where appropriate, reasonable adjustments to meet individual pupils' needs before considering physical intervention.

Particular consideration will be given to pupils with SEND, additional needs or known vulnerabilities. Where appropriate, individual risk assessments, behaviour support plans or pastoral support plans will identify proactive strategies and agreed responses to help minimise the need for restrictive interventions.

Any use of reasonable force will be recorded and reported in accordance with school procedures and current statutory guidance. Parents/carers will be informed of significant incidents involving the use of reasonable force as soon as reasonably practicable. The school will review incidents to ensure that practice remains lawful, proportionate, appropriate and focused on the safety and wellbeing of all involved.

The school will support staff who act reasonably, proportionately and in accordance with the law, school policy and professional guidance when carrying out their duty of care to pupils.

The judgement on whether to use force and what force to use will always depend on the circumstances of each case and - crucially in the case of pupils with SEN or disabilities - information about the individual concerned. Individual risk assessments are set up where it is known that force is more likely to be necessary to restrain a particular pupil, such as a pupil whose SEN and/or disability is associated with extreme behaviour.

A procedure is in place for recording each significant incident in which a member of staff uses force on a pupil, and for reporting these incidents to the pupil's parents as soon as practicable after the incident. This is to ensure that parents are kept informed of serious events at school concerning their child. (If reporting the incident to a parent would be likely to result in significant harm to the pupil, then the incident will be reported to the local authority where the pupil normally lives.)

Whether an incident is significant will vary on a case by case basis, but in determining whether it is, factors such as the pupil's behaviour and the level of risk presented at the time, the degree of force used and whether it was proportionate in relation to the behaviour together with the effect on the pupil or member of staff, will be considered.

It should be noted that members of staff are asked not to put themselves at risk, so an individual would not be seen to be failing in their duty of care by not using force to prevent injury, if doing so threatened their own safety.

Use of force **WILL NEVER** be used as a punishment, because it would fall within the definition of corporal punishment, which is illegal.

Serious Incident Information Sheet

Date and time:	Name of Child (ren)
Staff Involved	Type of serious incident (i.e. physical assault, disruption of learning, verbal abuse):
Reported to (including date and time):	
<u>Record of Incident:</u> (including if appropriate trigger, any injuries, length of time and any action taken by reporting staff)	
<u>Further Action Taken:</u>	

Report by:

Signature:



Grange Primary School
Pursuing excellence for every child



Date: _____

Time of Day	Comments relating to targets and general behaviour and attitude.	Signature of staff
1 st Lesson		
Breaktime		
2 nd Lesson		
Lunchtime		
3 rd Lesson		
4 th Lesson		
Any other comments		

Signed (Headteacher): _____

Home-School Agreement



Grange Primary School
Nurturing excellence for every child

Name of Child: _____

At Grange we are committed to having a family ethos which sits at the heart of our community. Our ambition is to pursue excellence for every child and this is based on a partnership of shared values and beliefs ensuring unity between home, school and the wider community. Together we will encourage children to keep the School Rules and jointly nurture and supporting them to flourish in both their academic and holistic development.

The School will:	Parents/Carers will:	Child will:
▪ Promote your child's health, safety and happiness. ▪ Encourage children to do their best at all times. ▪ Encourage pupils to take care of their belongings, surroundings and others around them. ▪ Provide a broad and balanced curriculum which strives to meet the needs of all pupils. ▪ Arrange parents' evenings and provide an annual written report. ▪ Be open and welcoming and offer opportunities for parents to become involved in the life of school. ▪ Complete a home visit before admitting a child to any year group. ▪ Keep parents/carers regularly informed of their child's progress and listen to any concerns about behaviour, work or attendance.	▪ Ensure that their child attends regularly, on time for school every day and is properly dressed in line with the school uniform policy. ▪ Contact the school before 8.50am on the first day of absence, wherever possible. ▪ Attend parents/carers interviews and other meetings to discuss your child's progress. ▪ Read the written reports provided by the school. ▪ Keep the school informed on issues relevant to their child's education. ▪ Support the school policy for behaviour. ▪ Encourage and support with homework and home learning. ▪ Bring issues/concerns to the school's attention in a calm and reasonable manner in line with the parental code of conduct. ▪ Discuss progress, read letters / emails sent and endeavour to support school events. ▪ Only have children's ears pierced at the beginning of the 6 week holiday. ▪ To follow <u>all policies</u> that school have put in place. ▪ Listen to and respect school staff. ▪ Refrain from making derogatory comments on social media about the school, staff and other pupils.	▪ Come to school regularly and on time every day. ▪ Dress in correct school uniform/PE kit and take pride in my appearance. ▪ Work hard in all lessons and encourage other children to do the same. ▪ Complete homework set to the best of my ability. ▪ Complete reading at home regularly and consistently. ▪ Take pride in my presentation of all work. ▪ Respect each member of the school community. ▪ Be dedicated to upholding the School Rules. ▪ Be able to remove earrings, independently, for PE if worn during the school day or have them removed before the start of the day. ▪ Accept the consequences of my behaviour.

Member of Staff Parent/Carer (with parental responsibility) Child.....

Date.....

This is a statutory document which must be reviewed annually

Date ratified by the Governing Body:

July 2025

Date last reviewed:

July 2025

Next review date:

July 2026

Virtually Signed (Chair of Governors):

Mr S Ryley

Date: July 2025