GRAYSWOOD PRIMARY SCHOOL

Church of England (Aided)

Behaviour Policy and statements of Behaviour Principles

Policy schedule	
Written Reviewed	Autumn 2025 Autumn 2025
Shared with Governors and Staff	Autumn 2025
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Section	Changes made	By whom
Red – Restorative Support and Consequence Page 11	Red cards – to be managed by staff or SLT, depending on behaviour.	Angela Barnes

Version history- version 3- the following was adapted/added/changed on 10/10/2025

Section	Changes made	By whom
Additions made throughout document. Addition of restorative conversations and implementation of silver cards, behaviour diary.		Angela Barnes

Version history- version 2- the following was adapted/added/changed on 18/9/2023

Section	Changes made	By whom
7. Responding to behaviour **7.3 'Good to be Green' Behaviour System** Page 10	Last bullet point amended. 'Sometimes the child may be sent to the Headteacher or member of SLT to show them their good work or to explain what they got their silver card for' changed to 'Their name is recorded in the Silver Card Superstars book, the child is given a special silver sticker and praised for their efforts. Names in the Silver Card Superstars book are read out in celebration assembly on Friday.	Hannah Cole
7. Responding to behaviour **7.7 Physical Intervention** Page 11	Staff are trained in positive touch and physical intervention.	Hannah Cole
7. Responding to behaviour **7.10 Online Misbehaviour** Page 12	Added in 'further information can be found in our online safety policy.	Hannah Cole
9. Responding to misbehaviour from pupils with SEND **9:2 Adapting sanctions for pupils with SEND** Page 15	Added in 'We will liaise with outside agencies for further support when required.'	Hannah Cole
10. Supporting children following a sanction Page 15	ELSA changed to HSLW (Home School link Worker)	Hannah Cole

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Written Statement of Behaviour Principles at Grayswood C of E (Aided) Primary School

To create a safe, inclusive and respectful school environment, grounded in the values of love, kindness, teamwork, perseverance, respect, and forgiveness, where every pupil feels valued and able to learn. In line with relational practice, we at Grayswood School promote positive behaviour through high expectations, restorative approaches, consistent role-modelling and the recognition and celebration of positive choices. Where behaviour falls below the Grayswood standard, the focus is on repairing and restoring relationships, addressing root causes and supporting pupils to take responsibility for their actions, while ensuring fairness, consistency, and the safety and wellbeing of all.

- To ensure every pupil understands they have the right to feel safe, valued and respected, and to be able to learn
- To raise pupils' self-esteem
- To promote/develop empathy and respect for self and others
- To develop in pupils a sense of self-discipline and an acceptance of responsibility for their own actions
- To ensure regular attendance
- To develop an awareness of and adherence to appropriate behaviour
- To ensure that staff and volunteers set an excellent example to pupils at all times
- To encourage pupils to value the school environment and its routines
- To ensure that pupils are confident of their right to be treated fairly
- To ensure all pupils, staff and visitors are free from any form of discrimination
- To empower staff to determine and request appropriate behaviour from everyone
- To acknowledge that the maintaining of good behaviour within the school is a shared responsibility
- To ensure that positive behaviour is always recognised
- To work within a positive, proactive reflective approach to behaviour management
- To ensure the policy is fully understood and is consistently implemented throughout the school
- To foster good relationships between the school and pupils' home life
- To ensure effective mechanisms are in place for the monitoring and evaluation of this policy

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the full governing body annually.

1. Aims

This policy aims to:

- Create a positive ethos and culture in the school which encourages good behaviour and fosters positive attitudes of respect, honesty, fairness and social inclusion, ensuring that all pupils have the opportunity to learn in a calm, safe and supportive environment
- Establish a whole-school approach to maintaining high standards of behaviour that reflect the values of the school

- Outline the expectations and consequences of behaviour
- Provide a consistent approach to behaviour management that is applied equally to all pupils
- Define what we consider to be unacceptable behaviour, including bullying and discrimination

2. Legislation, statutory requirements and statutory guidance

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

- Behaviour in schools: advice for headteachers and school staff 2024
- Searching, screening and confiscation: advice for schools 2022
- The Equality Act 2010
- Keeping Children Safe in Education
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement
- Use of reasonable force in schools
- Supporting pupils with medical conditions at school
- Special Educational Needs and Disability (SEND) Code of Practice
- Sharing nudes and semi-nudes: advice for education settings working with children and young people
- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the Education and Inspections Act 2006, which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property
- DfE guidance explaining that maintained schools must publish their behaviour policy online
- Section 175 of the Education Act 2002, which outlines a school's duty to safeguard and promote the welfare of its pupils
- Sections 88 to 94 of the Education and Inspections Act 2006, which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property
- DfE guidance explaining that maintained schools must publish their behaviour policy online

3. Definitions

Misbehaviour is defined as:

- Disruption in lessons, during transition times, assemblies and at break and lunchtimes
- Non-completion of classwork
- Poor attitude
- Not following instructions given by a member of staff

Serious misbehaviour is defined as:

- Repeated breaches of the school rules and values
- Any form of bullying
- Sexual violence, such as rape, assault by penetration, or sexual assault (intentional sexual touching without consent)

- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
    - Sexual comments
    - Sexual jokes or taunting
    - Physical behaviour like interfering with clothes
    - Online sexual harassment, such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos (including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video), or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
    - Knives or weapons
    - Alcohol
    - Illegal drugs
    - Stolen items
    - Tobacco and cigarette papers or E-cigarettes and vapes
    - Fireworks
    - Pornographic images
    - Any article a staff member reasonably suspects has been, or is likely to be, used to commit an offence, or to cause personal injury to, or damage to the property of, any person (including the pupil)
    - Mobile phones

4. Bullying

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

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence

TYPE OF BULLYING	DEFINITION
Prejudice-based and discriminatory, including: • Racial • Faith-based • Gendered (sexist) • Homophobic/biphobic • Transphobic • Disability-based	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Any incident of bullying and any complaint from a child or parent is taken seriously and investigated. It is the responsibility of everyone to prevent bullying happening in the school. The Headteacher should always be informed of any bullying incident, where upon appropriate action may be taken.

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy which can be found on our school website, or via the school office.

5. Roles and responsibilities

5.1 The governing body

The governing body is responsible for:

- Reviewing and approving the written statement of behaviour principles
- Reviewing this behaviour policy in conjunction with the headteacher
- Monitoring the policy's effectiveness
- Holding the headteacher to account for its implementation

5.2 The headteacher

The headteacher is responsible for:

- Reviewing this policy in conjunction with the governing body
- Giving due consideration to the school's statement of behaviour principles
- Approving this policy
- Ensuring that the school environment encourages positive behaviour
- Ensuring that staff deal effectively with poor behaviour
- Monitoring that the policy is implemented by staff consistently with all groups of pupils
- Ensuring that all staff understand the behavioural expectations and the importance of maintaining them
- Providing new staff with a clear induction into the school's behavioural culture to ensure they understand its rules and routines, and how best to support all pupils to participate fully

- Offering appropriate training in behaviour management, and the impact of special educational needs and disabilities (SEND) and mental health needs on behaviour, to any staff who require it, so they can fulfil their duties set out in this policy
- Ensuring this policy works alongside the safeguarding policy to offer pupils both sanctions and support when necessary
- Ensuring that the data from the behaviour log is reviewed regularly, to make sure that no groups of pupils are being disproportionately impacted by this policy (see section 13.1)

5.3 Staff

Staff are responsible for:

- Creating a calm and safe environment for pupils by fostering a caring, family atmosphere, a sense of community rooted in shared Christian and School Values
- Modelling expected behaviour and positive relationships. Staff will nurture positive behaviour and foster positive relationships.
- Establishing and maintaining clear boundaries of acceptable pupil behaviour
- Implementing the behaviour policy consistently
- Communicating the school's expectations, routines, values and standards through teaching behaviour and in every interaction with pupils
- Providing a personalised approach to the specific behavioural needs of particular pupils
- Considering their own behaviour on the school culture and how they can uphold school rules and expectations
- Recording behaviour incidents
- Challenging pupils to meet the school's expectations
- Creating an interesting and stimulating environment in which children want to participate, cooperate and learn in
- Develop a culture where children exercise self-control and use zones of regulation to support them in vocalising their feelings and needs
- Encourage a restorative approach to resolve conflict and build understanding and empathy

The senior leadership team (SLT) will support staff in responding to behaviour incidents.

5.4 Parents and carers

Parents and carers, where possible, should:

- Get to know the school's behaviour policy and reinforce it at home where appropriate
- Support their child in adhering to the school's behaviour policy
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly
- Take part in any pastoral work following misbehaviour (for example: attending reviews of specific behaviour interventions)
- Raise any concerns about the management of behaviour with the school directly, whilst continuing to work in partnership with the school
- Take part in the life of the school and its culture, for example attending parents' evenings and parents' functions and by developing informal contact with the School
- Understanding that good learning cannot take place without good behaviour

- Understanding the purpose of the restorative approach we adopt and that the children should take responsibility for their actions and recognise that there may be consequences to these where appropriate

The school will build positive relationships with parents and carers by keeping them informed about their child's behaviour and working collaboratively to address any concerns. Where behaviour difficulties persist, a stepped approach will be implemented:

- 1. Initial Stage - class teacher will communicate with parent regarding an incident which is ongoing/ resulted in a red card.
- 2. Behaviour Monitoring - if the issue persists, a behaviour diary in the form of a class timetable will be introduced. This will be completed after each lesson, reviewed by a member of SLT and shared with home at the end of each week. The focus is to encourage right choices with visual cues.
- 3. Additional Support – for more frequent difficulties, extra provision such as friendship groups, teacher-led discussions or other targeted interventions will be provided alongside continued communication with parents.

5.5 Pupils

Pupils will be made aware of the following during their induction into the behaviour culture:

- The expected standard of behaviour they should be displaying at school
- That they have a duty to follow the behaviour policy
- The school's key rules and routines
- The rewards they can earn for meeting the behaviour standard, and the consequences they will face if they don't meet the standard
- The pastoral support that is available to them to help them meet the behavioural standards

Pupils will be supported to meet the behaviour standards and will be provided with repeated induction sessions wherever appropriate.

Pupils will be supported to develop an understanding of the school's behaviour policy and wider culture.

Pupils will be asked to give feedback on their experience of the behaviour culture to support the evaluation, improvement and implementation of the behaviour policy.

Extra support and induction will be provided for pupils who are mid-phase arrivals.

6. School behaviour curriculum

At Grayswood, our approach to behaviour is built on strong relationships, high expectations and consistent routines. Guided by Paul Dix's principles of relational practice, we believe that positive behaviour is best promoted through recognition, restoration and consistency. We use the Good to be Green system as a clear and visual tool to support pupils in understanding and meeting expectations. This system celebrates positive behaviour, provides a fair and transparent structure for managing lapses and ensures every child has the opportunity to repair and reset (via restorative conversation).

Pupils are expected to:

- Behave in an orderly and self-controlled way
- Show respect to members of staff and each other
- In class, make it possible for all pupils to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform
- Accept sanctions when given

- Refrain from behaving in a way that brings the school into disrepute, including when outside school or online
- Reflect when wrong choices are made and move forward positively in a way that mitigates further repeated occurrences

Where appropriate and reasonable, adjustments may be made to routines within the curriculum to ensure all pupils can meet behavioural expectations in the curriculum.

6.1 Mobile phones

- Pupil mobile phones are not permitted during the school day.
- If a pupil needs to have a phone for a specific reason e.g. to walk home, then parental permission must be gained and the mobile phone must be handed in to the office at the beginning of the day and collected at the end of the day. Mobile phones will be kept in a locked drawer. The school does not accept responsibility in case of loss or damage.
- There may be exceptions to the rules for medical or personal reasons.

7. Responding to behaviour

7.1 Classroom management

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the school.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Make explicit the School's behaviour curriculum and create their own classroom rules based around these, as appropriate
- Develop a positive relationship with pupils, which may include:
    - Greeting pupils in the morning/at the start of lessons
    - Establishing clear routines
    - Communicating expectations of behaviour in ways other than verbally
    - Highlighting and promoting good behaviour
    - Concluding the day positively and starting the next day afresh
    - Having a plan for dealing with low-level disruption
    - Using positive reinforcement

7.2 Our Christian Values

Good Behaviour is encouraged through the teaching of our 6 Core Christian values: **Love, Kindness, Respect, Teamwork, Perseverance and Forgiveness**. These are explicitily taught through Collective Worship and Class Reflections and children and staff are expected to put these values into action through their conduct at school.

Our school is guided by the following core values:

- **Love:** We care for each other; we strive to create a compassionate and supportive environment for all
- **Kindness:** We encourage acts of kindness and understanding, considering the feelings of others
- **Teamwork:** We work together to support each other, knowing that collaboration leads to greater success
- **Perseverance:** We show resilience, always trying our best even when things are challenging

- **Respect:** We show respect for ourselves, each other, and the school environment
- **Forgiveness:** We believe in the power of forgiveness, allowing for growth and healing after mistakes

Children are celebrated for related conduct via Values Certificates; these are awarded during weekly Celebration Assemblies thereby praising and modelling behaviour standards explicitly.

Governors host a Values Celebration Assembly termly where one child in each class is chosen for consistently living out all our values. They receive a certificate and a special badge to wear.

7.3 'Good to be Green' Behaviour System

At Grayswood, staff are consistent in their approach to behaviour and operate the 'Good to be Green' traffic light system which encourages children to follow our school rules and live out our values. This system is used across the school, from Reception to Year 6, and is applied consistently in classrooms, at playtimes, lunchtimes and on school outings.

The system is rooted in principles of relational practice, ensuring that staff use calm, consistent and respectful language, focusing on restoration.

Green – Positive Behaviour

Each child starts the day/afternoon with a green card displayed above their name, representing positive behaviour and adherence to the school values. The aim is to stay on green by making good choices and following our school rules.

Yellow – Reminder and Reflection

- If a child's behaviour does not meet expectations, staff give a calm verbal reminder, naming the rule being broken and reinforcing the positive behaviour we wish to see.
- If behaviour continues, a yellow card may be issued as a signal to reflect and reset.
- Staff continue to encourage change, using relational and restorative language, with the aim of supporting the child back to green as quickly as possible.
- Once behaviour improves, the card is returned to green and the child is praised for making a positive choice.
- If the behaviour continues, a red is issued. See below.

Red – Restorative Support and Consequence

- If behaviour is disruptive, harmful or does not improve, a red card may be issued. In this case:
  - A restorative conversation is held by the teacher, focussing on reflection, repair and return to learning.
  - The child will receive an appropriate sanction either immediately or later that day. This could include writing a letter of apology, brief loss of breaktime, time in another classroom. Sanction will fit behaviour and age.
  - The incident is recorded on our online safeguarding platform, CPOMS, along with details of parental communication
  - Parents are informed on the same day.

  SLT involvement: depending on the severity of the undesired behaviour, the child might be asked by the teacher/member of staff to take their red card to a member of SLT. SLT will follow the same protocol detailed above. A *Behaviour Reflection Form* might be completed to support understanding and prevent repetition.

Silver Cards– Privilege and Recognition

To celebrate outstanding contributions, **silver cards** are awarded for exceptional work, conduct, or living out our school values continually.

- A silver card is placed above the child's name, and they are sent to the Headteacher or SLT to share their achievement.
- Their name is recorded in the *Silver Card Superstars* book.
- Children receive a silver sticker and public recognition in Friday's Celebration Assembly.

This ensures that recognition is specific, genuine, and strongly linked to our values.

Frequent Poor Behaviour – Behaviour Diary

Where difficulties are more frequent, a **Behaviour Diary** (in the form of a class timetable) may be introduced:

- Staff record behaviour for each lesson and the diary is shared with a member of SLT at lunchtime and end of day. Praise is given for making the right choices, steering the desired behaviour. Where behaviour does not meet the school's expections, further discussion is had.
- Parents are kept informed, ensuring home–school collaboration.
- Rewards such as praise and house points are given for improved behaviour over the day or week.
- Once behaviour has been improved for a sustained period, the child will come off this initiative.

Fresh Starts

Every child starts each new day (or session) on green, with a clean slate. This ensures that children always feel supported, valued, and able to succeed.

7.4 Safeguarding

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

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

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

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

7.5 Responding to good behaviour

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

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

Positive behaviour will be rewarded with:

- Verbal praise
- Communicating praise to parents via a phone call, email or face-to-face correspondence
- House points or silver privilege cards
- Stickers
- Certificates, prize ceremonies or special assemblies
- Whole class rewards
- Sharing their learning with another teacher or the Headteacher

7.6 Responding to misbehaviour

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

Staff will follow the Good to be Green protocol above.

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

All children will be treated equitably.

The school may use 1 or more of the following sanctions when a red card is issued in response to unacceptable behaviour:

- A verbal reprimand and reminder of the expectations of behaviour
- Setting of written tasks such as an account of their behaviour or writing a letter of apology
- Expecting work to be completed at home, or at break or lunchtime
- Loss of break or lunchtime
- Loss of privileges – for instance, the loss of a prized responsibility
- Sending the pupil out of the class or to work in another classroom
- Referring the pupil to a senior member of staff
- Letter or phone call home to parents/carers
- Agreeing a behaviour contract
- Implementing a behaviour diary
- Suspension
- Permanent exclusion, in the most serious of circumstances

Personal circumstances of the pupil will be taken into account when choosing sanctions, and decisions will be made on a case-by-case basis, but with regard to the impact on perceived fairness.

Where appropriate (and certainly if a red card is issued), the incident is logged on CPOMS in order to monitor and identify any patterns. Parents are notified and a restorative practice used to promote positive behaviour and build a stronger sense of self and community. A restorative conversation is recorded – see appendix.

Some key restorative practices include:

1. **Restorative Conversations**: When conflicts arise, teachers to facilitate one-on-one or small group conversations between students to address issues, discuss feelings and explore how actions have affected others. This encourages students to reflect on their behaviour and make amends. Staff to refer to the restorative conversation stems to support and guide the discussion. See appendix.
2. **Friendship focus groups**: Where appropriate, teachers to liaise with the ELSA at school to lead regular meetings, strengthening bonds and mitigating repeated problems. This in turn will build trust, empathy, and understanding. Circles can focus on positive themes like gratitude or teamwork, helping students develop social-emotional skills.
3. **Peer Mediation**: Older students who are trained as 'Wellbeing Ambassadors' can help their peers resolve conflicts. This empowers students to take responsibility for their interactions and encourages them to find solutions together. Wellbeing ambassadors are present on the playground on specific days to support children when appropriate.
4. **Restorative Breaks**: Where appropriate, staff are to use the Zones of Regulation chart to support a child. Restorative breaks are encouraged where the child reflects on their actions and how they can behave in a more positive manner. The children return more regulated and ready to learn.

Personal circumstances of the pupil will be taken into account when choosing sanctions and decisions will be made on a case-by-case basis.

7.7 Physical Intervention

Physical intervention covers a range of interventions that involve physical contact with pupils. All members of staff have a duty to use reasonable force, in the following circumstances, to prevent a pupil from:

- Causing disorder
- Hurting themselves or others
- Damaging property
- Committing an offence

Incidents of physical intervention must:

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

When considering using reasonable force, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

Staff are trained in positive touch and physical intervention. Refer to the Positive Touch Policy for more information.

7.8 Searching, screening and confiscation

Any prohibited items (listed in section 3) found in a pupil's possession will be confiscated. These items will not be returned to the pupil.

We will also confiscate any item which is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

Searching and screening pupils is conducted in line with the DfE's latest guidance on searching, screening and confiscation.

7.9 Off-site misbehaviour

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

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school

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

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil
- Could adversely affect the reputation of the school

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

7.10 Online misbehaviour

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

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

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

Further information can be found in our Online Safety policy.

7.11 Suspected criminal behaviour

If a pupil is suspected of criminal behaviour, the school will make an initial assessment of whether to report the incident to the police.

When establishing the facts, the school will endeavour to preserve any relevant evidence to hand over to the police.

If a decision is made to report the matter to the police, the headteacher, or a member of the senior leadership team, will make the report.

The school will not interfere with any police action taken. However, the school may continue to follow its own investigation procedure and enforce sanctions, as long as it does not conflict with police action.

If a report to the police is made, the designated safeguarding lead (DSL) will make a tandem report to children's social care, if appropriate.

7.12 Zero-tolerance approach to sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored.

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

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out risk assessments, where appropriate, to help determine whether to:
    - Manage the incident internally
    - Refer to early help
    - Refer to children's social care
    - Report to the police

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

7.13 Malicious allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

8. Serious sanctions

If it is a serious incident:

- The parents of the pupil will be contacted
- The Headteacher can issue a fixed term exclusion of 1 to 5 days
- The Headteacher can action permanent exclusion

Exclusion will only happen:

- In response to serious breakdown of the school's behaviour policy
- Once a range of alternative strategies has been followed
- If allowing the pupil to remain in school would seriously harm the educational welfare of the pupil or of others in the school

The school will follow the DfE guidelines with regards to the exclusion procedure. It is important that the sanction is not out of proportion to the offence. Sanctions range from: expressions of disapproval, the withdrawal of privileges, referral to senior leaders then Headteacher, letters to parents, and ultimately and in the last resort, exclusion. Most instances of poor behaviour are relatively minor and can be adequately dealt with through minor sanctions. Where anti-social, disruptive or aggressive behaviour is frequent, sanctions alone are ineffective. In such cases, careful evaluation of the curriculum on offer, classroom organisation and management, and whole school procedures, should take place to eliminate these as contributory factors. Additional specialist help and advice from an Educational Psychologist or other external agencies will be considered.

9. Responding to misbehaviour from pupils with SEND

9.1 Recognising the impact of SEND on behaviour

The school recognises that pupils' behaviour may be impacted by a special educational need or disability (SEND).

When incidents of misbehaviour arise, we will consider them in relation to a pupil's SEND, although we recognise that not every incident of misbehaviour will be connected to their SEND. Decisions on whether a pupil's SEND had an impact on an incident of misbehaviour will be made on a case-by-case basis. Where necessary, Risk Assessments will be put in place to mitigate risk to themselves and others.

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

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

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

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

Our approach to anticipating and removing tiggers of misbehaviour may include:

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

9.2 Adapting sanctions for pupils with SEND

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

- Whether the pupil was unable to understand the rule or instruction?
- Whether the pupil was unable to act differently at the time as a result of their SEND?
- Whether the pupil is likely to behave aggressively due to their particular SEND?

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

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

We will liaise with outside agencies for further support when required. Managed moves may be considered to support behaviour, where necessary, as well as alternative provision.

9.3 Considering whether a pupil displaying challenging behaviour may have unidentified SEND

The school's special educational needs and disability co-ordinator (SENDCO) may evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis.

9.4 Pupils with an Education, Health and Care (EHC) Plan

The provisions set out in the EHC plan must be secured and the school will co-operate with the local authority and other bodies.

If the school has a concern about the behaviour of a pupil with an EHC plan, it will make contact with the local authority to discuss the issue. If appropriate, the school may request an emergency review of the EHC plan.

10. Supporting pupils following a sanction

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

This could include measures like:

- Reintegration meetings
- Regular contact with a named member of staff such as our HSLW (Home School Link Worker)
- Personalised behaviour goals
- A report card timetable to monitor re-integration

10.1. Support systems for Staff

The school will support all adults to work positively with pupils. It is school practice to discuss behavioural issues in order that the staff feel supported and the school is able to provide a cohesive approach to supporting individual pupil needs. Staff having difficulties with an individual, class or group should speak to a senior member of staff where a plan of support will be crafted and implemented.

11. Working with Parents

The school has an open-door policy where parents and carers are encouraged to visit to discuss any relevant issues. However, it would be appreciated if appointments could be made where possible to ensure the availability of a member of staff and to give parents/carers the time needed. Likewise, when school needs to discuss anything with parents/carers, they will be contacted to arrange an appointment.

Parents and carers are key partners in supporting positive behaviour. They will:

- Be informed of significant incidents, and certainly if a red card has been issued.
- Be encouraged to participate in restorative meetings when necessary at home, echoing the School's values and ethos.
- Support their children in understanding the impact of their behaviour, making amends, and embracing forgiveness.

12. Pupil transition

12.1 Inducting incoming pupils

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

12.2 Preparing outgoing pupils for transition

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

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

13. Training

As part of their induction process, our staff are provided with regular training on behaviour, including training on:

- Positive touch and the proper use of restraint
- The needs of the pupils at Grayswood
- How SEND and mental health needs can impact behaviour

Behaviour management also forms part of CPD.

14. Monitoring arrangements

14.1 Monitoring and evaluating school behaviour

The school will collect data on the following:

- Behavioural incidents
- Attendance, permanent exclusion and suspension
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, governors, trustees and other stakeholders on their perceptions and experiences of the school behaviour culture

The data will be analysed termly by the governing body.

14.2 Monitoring this policy

This behaviour policy will be reviewed by the headteacher and governing body at least annually, or more frequently, if needed, to address findings from the regular monitoring of the behaviour data.

15. Links with other policies

This behaviour policy is linked to the following policies:

- Child protection and safeguarding policy
- Anti-bullying policy
- Staff code of conduct
- Home-school agreement
- Positive Touch Policy
- Online Safety Policy
- Suspension and Exclusions Policy
- SEND information report

Appendix

Restorative Conversation Ideas (for Staff)

1. The Quick Corridor Conversation (2–3 minutes)

Used after low-level disruption (e.g., chatting, refusal to follow an instruction).

- *"I noticed you were struggling with [specific behaviour]. What happened?"*
- *"Who was affected by what you did?"*
- *"How do you think they felt?"*
- *"What needs to happen now so we can move on?"*
- End with: *"I know you can do this differently next time. Let's start fresh."*

2. The Red Card Restorative Script (5 minutes, with Reflection Form)

Used after repeated disruption or more serious behaviour.

- *"Tell me what happened, in your own words."*
- *"What were you thinking or feeling at the time?"*
- *"Who has been affected by what you did? How?"*
- *"What do you need to do to put things right?"*
- *"What will you do differently next time you are in the same situation?"*
- Staff concludes with: *"Thank you for being honest. I'm looking forward to seeing you get back to green."*

3. Peer Conflict Conversation (used when two children have fallen out)

- *To Child A:* "What happened?"
- *To Child B:* "What happened from your point of view?"
- *To both:* "How do you both feel about what happened?"
- *"What do you each need now to put things right?"*
- *"What can you do for each other to move forward?"*
- Staff summarises the agreement: *"So you've both agreed to… [state actions]. Let's check in later to see how it's going."*

4. Restorative Circle Question Stems (can be used with groups/friendship issues)

- "How are you feeling right now?"
- "What happened and how did it affect you?"
- "What's the hardest part for you?"
- "What could make things better?"
- "What do you need from the others in the group?"
- "What can you offer to make this right?"

5. Re-Entry to the Classroom (after removal or exclusion from lesson)

- *"Are you ready to come back in and learn?"*
- *"What do you need from me to help you succeed?"*
- *"What will we both do differently so this works better?"*

- End with: *“I’m glad you’re back. Let’s move forward.”*

6. Positive Closure Questions (always end restorative chats on a hopeful note)

- “What have you learned from this?”
- “What would making it right look like to you?”
- “What positive choice can you make next time?”
- “How can I help you with that?”

Key reminders for staff using these conversations:

- Keep voice calm, steady and low.
- Don’t lecture — ask questions and listen.
- Keep it short; don’t over-dwell.
- Always end with hope/recognition.
- Record key points (especially for red card situations).