



Behaviour & Relations Policy

This policy was reviewed and amended in November 2025 with specific reference to the Latest guidance issued by the DfE, KCSiE 2025 and the SEND Code of Practice. It was accepted by the Governing Body on 19th November 2025 and will continue to be reviewed annually.

Purpose and Principles

At Grange Primary School we believe that positive relationships are the foundation of a successful learning community. Our Behaviour and Relations Policy outlines our approach to promoting respectful interactions, resolving conflicts peacefully, and creating a supportive atmosphere for all.

This policy reflects the values and philosophy, in relation to positive behaviour management at Grange Primary School. We are proud to be a happy and caring school where everyone is valued, respected and treated with dignity. We work together to provide a safe and secure environment in which all children can learn and grow in understanding and achievement - fulfilling their own potential and our high expectations. This philosophy is also described in our mission statement:

Our school will be a safe and happy place where all can flourish and learn through shared values, mutual respect and enriching experiences, encouraging everyone to be the best that they can be.

Together we make a difference.

Our school is also a Rights-Respecting School. The following Articles are of particular significance relating to the philosophy of positive behaviour management in our school.

Article 12: Children have the right to say what they think should happen, when adults are making decisions that affect them, and to have their opinions taken into account.

Article 31: All children have a right to relax and play, and to join a wide range of activities.

Context

This policy sets out a framework in which staff can work to develop behaviour modification strategies and gives guidance on school procedures.

This policy should be read in conjunction with other relevant policies including:

- SEN policy
- Safeguarding Policy
- Health & Safety Policy
- Single Equalities Policy
- Attendance Policy
- Home School Agreement
- Anti-Bullying Policy
- Learning & Teaching Policy

DfE guidance states:

‘Good behaviour in schools is central to a good education. Schools need to manage behaviour well so they can provide calm, safe and supportive environments which children and young people want to attend and where they can learn and thrive. Being taught how to behave well and appropriately within the context they’re in is vital for all pupils to succeed personally.’

This policy includes detail on:

- leadership and management – including the role of designated staff and leaders, any systems used, the resources allocated and engagement of governors/trustees;
- school systems and social norms – including rules, routines, and consequence systems;
- staff induction, development and support – including regular training for staff on behaviour;
- pupil transition – including induction and re-induction into behaviour systems, rules, and routines
- pupil support – including the roles and responsibilities of designated staff and the support provided to pupils with additional needs where those needs might affect behaviour;
- child-on-child abuse – including measures to prevent child-on-child abuse and the response to incidents of such abuse; and
- banned items – a list of items which are banned by the school and for which a search can be made.

Policy Aims and Objectives

At Grange Primary, we have developed this policy to:

- Promote fairness and respect in the treatment of individuals.
- Provide a clear framework so that behaviour management is consistent throughout the school.
- Promote good behaviour and positive relationships as part of the education entitlement of all pupils to the school's curriculum.

Our aims are to:

- All children access their rights under the UNCHRC.
- Ensure the wellbeing of all staff and pupils.
- Ensure all individuals are treated with respect.
- Promote equal opportunities in learning and personal development.
- Foster a sense of responsibility among pupils.
- Provide opportunities for collaboration and teamwork between staff and pupils.
- Create a learning environment which enables pupils to make choices and learn from them.
- Give pupils confidence in themselves and pride in their achievements.
- Ensure that all pupils have an entitlement to learn in a positive environment.
- Develop inclusive practices that meet the needs of individuals as well as the school as a whole.
- Work with all relevant external partners to secure the best outcomes for all pupils.

Leadership & Management: Roles and Responsibilities

The governing body is responsible for setting general principles that inform the behaviour policy. The governing body must consult the Headteacher, school staff, parents and pupils when developing these principles. The governing body should also be aware of its responsibilities under the Equality Act 2010 to promote equality of opportunity and to reduce discrimination.

The Headteacher is responsible for developing the behaviour policy in the context of this framework. They must decide the standard of behaviour expected of pupils at the school and how that standard will be achieved, the school rules, any disciplinary penalties for breaking the rules and rewards for good behaviour. The behaviour policy must include measures to prevent all forms of bullying among pupils. Headteachers must publicise the school behaviour policy, in writing, to staff, parents and pupils at least once a year.

Teachers, teaching assistants and other paid staff with responsibility for pupils have the power to discipline pupils whose behaviour is unacceptable, who break the school rules or who fail to follow a reasonable instruction. Teachers, teaching assistants and other paid staff with responsibility for pupils can impose any reasonable disciplinary penalty in response to poor behaviour.

See Appendix 1 for clear guidance on the 'escalation' hierarchy in response to behaviour incidents and appropriate sanctions. All staff are to consistently follow this hierarchy or seek advice from a member of SLT if required before imposing a sanction if clarity is needed.

The SENCo and Pastoral Manager have a wider range of strategies and support materials which school staff can access – for example, use of ELSA (Emotional Literacy Support materials), specific interventions linked to supporting behaviour and emotional regulation.

Parents are under a legal duty to ensure that their child (aged 5-16) receives a suitable full-time education either at a school or by making other suitable arrangements. Parents have a clear role in making sure their child is well behaved at school.

Communication

Parents will be made aware of our high expectations distribution of the policy at least annually and referenced in the home-school agreement. This policy will also be published on the school website at www.grange.lancs.sch.uk

School Rules / Classroom Charters

In line with our school values and our status as a Rights Respecting School, each classroom has a Charter which is drawn up in full negotiation with the children. This will display the key rights and articles which the children and staff in the class believe will have the greatest impact on promoting positive behaviour and respect for others. These are dynamic displays which can focus on different articles at different points in the year. Articles used might include:

Article 28 The right to an education.

Article 31 The right to relax and play.

In addition to this, our core values and expectations contained within our mission statement and therefore we expect that all behaviours – child and adult – promote this.

Behaviour Strategies & the Teaching of Good Behaviour

Strategies for promoting and maintaining positive behaviour to be implemented consistently by all staff.

Entering the Building

- The school day begins at 8.55am*. A member of staff will be on duty in the playground from 8.50am*. When the bell sounds, children will line up. They will be met at the door by a member of staff, allowing parents a short amount of time to speak to staff with questions or important information.
- Teachers will set 'register' work to encourage pupils to quickly settle to work when they enter the classroom. This will happen at the beginning of the day and after lunch.

- At break times, an adult will sound a first whistle which indicates that the children should stand still. A second whistle indicates that they should line up on the pitch in an orderly manner before entering the building, and then be escorted in by the class teacher or TA. The teacher should go to the classroom and quickly get the children into the classroom whilst support staff monitor the cloakroom and toilet areas.
- Incidents not already dealt with or carried over from playtime should be referred to the class teacher or support staff to deal with. Lunchtime supervisor will inform relevant staff of any serious incidents. Serious behaviour incidents should be firstly communicated to the class teacher and then recorded on CPOMs by the member of staff initially dealing with the incident. Consequences should be agreed by the class teacher, in line with the policy so that this can also be recorded on the CPOMs record.

Lesson Time

- Teachers should be well prepared and lessons begin on time. Outline expectations at the beginning of the lesson if required.
- Provide a variety of prompts for expected behaviour including non-verbal cues e.g., ignoring, proximity praise.
- Each class has a Star Chart – every child starts each day on the first step of the Star Chart and has opportunities to move up and down during the day, dependent on positive or negative behaviours.
- Each classroom will have a designated area where a pupil may sit for a period of time to reflect on poor behaviour choices. Any escalation may lead to a ‘time-out’ outside the classroom – this will be supervised by classroom staff, for example by leaving an open door or a TA working in close proximity.
- On re-entry to the lesson a teaching assistant, if available, will re-integrate the child quickly back into the lesson.
- All staff can also award house points for individual good behaviour or ‘bobbins’ for a team/class achievement
- When a pupil completes exceptional work for them, they can achieve a Headteacher’s Award.
- Children who disturb their own learning time or that of others due to poor behaviour choices should understand that this time will be ‘repaid’ during their break time-learning is paramount and is every child’s right.
- Children causing concern will be discussed with the SLT and outcomes from this may include a phone call to inform the parents or a meeting requested with the parents. We will also inform the parents of improvements. Class teachers may keep informal notes and records to support these discussions.
- Children are given a weekly opportunity to celebrate good behaviour through a nomination and voting process for Players’ Player and Star of the Week. Parents are informed and invited to Celebration Assembly and the children are awarded a pin badge.
- There will be regular and consistent use of ‘values’ language, promoting and teaching pupils moral values. This education will support our behaviour expectations, promote good manners and particular behaviours expressed through lessons, behaviour management and weekly assemblies.
- There is also a listening box (LIPs) for personal worries and concerns which pupils can request support from a member of staff. This will be overseen by Pastoral Support.

Lunchtime & Break Time Procedures

- Low level incidents should be dealt with by the adult supervising that area. If the incident is serious, advice should be sought from the lunchtime supervisor or teacher on duty. There are designated 'thinking spots' (all adults should use this term as it is less punitive and encourages reflection) which may be used to allow pupils regulate their behaviour and emotions by giving them time to think, calm down, and respond to adults. The amount of time spent should reflect both the level of the incident and the age of the child.
- The lunchtime supervisor or teacher on duty will decide on further sanctions in discussion with class teacher or SLT for serious behaviour incidents. Class teachers will be informed of any incidents which have been dealt with. Serious behaviour incidents will also be recorded on CPOMs.

Additional Strategies We Use for Promoting Positive Behaviour in the Classroom and around School

- Plan for good behaviour – use positive comments to recognise good behaviour and to prompt and encourage children to modify their behaviour.
- Children will be taught about behaviours that are expected and encouraged. This may be done as a class, in small groups or individually.
- Discuss expectations around positive behaviour regularly, involving pupils in creating class charters linked to children's rights and the UNCRC Articles (RRSA).
- Separate the behaviour from the child. Recognise and ignore secondary behaviours when a child is complying.
- Use the language of choice. Inform pupils of behaviour expectations, consequences of good and poor choices and sanctions.
- Allow and encourage a child to recognise and discuss the reasons for their choices and to consider better choices.
- Tactical ignoring/proximity praise.
- Build trust and rapport. Consistently display respect for the child irrespective of their behaviours and responses.
- Model the behaviour you want to see.
- Always follow-up issues that count.
- Work to repair and restore relationships.
- Displays in class and around school reminding pupils of our high expectations.
- Avoid conflict and an audience - pupils will be disciplined quietly and privately where possible, reducing embarrassment.
- Keep calm and be consistent with all children.
- When children are acting inappropriately tell them what they are doing rather than questioning.
- Adopt a multi-agency approach to support families in improving continually, challenging behaviour.
- Target specific children and their needs through focused and effective interventions and support, such as social skills groups and/or support plans.

Other Strategies and Procedures to Promote Positive Behaviours and Pupil Safety

- Personal possessions not to be brought to school unless agreed with the class teacher.
- Children are not to be in the school building at playtime or lunchtime unless supervised.
- Only healthy snacks or fruit to be eaten during breaks. (Small bars of chocolate or biscuits are acceptable as part of packed lunches but not sweets.)
- No jewellery is permitted in school except inexpensive watches and small removable stud earrings.
- No child is allowed to leave the school premises during school hours unless notification is given from and accompanied by an adult.
- Children should not arrive at school before 8.40am unless attending Breakfast Club.*

Relational Approach/Restorative Practice

Relational Approach

Key principles of the relational approach include:

- **Building positive relationships:** This involves creating a warm, supportive, and inclusive environment where children feel safe, valued, and understood.
- **Understanding behaviour:** Rather than simply punishing negative behaviour, the relational approach seeks to understand the underlying reasons for the behaviour.
- **Responding to needs:** By understanding the child's needs, adults can respond in a way that addresses those needs and helps the child to feel understood and supported. PACE (Dan Hughes)
- **Teaching social and emotional skills:** The relational approach emphasizes the importance of teaching children social and emotional skills, such as self-regulation, empathy, and problem-solving.
- **Using restorative practices:** Restorative practices focus on repairing harm and restoring relationships, rather than simply punishing the offender

This can be broken down into three core elements: developing relationships, responding and calming and repairing and restoring -

It is important to note that limits and boundaries outlined in the behaviour policy apply to all pupils.

Our school has high expectations for all pupils, regardless of their background or needs. All pupils are expected to maintain the safety of themselves and others, and to follow school rules and expectations.

We understand that some pupils may require additional support to meet these expectations. We are committed to providing appropriate adjustments and support to help all pupils succeed. However, it is important to note that all pupils are accountable for their actions, and breaking the rules will have consequences.

John Bowlby: "The child needs to feel secure, loved, and valued, but also needs to learn limits and boundaries."

Restorative Practice

Restorative practice is a way of helping children understand the impact of their behaviour and take responsibility for their actions. It focuses on repairing relationships and building a community where children feel empathy and learn from their mistakes.

Key principles:

- **Understanding:** Children should think about the causes and consequences of their behavior.
- **Responsibility:** Children should take ownership of their actions.
- **Relationships:** Building and repairing relationships is important.
- **Community:** Creating a supportive community based on empathy and learning.

Restorative practices involve asking children questions to help them reflect on their behaviour:

- What happened?
- What were you thinking and feeling?
- Who was affected?
- How could things have been done differently?
- What can you do to make things right?

Logical consequences are used whenever possible:

- If you broke something, you fix it.
- If you didn't do your work, you do it now.
- If you made a mess, you clean it up.

Calm space: Children have access to a quiet area for reflection and regulation. Calm spaces are chosen by the child in conjunction with the class teacher. It is important to note that a specific space cannot be guaranteed for one child because of the physical limitations of the school environment.

Expressing emotions: Children can express their feelings verbally or non-verbally through image cards.

Restorative approaches: Staff may use:

- Restorative conversations
- PACE (Dan Hughes)
- Reflection sheets
- Social stories(Carol Gray)
- Comic strip conversation(Carol Gray)
- Logical consequences

Next steps: Teachers and children decide on appropriate steps, which may include sanctions.

Anti-Bullying

Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. Bullying can take many forms (for instance, cyber-bullying via text messages or the internet), and is often motivated by prejudice against particular groups, for example on grounds of race, religion, gender, sexual orientation, or because a child is adopted or has caring responsibilities. It might be motivated by actual differences between children, or perceived differences.

The Anti-bullying Policy outlines specifically what we do to deal with any incidents of bullying but our behaviour management and ethos aims to educate pupils about issues of difference, perhaps in lessons, through dedicated events or projects and through assemblies such as anti-bullying week, online safety lessons and posters around school supporting pupils. Teachers will continually assess what issues need addressing and which vehicle to use to tackle it.

We model to our pupils how to treat one another and the school staff with respect. We promote the value of education. We teach a clear understanding of how our actions affect others in the whole school environment. This is reinforced by staff and we encourage older pupils to act as positive role models who set a good example to the rest through their behaviour around school and also through roles of responsibility such as play leaders, reading warriors, librarians, house or sports captains, Rights Respecting Ambassadors or pupil committee members.

Mental Health & Behaviour

Our approach to behaviour management includes a well-structured and graduated approach with clear expectations of behaviour, well-communicated social norms and routines, reinforced with consistent sanctions.

As a school we build in trauma informed approaches and access regular: whole staff and specific training.

Where behavioural issues might be a result of mental health or other vulnerabilities, we will also plan an individualised graduated response. This may be informed by an assessment using the SDQ tools or the PSED PIVATS.

As a school, we are also aware of the impact of ACEs (Adverse Childhood Experiences) and other events that might have an impact on pupils. Guidance and advice linked to this is taken into consideration when identifying a responsive support plan.

Adjustments can be made to routines for pupils with additional needs, where appropriate and reasonable, to ensure all pupils can meet behavioural expectations. These adjustments may be temporary. Adjustments should be made proactively and by design where possible. Adjustments to provision will be agreed by Headteacher and parents.

Rewards

Pupils displaying excellent behaviour will be rewarded in a variety of ways targeting good manners, good work and good behaviour. These include but are not restricted to:

- Bobbins in a jar
- Star of the week
- Pupils' 'player' of the week
- Verbal praise
- House points • Stickers
- Class rewards
- Headteacher Awards

Pupils who are not succeeding may be given an individual behaviour programme, with specific target/s to meet their needs. The class teachers, Pastoral Manager and SENCO will liaise to develop these programmes and any support needed.

Sanctions

At Grange Primary School, we manage behaviour and issue sanctions in line with the following guidance, which is set out in law.

The law says that teachers can discipline pupils whose behaviour falls below the standard which could reasonably be expected of them. This includes breaking the school rules and failing to follow a reasonable instruction. To be lawful, the sanctions must satisfy the following three conditions:

1. The decision to punish a pupil must be made by a paid member of school staff or a member of staff authorised by the Headteacher.
2. The decision to punish the pupil and the punishment itself must be made on the school premises or while the pupil is under the charge of the member of staff
3. It must not breach any other legislation (for example in respect of disability, SEN, race and other equalities and human rights) and it must be reasonable in the circumstances.

A punishment must be proportionate, i.e., be reasonable in all the circumstances and that account must be taken of the pupil's age, any SEN or disability they may have and any religious requirements affecting them.

Sanctions may vary according to the age and/or stage of development of the pupils and any other special circumstances that affect that pupil.

The Headteacher may limit the power to apply particular punishments to certain staff and/or extend the power to discipline to adult volunteers, for example on a school trip.

Corporal punishment is illegal in all circumstances.

Sanctions are referenced in more detail elsewhere in this policy, but could also include:

- Withdrawal from playtime to complete work, which will be supervised by a teacher (Time in). When this is during lunchtime, the pupil will be given reasonable time to eat, drink and use the toilet.
- Withdrawal from school trips and or clubs when the child's behaviour is identified in the risk assessment as a health and safety issue
- Withdrawal of special privileges or responsibilities
- Confiscation of a pupil's property
- Time Out sessions
- Managed moves
- Internal Seclusion (Removal from Classroom) – where possible, this would be agreed with parents in advance, and means the child works in a separate space under adult supervision for an agreed period of time which is appropriate to their age and level of understanding and the nature of the incident – they would have full access to welfare breaks
- Fixed term and/or permanent Exclusions

If a teacher is concerned about behaviour, timeouts and/or other sanctions, including internal exclusions/seclusions will be recorded and monitored.

Removal from the classroom is aimed to:

- maintain the safety of all pupils and to restore stability following an unreasonably high level of disruption.
- to enable disruptive pupils to be taken to a place where education can be continued in a managed environment.
- to allow the pupil to regain calm in a safe space.

If negative behaviour continues then the difficulties should be discussed with SLT and a Behaviour Support Meeting may be requested, which parents would be expected to attend.

When pupils do not respond to the rewards and sanctions set in place by this policy, the Headteacher can decide to request a multi-agency assessment for the child involved to consider whether the behaviour is a result of unmet needs or whether there may be cause to consider action under the Safeguarding & Child Protection Policy.

Serious Incidents

A serious incident is defined as:

- Incidents of physical or verbal abuse including child-on child abuse -this includes racist, homophobic, gender- specific for example
- Incidents of bullying.
- On-going incidents of disruption to learning or play.
- Malicious accusations against school staff
- A child deliberately placing themselves or others at risk through choosing an undesirable behaviour
- Absconding from school premises.

The SLT, in consultation with relevant staff, will decide on the severity of the incident and will decide on appropriate sanctions. (See Appendix 1 for flowchart of staff responsibilities).

Child on Child Abuse

Our school response to concerns/allegations of child-on-child abuse may differ depending on the age of the child or children in question, and where appropriate will comprise support and welfare alongside sanctions and in extreme cases, may involve actions detailed under our safeguarding procedures.

Some forms of child-on-child abuse have been reference in detail elsewhere in this policy but this type of abuse can take different forms, including but not limited to:

- Bullying – including cyberbullying;
- Hate incidents and hate crimes;
- Physical abuse – such as hitting, kicking, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse; Racism – racist behaviour can include verbal abuse, physical attacks, exclusion from activities or opportunities and It can occur in person or online;
- Initiation/hazing type violence;
- Harmful sexual behaviour (HSB) – is developmentally inappropriate sexual behaviour which is displayed by children and young people which is harmful or abusive and can occur face-to-face or online.
- Online child-on-child abuse is any form of child-on-child abuse where an element might be facilitated by digital technology'

Child-on-child abuse can be a complex issue, and should be referred to the Headteacher (Designated Safeguarding Lead) or the Deputy Headteacher in all cases.

Disciplinary action may sometimes be appropriate –to ensure:

- the child/children take responsibility for and realise(s) the seriousness of their behaviour
- to demonstrate to the child/children and others that child-on-child abuse can never be tolerated
- ensure the safety and wellbeing of other children.

However, in all cases our school would consider our duty to safeguard all children as directed in KCSiE 2024 and to consider the wider actions that may need to be taken, and any lessons that may need to be learnt going forwards.

Out-of-school-hours Incidents

Teachers have a statutory power to discipline pupils for misbehaving outside of school premises. Headteachers have a specific statutory power to regulate pupils; behaviour 'to such an extent as is reasonable'

Non-criminal bad behaviour and bullying which occurs off the school premises and is witnessed by a staff member or reported to the school, will be dealt with following this policy when the pupil is:

Taking part in any school-organised or school-related activity or
Travelling to or from school or
Wearing the school uniform or

In some other way identifiable as a pupil at the school.

The teacher may also discipline for misbehaviour at any time if the behaviour could have repercussions for the orderly running of the school or poses a threat to another pupil or member of the public or could adversely affect the reputation of the school.

The Use of Reasonable Force

Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property or from causing disorder.

In a school, force is used for two main purposes – to control pupils or to restrain them. The decision on whether or not to physically intervene is down to the professional judgement of the staff member concerned and should always depend on the individual circumstances. Staff do not require parental consent to use reasonable force. School staff access TeamTeach training in supporting staff with restraint and the understanding of escalation and de-escalation of behaviours.

All paid staff have a duty of care towards pupils and therefore must take action to prevent a pupil causing harm – including using contact.

Staff can use reasonable force to:

- prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- restrain a pupil at risk of harming themselves through physical outbursts.

Staff have a legal duty to make reasonable adjustments for disabled pupils and pupils with special educational needs (SEN).

What constitutes 'reasonable force'?

The term 'reasonable force' covers the broad range of actions that may involve a degree of physical contact with pupils.

Force is usually used either to control or restrain. This can range from guiding a pupil to safety by the arm through to more extreme circumstances such as breaking up a fight or where a pupil needs to be restrained to prevent violence or injury.

'Reasonable in the circumstances' means using no more force than is needed.

Schools generally use force to control pupils and to restrain them.

- 'Control' means either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of a classroom.

'Restraint' means to hold back physically or to bring a pupil under control. It is typically used in more extreme circumstances, for example when two pupils are fighting and refuse to separate without physical intervention.

School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the pupil.

Searching, Screening and Confiscation

Members of staff have a legal power to confiscate, retain or dispose of pupil property as a punishment. Staff are protected against liability for damage to, or loss of, any confiscated items provided they have acted lawfully and reasonably.

Therefore, when an item of property is confiscated by a teacher, it will be kept by the teacher and returned at a time agreed with the pupil (end of the school day or week). If the teacher deems the item to be inappropriate for a child they will return the item to the parent or in the case of dangerous/ illegal items it will be locked in the office and any appropriate authorities and the parents will be informed. Teachers can dispose of items if they decide this is the most appropriate course of action.

School staff do have the power to search without consent for 'prohibited items' including: a. Knives and weapons

b. Alcohol

c. Illegal drugs

d. Stolen items

e. Tobacco and cigarette papers

f. Pornographic images

g. Any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property

h. Personal possessions which have not been agreed with the class teacher.

Mobile phones – should be handed in. Parents to sign letter. Abide by policy mobiles in school. We reserve the right to confiscate and return to parent.

Weapons and knives and extreme or child pornography must be handed to the Police.

Time Out Sessions / Internal Seclusion (Removal from Classroom)

If low-level sanctions fail to improve a child's behaviour, and the behaviour is categorised as serious, as detailed above, it may be appropriate to escalate to a Time Out Session. The aim of a Time Out session is to break a pattern of negative behaviour and gain compliance rather than to punish. This is an opportunity for a child to have a calm, quiet space in which they can more easily reflect on and discuss the behaviour choices and helped to be ready to return to class and continue with learning.

The amount of time spent in a Time Out Session will be time-limited and appropriate to the age/needs of the pupil. For example, a child aged 7 years may spend 10-15 minutes in Time Out and complete missed learning before being reintegrated back into class.

When a child has failed to respond to consecutive Time Out sessions within a school day, then the Headteacher may choose to escalate to an internal seclusion. Only the Headteacher (or Deputy Headteacher, in the absence of the Headteacher) can authorise an internal seclusion.

All internal seclusions take place in a safe space with the child appropriately supervised. All internal seclusions are recorded on CPOMs and parents are made aware in advance. An internal seclusion is a more desirable consequence than a fixed term exclusion in the view of the school.

Managed Moves

The Headteacher may direct a pupil to work at another school as an alternative to exclusion. If this is the case, the school will liaise with the Local Authority Pupil Access Team and local schools to arrange a suitable provision. A managed move is usually for a period for 4-6 weeks and designed to offer a pupil a 'fresh start'. Any such arrangement would be carefully planned in conjunction with parents and the Local Authority and a written agreement drawn up prior to the managed move taking place.

Suspension and permanent exclusion

All pupils are entitled to an education where they are protected from disruption and can learn in a calm, safe and supportive environment. Headteachers 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.

We do not take exclusion lightly but may use the sanction as an opportunity to review the in-school support and provision to prevent a recurrence. We expect parents and children to engage with us and contribute to the review of the strategies and support as part of the child's re-integration into school.

Parents have the right to make representations to the governing body (or discipline committee) about an exclusion and the governing body must review the exclusion decision in certain circumstances, which include all permanent exclusions. Where a governing body upholds a permanent exclusion parents have the right to appeal the decision to an independent review panel.

Schools are under a duty to provide suitable full-time education for an excluded pupil from the sixth school day of any fixed period exclusion of more than five consecutive school days. Local authorities are under a duty to provide suitable full-time education from the sixth school day of a permanent exclusion.

It is reasonable to expect that we will endeavour to set and mark work for all excluded pupils during the first five days of any exclusion.

Parents must take responsibility for their child, if excluded, and ensure that they are not in a public place without good reason during school hours within the first five school days of any exclusion. If they do not, the school or local authority may issue a penalty sanction.

Parents must also ensure that their child attends the suitable full time education provided by the school governing body or the local authority from the sixth day of any exclusion. Parents are expected to attend a reintegration interview following any fixed period exclusion from primary school.

School Support Systems – including Pupil Transition & Staff Support

Our school has systems in place for the small minority of pupils who may display consistently disruptive behaviour and do not respond to the usual range of rewards and sanctions in place.

Staff initially follow the Behaviour Flowchart (Appendix 1) which shows a graduated response through the range of support & sanctions available. It also details when it might be necessary to consider a more 'individualised' response to a pupil's behaviour.

This response would include specific proactive and reactive strategies are detailed on a behaviour support plan and may involve support for the parents. The school's SLT, SENCo and/or the Pastoral Manager will contribute to the provision of a behaviour support plan. A behaviour support plan seeks to provide pupils, staff and parents with a clear outline of the support in place for the pupil and set clear targets to support the behaviours being displayed by the pupil. It will outline current positives, possible triggers, mental health/well-being, pupil view, a strengths and difficulties assessment, strategies implemented and next steps. We would then follow an assessment, plan, implement, review cycle involving pupil, class teachers, behaviour lead and parents.

Where pupils display more severe behaviours and are at risk of exclusion, this plan will also contain a risk assessment and a range of proactive and reactive strategies. This can include timetable reduction and parental support within the school building.

Staff support takes a range of forms. New staff are inducted on entry to school by the Deputy Headteacher. Regular staff briefings and training ensure that all staff consistently and thoughtfully apply the behaviour policy. The school also has in place a supervision procedure to support staff dealing with pupil who display consistently disruptive behaviour. CPD will also be provided to staff for pupils whose poor behaviour may be linked to SEN or mental health.

School also has access to external support throughout the local authority and other external specialist for staff CPD and further support.

In the unlikely event of a member of staff being accused of misconduct linked to the Behaviour Policy, the governing body would instruct the head teacher to draw on the advice in the 'Dealing with Allegations of Abuse against Teachers and Other Staff' guidance, available from the Local Authority.

Staff are also directed to refer to the school's whistleblowing policy if they have concerns about a colleague's behaviour or interpretation of the behaviour policy.

Complaints Procedure

Our Complaints Procedure is available from the school office or on the school website www.grange.lancs.sch.uk.

About this policy

Where the text uses the word 'parent', it should be read as inclusive of carers and any other person with parental responsibility.

The terms "must" and "should" are used throughout the guidance. Where the text uses the word "must", the person in question is legally required to do something.