GRANGE PARK PRIMARY SCHOOL

PERSONAL DEVELOPMENT & BEHAVIOUR

FOR LEARNING Guidelines

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1. Core Philosophy and Vision

1.1 The Whole Child and Vision

At Grange Park Primary School our approach is rooted in Ready, Respectful and Safe, helping children develop the skills and confidence to make positive choices and take responsibility for themselves ~~and others~~. We want every child to feel safe, valued, included and ready to learn. We believe behaviour is taught, modelled and shaped through strong relationships, clear expectations and consistent adult behaviour.

We recognise that every child is different and consider their individual needs and circumstances. Inclusion does not mean lowering expectations; it means reducing barriers and helping every child meet them.

We want children to learn to regulate, reflect, repair and reset. Consequences are **rational, logical and proportionate,** while restorative conversations help children understand the impact of their actions, take responsibility and move forward.

Our adults create the conditions for positive behaviour. We are calm, clear, consistent and predictable. We build strong relationships, explicitly teach routines and behaviours, recognise positive choices and intervene early when expectations are not met.

Our ambition is not simply for children to behave well because an adult is watching or a reward is available. We want them to develop the self-discipline, empathy, resilience and responsibility to make positive choices because they understand why they matter.

1.2 School Expectations: Ready, Respectful and Safe



To maintain a clear and consistent learning environment, Grange Park Primary School focuses day-to-day behaviour around a simple, memorable and meaningful set of core expectations for all members of the community.

- **Ready:** We arrive at school on time, ready to listen, follow instructions, and work hard with the correct uniform and equipment (including a charged Chromebook).
- **Respectful:** We speak calmly and politely, take turns in conversation, show good manners, look after our environment, and use kind words and comments.

- **Safe:** We follow instructions to keep ourselves and others safe, move around the school safely, keep ourselves safe online, and use equipment properly.

These are reinforced on an ongoing basis during times such as school assemblies, circle times, behaviour resets and staff development sessions. The language is used by everyone in our school.

1.3 The Role of the Adult

Our behaviour approach is firmly rooted in relational practice. We believe that 'when the adults change, everything changes.' Excellent behaviour is cultivated through adult consistency, positive relationships, and a visible, relentless culture of kindness and respect. We know that the strength of relationships between staff and children is the single most important factor in promoting positive behaviour. Staff act as visible role models, ensuring that every child is met with unconditional positive regard, safety, warmth, and supportive boundaries.

1.4 Behaviour as Communication

At Grange Park, we recognise that all behaviour is a form of communication. A child's behaviour can be influenced by past experiences, trauma, developmental stage, cognitive differences, sensory or communication needs and unmet needs. Staff look beyond the presenting behaviour and remain curious about what the behaviour may be communicating. When a child feels that an adult understands and acknowledges how they are feeling, this can help them to feel safe, reduce distress and support them to regulate. Adults therefore seek to understand the child before responding to the behaviour.

Staff should ask themselves:

> **"Given what I know about this child, their circumstances and their stage of development, what might their behaviour be telling me?"**

This does not mean excusing unsafe or harmful behaviour, or assuming that we know exactly why a child has behaved in a particular way. It means remaining curious, considering the context and responding to the underlying need where possible. Instead of asking, **"What's wrong with you?"**, we ask, **"What has happened to you?"** This helps us to provide targeted, compassionate and co-regulated support while maintaining clear expectations and appropriate boundaries.

2. Character Education: Developing Character and Citizenship

Our character education programme explicitly teaches and celebrates our **3Rs: Respect, Resilience and Responsibility**, alongside a wider range of character traits, including kindness, honesty, compassion, courage, fairness, self-control, determination, collaboration and citizenship.

Character education is embedded throughout school life through:

- **Assemblies and class discussions:** exploring a character trait within each assembly, with opportunities for pupils to reflect on its meaning and application in everyday life.
- **Modelling and explicit teaching:** adults demonstrate the attitudes and behaviours we want children to develop, helping pupils understand what these look like in practice.
- **Recognition and celebration:** staff notice and celebrate pupils demonstrating positive character. Our principle is *"If they display it, say it"*, making character visible through specific praise, Special Mentions, Always Stars and Grange Park Proud Post.
- **Opportunities for responsibility and contribution:** pupil leadership, helping roles and participation in school and community life enable children to practise these values.

- **Reflection and restorative practice:** pupils are supported to consider their choices, understand their impact on others, learn from mistakes and put things right.

Character education complements our daily behaviour expectations of **Ready, Respectful and Safe**. While these guide behaviour across school, character education develops the deeper understanding, self-discipline, empathy and judgement that help pupils make positive choices because they understand why they matter.

3. Partnership with Parents and Carers

At Grange Park, we recognise that positive behaviour and personal development are best supported when school and home work in partnership. Parents and carers are their children's first and most important educators, and school has an important role in reinforcing shared values, modelling positive relationships and explicitly teaching the behaviours and social and emotional skills children need to thrive as part of a community.

We do not assume that pupils simply know what is expected of them. Positive behaviour, kindness, respect, routines and social skills are actively taught, modelled, noticed and reinforced throughout school life.

3.1 Working in Partnership

We are committed to building respectful, open and supportive relationships with parents and carers. This includes:

- **Sharing expectations:** ensuring families understand our Ready, Respectful, Safe expectations, our approach to character education and how we support positive behaviour.
- **Recognising the positive:** sharing successes, celebrating pupils' achievements and acknowledging the progress children make.
- **Communicating concerns:** informing parents and carers when behaviour gives cause for concern, sharing relevant information and working together to identify appropriate support and next steps.
- **Listening and problem-solving:** seeking to understand the perspectives of pupils and families, particularly where there may be underlying needs or circumstances affecting behaviour.
- **Agreeing support:** working with families and, where appropriate, the SENDCo, pastoral staff and external professionals to identify strategies that help pupils succeed.
- **Maintaining respectful relationships:** communicating calmly and constructively, even when discussing difficult incidents or differing perspectives.

3.2 Shared Responsibilities

The school's responsibilities include establishing clear expectations, explicitly teaching and modelling positive behaviour, recognising success, responding consistently and fairly, and communicating with families when appropriate.

Parents and carers are encouraged to reinforce the school's expectations at home, talk with their child about their choices and relationships, share relevant information that may affect their child's wellbeing or behaviour, and work constructively with school when concerns arise.

Our **Home–School Agreement** (**Appendix 1**) sets out the shared commitments that underpin this partnership.

3.3 Communicating about Behaviour

We aim to share positive news as well as concerns, so that communication with families is not limited to incidents or difficulties. Where an incident requires follow-up, staff will communicate with parents or carers in a timely and proportionate way, taking account of the seriousness of the incident, the pupil's needs and any safeguarding considerations.

We recognise that incidents can involve more than one pupil and that families may have different perspectives. Information will be shared appropriately, respecting the privacy and confidentiality of all children. Where necessary, school will arrange a conversation with parents or carers to explain the response, discuss any support needed and agree on next steps.

Partnership does not mean that school and families will always have the same view of an incident. We will listen carefully, explain our decisions and remain focused on the child's safety, learning, wellbeing and positive development. Our shared aim is to help every pupil grow, achieve, belong and thrive.

4. Visible & Relentless Consistencies (Adult Practices)

Consistency and certainty are the bedrocks of a safe school culture. To ensure that every child experiences the same predictable environment, all staff members at Grange Park adhere relentlessly to the following key practices:

4.1 Daily Routines and 'Meet and Greet'

Predictable routines and transitions help children feel safe, reduce anxiety and establish order. Across Grange Park, adults consistently teach and reinforce routines for arriving, moving around school, transitioning between activities, returning from play and entering and leaving shared spaces. Every class teacher and member of support staff conducts a positive **'meet and greet'** at the classroom door at the start of the day and after key transitions. This provides an opportunity to strengthen relationships, check pupils are ready to learn and positively notice each child.

4.2 Teaching, Revisiting and Adapting Routines

Our behaviour curriculum is a spiral curriculum: expectations are explicitly taught, refined, revisited and reinforced throughout the year and across year groups. Pupils are regularly reminded what it means to be Ready, Respectful and Safe in different situations. We do not assume that children will automatically know or remember what is expected.

Alongside these consistent expectations, we introduce a half-termly Behaviour Tweak to bring a particular routine or aspect of behaviour into sharper focus and refinement. Initiatives such as *Wonderful Walking*, *Legendary Lines* and *Considerate Connections* provide a shared whole-school focus, helping staff and pupils practise, recognise and celebrate the behaviours that contribute to a calm, safe and positive school environment.

Adults reinforce these focuses through explicit teaching, modelling, reminders, rehearsal and specific praise. Expectations and routines are revisited when needed, including after school holidays or when difficulties emerge.

Our shared routines, half-termly Behaviour Tweaks and supporting visuals are set out in **Appendix 3: Routines, Visuals and Practical Guidance.**

4.2 Praise in Public, Reprimand in Private (PIP & RIP)

Public condemnation has no place in our school. We promote Praise in Public and Reprimand in Private (PIP & RIP) where possible. We actively notice pupils who are Ready, Respectful and Safe by naming the behaviour we are noticing. We never write children's names on boards, display public warning charts, or use visible hierarchical systems that shame or humiliate. Positive feedback is shared generously and publicly to inspire others. Conversely, any corrective guidance, rule reminders, or logical consequences are delivered as a quiet, private 1:1 matter, protecting the child's dignity and preserving the adult-child relationship.

4.3 Promoting Positive Behaviour

We deliberately 'catch children getting it right.' Rather than giving immediate attention to low-level disruption, staff explicitly highlight and praise pupils who are demonstrating The Grange Park Way - Ready, Respectful and Safe expectations. By giving first attention to best conduct, we reinforce positive norms and motivate other children intrinsically. Staff use positive reinforcement, recognition boards and our Gotchas, Special Mentions and Always Stars to celebrate pupils who demonstrate our expectations and character traits. Grange Park Proud Post notes are also used to celebrate pupils whose effort or conduct goes above and beyond.

Our approach is preventative as well as responsive. The aim is to create the conditions in which positive behaviour is most likely to happen, while explicitly teaching and supporting pupils when difficulties arise.

4.4 Mindful and Deliberate Calm

Adults are the primary regulators in our school community. We understand that 'a dysregulated adult cannot regulate a dysregulated child.' Staff model deliberate, professional calm at all times, keeping their voice low and firm without shouting. We recognise that in heightened emotional states, a child's brain stem disconnects from the logical cortex; therefore, staff utilise de-escalation strategies and validate feelings first, leaving corrective action or reflective dialogue until the child is fully calm ('striking while the iron is cold').

5. The Grange Park Behaviour Pathway



We do not use hierarchical ‘levels’ to categorise or label behaviour. Behaviour is part of a child’s ongoing journey of learning, self-regulation and repair. Most pupils respond positively to our routines, relationships and expectations. Everyday reminders and redirection are a normal part of teaching and do not routinely require recording or parent contact. Where further support is needed, staff use the **Grange**

Park Behaviour Pathway to provide a consistent and predictable response. The pathway is not necessarily sequential; staff respond proportionately to the behaviour and circumstances. More serious or unsafe behaviour may require staff to move directly to a later stage or bypass the pathway altogether. Regulation and co-regulation can be used at any point. Where a pupil is dysregulated, staff prioritise safety and regulation before reflection, consequence or repair. The pathway and restorative scripts provide shared language for staff and pupils and are explicitly taught so that children understand how to reset, reflect and repair. Our approach remains relational, restorative and focused on learning, while maintaining clear expectations and safe, positive relationships.

5.1 Step 1: First Reminder (Private Rule Reminding)

Where a pupil is beginning to struggle to meet expectations, the adult provides a calm, discreet reminder of the relevant **Ready, Respectful or Safe** expectation. Where appropriate, adults use non-verbal cues first, such as eye contact, a gesture or proximity. If verbal guidance is needed, staff use positive, specific language that makes the expected behaviour clear, for example: *"I need you to show me you are Safe by keeping your chair on all four legs."*

5.2 Step 2: Second Reminder (Positive Redirect)

If the behaviour continues, the adult provides a further calm reminder and, where appropriate, offers a limited choice to support the pupil to re-engage successfully. Staff focus on what the pupil can do, rather than becoming drawn into a confrontation about what they should not do. Pupils are given appropriate take-up time to respond to the expectation and make a successful choice where they are able to do so. For example: *"You can complete your task at your table or on the clipboard by the window. I'll come back to check in with you in two minutes."*

5.3 Calm Space and Co-Regulation

If a child is becoming dysregulated or is struggling to respond to expectations, they may be supported to use a Calm Space within the classroom or another appropriate quiet area. The Calm Space, which can be offered at any point, is not a punitive 'time-out' or isolation. Its purpose is to provide a safe opportunity for the pupil to regulate and prepare to return successfully to learning and relationships.

Depending on the pupil's needs, adults may use co-regulation strategies such as reduced language, sensory support, movement, breathing or other familiar regulation strategies. The Zones of Regulation framework may be used to help pupils recognise and communicate how they are feeling and what support they need and to support the child's nervous system bank into their window of tolerance.

5.4 Rational, logical and Proportionate Consequences

Where behaviour has caused harm, disruption or loss, a related, logical and proportionate consequence may be appropriate once the pupil is calm and regulated. Any response should be directly linked to the behaviour, support understanding and accountability, and help the pupil put things right. We do not use punitive measures that shame or exclude.

Consequences should be:

- **Rational** – delivered calmly and without shame or humiliation.
- **Logical** – directly connected to the action (e.g., if a child damages a display, they help repair it; if they don't finish work due to deliberate avoidance, they complete it during reflection time or at home).

- **Proportionate**– proportionate to the incident and appropriate to the pupil's developmental stage and individual needs.

5.5 Reflect and Reset

A **Reflect and Reset** sheet may be used when a pupil needs additional support to pause, regulate and think about an incident or behaviour.

The purpose is to help the pupil:

- understand what happened and what may have contributed;
- consider the impact of their behaviour;
- identify what they could do differently next time;
- identify any support or strategy they may need;
- prepare to repair relationships and return positively to learning.

Reflect and Reset is **not a punishment, public consequence or automatic step in the behaviour pathway**. It should be used at an appropriate point when the pupil is regulated enough to reflect, with adult support where needed. The level of reflection and support should be appropriate to the pupil's age, developmental stage, communication needs and individual circumstances. The completed sheet can inform a restorative conversation, follow-up support or review of patterns and triggers where appropriate.

5.6 Repair and Restorative Practice

Repair is an important part of our behaviour approach. Once a pupil is calm and regulated, adults provide an appropriate opportunity to reflect on what happened, consider its impact and identify how any harm can be put right. Depending on the circumstances, repair may involve a restorative conversation, an apology, restoring a relationship, repairing or replacing something, or another appropriate action. Adults use restorative questions to help children understand the impact of their actions, take responsibility and identify what they can do differently next time. The aim is to support learning, restore relationships and enable a genuine fresh start (r**efer to Appendix 2 for scripts**)

6. The Zones of Regulation Framework

6.1 The Four Colour Zones

At Grange Park, we use the **Zones of Regulation** to support pupils to develop an understanding of their emotions, recognise how they are feeling and identify strategies that can help them regulate.

There is no 'good' or 'bad' zone. All emotions and zones are valid. Being in a particular zone does not determine whether a pupil's behaviour is appropriate or inappropriate. The emotional state and the behaviour need to be considered separately.

The four zones provide a shared language for talking about how we may be feeling:

ZONE	EMOTIONAL STATE	IT MAY LOOK LIKE	SUPPORTIVE STRATEGIES & ACTIONS
BLUE ZONE	Feeling sad, sick, tired, bored, unwell or low in energy.	Crying, feeling sad, moving slowly, hiding away, withdrawn and irritated.	Gentle check-in, drink of water, sensory movement, slow-paced task, trusted adult check-in.
GREEN ZONE	Feeling calm, happy, focused, content, comfortable or ready to engage	Feeling relaxed, laughing, enjoying themselves, smiling, showing focus, ready to learn	Positive reinforcement, first attention to conduct, maintaining routines, peer collaboration.
YELLOW ZONE	Experiencing increased energy or strong emotions, such as excitement, frustration, anxiety or worry	Shutting down, avoiding things, pacing around, tapping and wriggling.	Calm Space, deep breathing, limited choices, fidget tools, positive redirection, sensory break.
RED ZONE	Experiencing very strong emotions or heightened alertness, such as anger, fear, panic or distress.	Shouting, refusing, arguing, stomping, throwing things, showing overwhelm.	Co-regulation, safe space, dynamic de-escalation, sensory regulation, strike while cold.

Pupils may move between zones throughout the day and may experience different zones in response to different situations. The aim is not to keep pupils in the Green Zone, but to develop their ability to recognise their emotional state and identify strategies that help them feel safe, regulated and ready to engage. Being in the Yellow or Red Zone does not excuse behaviour that causes harm or makes others unsafe. However, it helps adults understand what support a pupil may need in order to regulate and respond successfully.

Every classroom features a visible Zones of Regulation interactive board. Pupils check in daily, identifying which zone they are currently experiencing. This normalises discussions around emotions, reduces shame, and empowers children to use tailored coping strategies when they identify a transition into Yellow or Red, enabling them to return safely to the Green Zone.

7. Supporting Individual and Personalised Needs

7.1 Graduated Response

Some pupils, particularly those with Social, Emotional, and Mental Health (SEMH) needs, Special Educational Needs and Disabilities (SEND), or complex trauma histories, need additional support to understand, regulate and manage their behaviour. We provide support proportionate to need, reviewing and adapting it over time while maintaining high expectations.

Support may include:

- additional teaching, rehearsal and pre-teaching of expected behaviours;
- adaptations to routines, communication, the environment or transitions;
- increased adult support and regulation strategies;
- targeted pastoral or nurture provision;
- involvement of the SENDCo, parents, external professionals or other services.

Where needed, a **Wellbeing Support Plan** is developed with the pupil, family and relevant professionals. It identifies individual needs, potential triggers, trusted adults, preventative strategies, co-regulation approaches and responses to distress or dysregulation.

In line with the Equality Act 2010, **reasonable adjustments** are made where required to reduce barriers to learning and participation. These may include trusted adult check-ins, sensory or movement breaks, visual supports and adaptations to the learning environment. Adjustments are based on individual need and reviewed regularly; they are not rewards or privileges.

Where an urgent response is required, staff follow the **237 emergency response procedure**. Once the responder arrives, they take the lead. Staff share relevant information calmly and, wherever possible, away from the pupil to avoid escalating distress.

Support is refined according to need, rather than simply increasing consequences. We consider each pupil's development, SEND, communication and sensory needs, emotional wellbeing and circumstances, supporting regulation, learning and appropriate accountability.

Reasonable adjustments are not rewards or exceptions. They are an important part of ensuring that pupils can access the same expectations and opportunities as their peers. Adjustments may be temporary or ongoing and will be informed by the individual pupil's needs.

8. Behaviours of Concern, Recording and Reporting

Most behaviour incidents are managed through the everyday Grange Park Behaviour Pathway. However, some incidents require an immediate response beyond the usual pathway because of the level of risk, harm, seriousness or safeguarding concern. These behaviours of concern may include physical aggression, damage to property, discriminatory, racist, homophobic, transphobic, sexist or disablist behaviour, bullying or repeated targeted behaviour, sexual behaviour, weapons, incidents involving absconding or a significant safety concern, any event requiring restrictive physical intervention. Where an incident may constitute a safeguarding concern, staff must follow the school's safeguarding procedures and report to the Designated Safeguarding Lead or Deputy DSL as appropriate.

8.1 Recording Incidents

Accurate recording of behaviours of concern helps us understand what has happened, identify patterns and triggers, ensure appropriate follow-up and provide a consistent response.

Staff should record behaviours of concern on **CPOMS** in accordance with school procedures. Records should be objective and factual. Where appropriate, staff should record not only the behaviour itself but also what happened before the incident, what may have contributed to it and what helped the pupil to regulate. This supports a more complete understanding of behaviour and helps us identify patterns and effective preventative strategies.

Parents should be informed of significant incidents promptly and factually. Communication should be focused on what has happened, the school's response and any follow up, support or repair required.

Where an incident involves **restrictive intervention**, parents must be informed in accordance with the school's Restrictive Intervention Guidance found in the Connect Behaviour Policy.

8.2 Bullying, Prejudice, Discrimination and Anti-Racist Practice

Grange Park is an inclusive school. We value the diversity of our community and work to ensure that every pupil can learn in a supportive, caring and safe environment where they feel respected, valued and that they belong.

We take all forms of bullying, prejudice and discriminatory behaviour seriously. Such behaviour is never acceptable. We respond promptly and consistently, prioritising safety, protection, education, accountability and repair.

This includes behaviour relating to disability, race, religion or belief, sex, sexual orientation and gender reassignment, as well as other characteristics or aspects of a person's identity.

Bullying

Bullying involves deliberate and targeted behaviour, often repeated over time, where there is an imbalance of power or where it is difficult for the person affected to defend themselves. It can be physical, verbal, relational, sexual or online, and may include racist, homophobic, transphobic, sexist or disablist behaviour.

Not every disagreement, falling-out, argument or unkind comment constitutes bullying. These situations are still important and will be addressed, with pupils supported to develop empathy, resolve conflict, restore relationships and learn from their experiences.

Our Anti-Racist Commitment

We are committed to being actively anti-racist. This means not only recognising and responding to racism when it occurs, but proactively addressing the language, behaviours, assumptions and curriculum content that can contribute to racial bias.

We recognise that racism can be overt or subtle and can include racial slurs, stereotyping, exclusion, assumptions, microaggressions and other behaviour that causes harm because of race, ethnicity, culture, nationality or religion.

When a pupil or adult reports a racist incident, we begin from a position of belief and take the report seriously. We recognise that both intent and impact are important, but we will always consider the impact on the person affected.

Our response will seek to:

- ensure the safety and wellbeing of those affected;
- establish and record what has happened;
- address the behaviour clearly and proportionately;
- support pupils to understand the impact of their behaviour;
- provide appropriate education and intervention;
- support accountability and repair where appropriate; and
- monitor the situation and provide ongoing support where needed.

Serious, repeated or targeted incidents will be managed in line with the school's safeguarding and behaviour procedures and reported to parents/carers and relevant leaders as appropriate.

Preventing Bullying, Prejudice and Racism

Our approach is preventative as well as responsive. We work to create a culture in which difference is celebrated rather than merely tolerated.

This includes:

- ensuring the curriculum, books, displays and resources reflect the diversity of our school community and wider society;
- teaching pupils about identity, difference, relationships, race and respectful dialogue;
- explicitly challenging stereotypes, prejudice and microaggressions;
- providing staff training and shared language for responding to discriminatory behaviour;
- listening to pupil voice and using it to understand pupils' lived experiences; and
- monitoring behaviour and incident data to identify patterns and inform our practice.

Further detail about the school's anti-racist approach, bullying procedures and monitoring arrangements is set out in the **Connect Anti-Bullying and Anti-Racism Guidance**.

8.3 Harmful Sexual Behaviour (HSB)

We assume that sexual harassment, online sexual abuse and sexual violence may happen in our community, even without explicit reports. We enforce a zero-tolerance culture. Any report of child-on-child sexual harassment or sexual violence is treated with the highest priority and managed under the Connect Safeguarding and Child Protection Policy and Procedures, in line with Keeping Children Safe in Education (KCSIE). The Designated Safeguarding Lead (DSL) will conduct an immediate risk and needs assessment, implement support and safety measures for the victim, and coordinate with children's social care and the police as required.

8.4 Conflict Resolution vs. Retaliation

At Grange Park, we teach children to seek help and use words, not actions, when they feel unsafe, upset, or hurt. While we understand that some children may feel the need to defend themselves, physical retaliation is not accepted as an excuse for hurting others. Staff will always support children in resolving conflict safely, fairly, and restoratively. Children are explicitly taught that they must walk away and tell an adult, and that physical retaliation will still lead to a consequence.

8.5 Behaviour Off Site

The expectations of **Ready, Respectful, Safe** apply whenever pupils are representing Grange Park, including on trips, visits and other activities off site.

Pupils are expected to follow reasonable staff instructions and uphold the standards expected in school. Where behaviour causes significant concern, staff will prioritise safety and appropriate support. Where it is not possible or appropriate to address an incident fully during a visit, restorative work and follow-up will take place on return to school. Where necessary, the school may arrange for a pupil to return to school or make another appropriate arrangement.

8.6 Follow-Up and Review

Once the pupil is calm and regulated, appropriate follow-up may include:

- a restorative conversation;
- repair of relationships or property;
- reflection on what happened and what could help next time;
- communication with parents/carers;
- review of reasonable adjustments or support;
- involvement of the SENDCo, pastoral team or other appropriate staff;
- a Wellbeing Plan or other targeted support where appropriate;
- review of triggers, patterns and preventative strategies.

Where serious or repeated incidents occur, the school will consider whether additional assessment, support or changes to provision are required.

Our response to serious behaviour remains consistent with our wider approach: high expectations, clear boundaries, appropriate accountability and high levels of support.

9. Statutory Interventions and Regulatory Governance

9.1 Exclusions and Suspensions

Only the Headteacher has the authority to suspend or permanently exclude a pupil. Fixed-term suspensions are a last-resort statutory measure used only when extreme behaviour threatens school safety, or where all other interventions have failed.

Before deciding to suspend or permanently exclude, the Headteacher will:

- establish the facts and apply the balance of probabilities;
- consider the pupil's age, understanding, SEND, disability and individual circumstances, including any reasonable adjustments;
- take the pupil's views into account;
- ensure the decision is lawful, fair, reasonable and proportionate.

Following a suspension, the school will support the pupil's return and consider any appropriate pastoral support, reasonable adjustments or targeted intervention. A reintegration meeting may be used to support a successful return but cannot be a condition of returning to school.

All suspensions and permanent exclusions will be recorded and reported in accordance with statutory requirements and **Connects Suspension and Permanent Exclusion Policy.**

9.2 Restrictive Interventions, Including Use of Reasonable Force

Under Section 93 of the Education and Inspections Act 2006, staff have a lawful right to use reasonable force to prevent a pupil from injuring themselves or others, committing an offence, or causing serious damage to property. At Grange Park, our relational culture ensures this is extremely rare and used only as a last resort when all de-escalation strategies have been exhausted. Any physical intervention must

use the minimum force necessary for the shortest possible time, maintain the pupil's safety and dignity, and never be used as a punishment.

9.3 Seclusion and Isolation

The use of seclusion (confining a pupil alone in a room and preventing them from leaving) is strictly a safety-only, non-disciplinary measure. It is governed by rigorous statutory standards under Trust Policy: it must never be used as a sanction or warning; it requires continuous (not intermittent) sight-and-sound supervision by a designated staff member at all times; and staff must conduct a continuous dynamic assessment to release the pupil as soon as the immediate risk has passed.

9.4 Mandatory Recording & Parent Reporting

Every incident involving the use of restrictive intervention and or resonable force, or seclusion must be recorded in writing on CPOMS as soon as practicable, and no later than the end of the same school day. The record must document the pupil's specific needs, triggers, specific type and degree of force used, and the clear justification. Parents must be notified on the same day via an initial phone call and chat on the door, followed by details of the incident in writing (email or school portal) within 24 hours.

9.5 Searching and Confiscation

In accordance with DfE guidelines on searching, screening, and confiscation, the Headteacher and designated senior staff have the right to search for prohibited items (including weapons, alcohol, illegal drugs, or stolen property) with or without consent. Any harmful or prohibited items found will be confiscated and secure recording and parent reporting will take place immediately.

Appendix 1: Home-School Agreement

Grange Park
Primary School

Grange Park Primary School: Home-School Agreement

	Agreement for the School	Agreement for pupils	Agreement for parents
	As a school we will commit to:	As a pupil I will commit to:	As a parent I will commit to:
Character and Behaviour	Promoting our Character Traits and embedding it in all aspects of school life. Promoting the Grange Park Way 'Ready, Respectful and Safe'. Ensuring that positive behaviour is recognised and the 'Behaviour Pathway" is followed consistently.	Upholding our Character Traits and embedding it in all aspects of school life. Upholding the Grange Park Way 'Ready, Respectful and Safe'. Making positive behaviour choices, taking responsibility for my actions, and engaging in restorative conversations to help solve problems.	Supporting my child in upholding the Character Traits and embedding it in all aspects of school life. Supporting my child in upholding the Grange Park Way 'Ready, Respectful and Safe'. Working with the school to make sure my child behaves well. Encouraging my child to accept responsibility for their choices and supporting the consequences given in line with the schools behaviour policy.
Learning, Attendance and Uniform	Delivering a balanced and carefully planned curriculum, which meets the needs of all children. Providing regular home learning opportunities.	Coming to school every day, on time and ready to learn. Walking around the school building quietly and respectfully. Working hard and following instructions. Wearing the correct school uniform. Completing home learning on time and reading every day.	Bringing my child to school every day at the designated time. Encouraging my child to work hard and follow instruction. Ensuring my child wears the correct school uniform. Supporting my child in completing home learning tasks on time and reading every day.
Digital Safety and Technology	Ensuring children are aware of online safety and that the school Chromebooks use is regularly monitored. Focusing Chromebook use in school on active educational tasks rather than passive tasks.	Keeping myself safe and responsible online. Using my Chromebook at home for educational purposes only and for active educational tasks rather than passive tasks. Sticking to recommended daily time limits for all electronic devices. Following the Pupil Acceptable Use Agreement and the Chromebook Loan Agreement.	Ensuring my child is aware of online safety, including the risks associated with social media. Supporting the recommended daily screen time limits to prevent device addiction and promote a healthy digital diet. Monitoring my child's Chromebook use at home to ensure it is safe and focused on active, educational tasks rather than passive scrolling. Upholding the terms of the 1:1 Chromebook Parent Loan Agreement and Pupil Acceptable Use Agreement.

Grange Park
Primary School

Grange Park Primary School: Home-School Agreement

	Agreement for the School	Agreement for pupils	Agreement for parents
	As a school we will commit to:	As a pupil I will commit to:	As a parent I will commit to:
Communication and Partnership	Maintaining a polite and courteous and professional environment at all times. Informing parents regularly about their child's academic progress, behaviour and attendance. Communicating with parents to share positive news on progress, behaviour, attendance or punctuality. Communicating with parents if there are concerns regarding progress, behaviour, attendance or punctuality. Ensuring communication between the school and parents is effective.	Talking to a trusted adult in school if I'm unhappy and to keep trying until I am heard. Sharing my school day honestly with my parents and participating in restorative conversations to solve problems. Talking at home about what I learn at school to share my progress with my family. Participating in school life as an ambassador for Grange Park.	Maintaining polite, professional, and personal communication with the school at all times. Using a personal conversation or meeting as the required first step to resolve issues. Following the school's formal escalation pathway (starting with the Class Teacher); ensuring any escalated correspondence includes details of previous informal discussions and allowing reasonable time for matters to be looked into. Acknowledging that there may be multiple perspectives to a situation and remaining reasonable and proportionate when raising concerns. Focusing concerns solely on my own child, refraining from using collective platforms to raise concerns, and accepting that, to protect privacy, the school cannot discuss other children with me. Using parent WhatsApp groups only for sharing school information rather than discussing children, staff, or policy. Considering the ethical implications of using AI and ensuring correspondence remains authentic and personal.
Wellbeing, Environment and Community	Ensuring the safety, happiness and self-confidence of all pupils and encouraging them to do their best at all times. Providing opportunities for effectively reducing, reusing and recycling waste.	Being an ambassador for my school when I am off site. Reducing waste by reducing, reusing and recycling.	Speaking positively about the school and staff in front of my child to model a supportive relationship. Attending parent's meetings, concerts and assemblies. Keeping the school updated on any changes in circumstances that may affect my child's learning. Completing and returning all consent forms promptly. Supporting my child to reduce waste by reducing, reusing and recycling.


The Grange Park Way
Grange Park
Primary School
Ready
Respectful
Safe


The Grange Park Way
Grange Park
Primary School
Behaviour Pathway
First Reminder
Second Reminder
Consequence
Repair
Calm Space


Grange Park
Primary School
Respect
Resilience
Responsibility
Honesty
Compassion
Reliability
Generosity
Judgement
Self-control
Confidence
Gratitude
Environmental awareness
Determination
Autonomy
Reflection
Kindness
Collaboration
Curiosity
Resourcefulness
Reasoning
Loyalty
Courage
Forgiveness
Citizenship
Community awareness
Humility
Optimism
Fairness

Appendix 2: Restorative Script and Phrasing Guides

Restorative Question Script (The Micro-Script)

When dealing with behaviour incidents, staff utilise a standard set of restorative questions to structure reflective conversations. This script focuses on impact, resolution, and repair rather than blame:

1. **What happened?** Establishing the narrative from the child's perspective without judgment.
2. **What were you thinking/feeling at the time?** Connecting internal emotions with external behaviour.
3. **Who has been affected by your choices, and in what way?** Developing empathy and an understanding of wider social impact.
4. **What can we do to make things right?** Empowering the child to lead the resolution and determine active reparation.
5. **What could you do differently next time?** Identifying strategies for future self-regulation and positive choices.

Therapeutic Language & Positive Phrasing Stems

Staff use positive phrasing to disempower challenging behaviour and encourage co-regulation. These stems provide alternatives to negative commands:

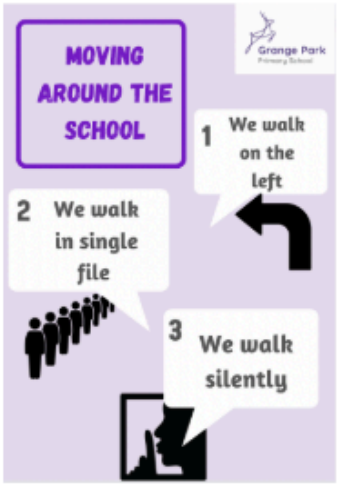
- **Positive Phrasing (Clear directives):** e.g., 'Stand next to me,' 'Put the toy on the table,' or 'Walk beside me' (instead of 'Don't run' or 'Stop touching').
- **Wondering Aloud (Curiosity stems):** e.g., 'I wonder if you're feeling frustrated right now,' or 'I can see that your hands are clenched, did I get that right?'
- **Limited Choices (Empowerment):** e.g., 'Would you like to complete this task at your desk or at the clipboard area?' or 'When we are inside, Lego or drawing?'
- **Disempowering the Behaviour:** e.g., 'You can listen from there in the quiet space,' or 'Come down in your own time, I am here when you are ready.'
- **De-escalation Script:** e.g., 'I can see you are angry. I am here to help you. Let's just stop and wait for a minute together to make sure everyone is safe.'

Appendix 3 Routines and Visuals








MOVING AROUND THE SCHOOL
1 We walk on the left
2 We walk in single file
3 We walk silently


MORNING ROUTINE
1 We say hello
2 We put our things away quietly
3 We start our early morning work


TRANSITIONS
1 We stand up
2 We get ready
3 We walk to where we are going


COMING IN FROM PLAY
1 The whistle blows once and we stop
2 We walk to our classroom or line when we hear the second whistle
3 We silently walk into the building


LOCKERS ROUTINE
1 We walk to our locker
2 We take our things out/put our things away quietly
3 We walk back to the classroom and show 'Ready'


Coming into assembly
1 We walk in in silence.
2 We sit and wait in silence (unless told otherwise)
3 We stop when we hear the adult clap.


Share with a friend
Peaceful Playtimes
Help your friend
Peaceful Playtimes
PROMISE
kind hands
calm bodies
caring words


DELIGHTFUL DINING HALLS
BE READY
We line up in our legendary lines
BE RESPECTFUL
We use kind hands, calm bodies and caring words
BE SAFE
We stay seated while eating
BE RESPONSIBLE
We only take what we need
FOLLOW DIRECTIONS
We follow adult instructions straight away

Behaviour Tweak	Brief description
Considerate Connections	Recognising how subtle words, actions and behaviours can affect others, including exclusion, leaving people out, unkind looks, hurtful jokes and friendship manipulation. Promoting kindness, inclusion and positive friendships so everyone feels valued and belongs.
Delightful Dining Halls	Creating a calm, pleasant and safe dining experience by using good manners, speaking respectfully, following routines, remaining seated whilst eating and showing consideration for others and the dining environment.
Excellent Environments	Taking pride in our school by keeping classrooms, corridors, playgrounds and shared spaces clean, tidy and safe.
Legendary Lines	Lining up promptly, calmly and safely, facing forwards, keeping hands and feet to ourselves, remaining in single file and listening to adults.
Marvellous Manners	Using good manners, including saying please and thank you, greeting others politely and showing consideration and gratitude.
Peaceful Playtimes	Helping everyone enjoy playtimes by playing fairly, including others, using equipment safely, resolving disagreements respectfully and seeking adult help when needed. We use kind hands, calm bodies and caring words. Football-specific play is strictly restricted to allocated coaching times.
Respectful Reactions	Managing feelings and responding to disagreements, frustration and challenges in a calm, respectful and safe way.
Safe Searchers	Using the internet and digital devices safely and responsibly, making sensible choices and knowing when to seek adult help.
Terrific Toilets	Using the toilets respectfully, hygienically and safely, respecting privacy and leaving the space clean and tidy.
Wonderful Walking	Moving calmly and safely around school, walking sensibly, giving others space and following expectations in corridors and shared areas.