



Grange Park Primary School

Personal Development and Behaviour for Learning Guidelines

1. Intent

At Grange Park Primary School, we believe that personal development is a key building block for success and a fundamental part in a child's learning and development. The intent of our Personal Development curriculum is for it to be accessible to all, regardless of background and for it to maximise the outcomes for every child so that they know more, remember more and understand more. We want children that are responsible, respectful and above all else are active citizens in the diverse communities that they live in. Through a growth mindset and character education, our aim is that children are able to recognise, understand and develop the character traits that are needed to be able to live meaningful lives, reach their full potential and live alongside others in harmony whilst understanding what is morally and ethically right. Children at Grange Park Primary School are encouraged to develop their individual character, learn how to stay safe and healthy (both physically and mentally) and develop knowledge to ensure they are well equipped for the future.

We want all pupils to:

- Actively demonstrate our core values of **Respect, Resilience and Responsibility** in all that they do.
- Build on the values to develop **wider aspects of character** to inform their motivation and guide their behaviour: confidence, kindness, courage, empathy, honesty, generosity, integrity, humility, sense of justice.
- Make a positive and **tangible contribution to school life and our wider community**, actively supporting the wellbeing of other pupils.
- Develop and deepen an understanding of the fundamental **British values** of democracy, individual liberty, the rule of law, mutual respect and tolerance.
- Understand that **differences are positive** and that individual characteristics make people unique, promoting an inclusive environment that meets the needs of all pupils, irrespective of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation.
- Develop the knowledge and skills to keep themselves **mentally and physically healthy**.
- Develop an age-appropriate understanding of **healthy relationships**.
- Recognise **online and offline risks** to their well-being and be equipped to make the right choices and keep themselves safe.
- Be **"spiritually" aware** with the ability to be reflective about their own and other feelings, values and beliefs and faith, religious or otherwise; to have a sense of enjoyment and fascination in learning about themselves, others and the world around them, using imagination and creativity in their learning.
- Be **ready for the next phase of education**, equipped to make the transition successfully.
- Be **responsible, respectful and active** citizens who are able to play their part and become **actively involved in public life as adults**

2. Implementation

Our focus on personal development and "character," are seen through the life of our school:

- Our **3Rs** (core values) and **The Big 3** (school rules) are high profile and continually referred to, within wider aspects of **character, and an understanding of British values**.
- We have a strong focus on developing **positive relationships** between children and adults.
- Our **PSHE/RSE/Health and Wellbeing curriculum** follows the Jigsaw scheme of learning and is based on the themes of 'Being Me in My World, Celebrating Differences, Dreams and Goals, Healthy Me, Relationships and Changing Me'. Each session includes **Mindfulness** activities.
- We have a half termly **Character** focus which is taught through a series of assemblies where the character traits are explored and discussed through stories, moral dilemmas and real life experiences.
- Classes have regular '**circle time**', and have a '**Trust Box**' to enable communication from children about any issues and discussion around the core values and wider aspects of character.
- A planned, sequenced programme of **assemblies**, focusses on our core values, character traits, personal and social development and moral and spiritual themes.
- Pupils are made aware of **current affairs**, for example through following "Newsround" and "First News" in KS2 .
- There are planned opportunities for **debate**, linked to our focus on Oracy and the development of speaking and listening skills.
- We have a variety of **after school clubs** to extend pupils personal development, interests and opportunities, giving pupils the chance to demonstrate our values and behavioural dispositions in a different context.
- Through our **Acts of Kindness** programme, pupils are encouraged **to engage, discuss and reflect on civic**

and moral virtues, supporting the local community and charities.

- We create partnerships with **community organisations** to support and work with us (e.g. Felix Project, local religious groups).
- We provide pupils with opportunities to take positions of **leadership** (eg School Parliament; Eco Ambassadors; Anti-Bullying Ambassadors; Class monitors; tour guides and Playground PALs (Play Activity Leaders)).
- We **recognise and celebrate** the display of positive characteristics by: **using a class recognition board**; sharing achievements with neighbouring classes and SLT; **Achievement assemblies**; Special mentions and Always Stars, presenting children with positive notes such as a Grange Park Proud Post slip, which they can take home and share with their families.
- We use **restorative practice**: Pupils are given the opportunity to explain how the incident has affected them, and how it can be put right, including any consequences. This empowers pupils and is a strong motivator to encourage responsibility for actions.
- The **school and global environment** is a focus, including use of the **school allotments and forest school**. We are an **Eco Schools Green Flag school**.
- Providing opportunities to appreciate, participate and respond positively to a **wide range of artistic, musical, sporting and cultural opportunities**.
- Supporting pupils' **mental and physical health**. By providing Forest School nurture groups, ELSA emotional literacy support and access to a Learning Mentor.
- Providing opportunities for supporting **spiritual awareness, awe and wonder**.
- All new staff and trainees receive training in the policy implementation.
- Staff, children, parents and governors to be regularly consulted and informed of any changes.
- **Level 3 behaviour incidents** and **Physical Interventions** are recorded, tracked and monitored and support provided where necessary.

3. Roles & responsibilities

We believe that all stakeholders have a shared responsibility for their own behaviour and the behaviour of others.

ROLES AND RESPONSIBILITIES	Staff & Governors	Child	Parent
Actively promote positive behaviour and respect	✓	✓	✓
Support the school's policy for behaviour and discipline	✓	✓	✓
Actively follow and promote the values at all times	✓	✓	
Act as examples of desirable behaviour	✓	✓	✓
Monitor the welfare of the pupils, recording incidents /causes for concern	✓		
Deal with incidents fairly and consistently, using restorative techniques	✓		
Celebrate success when achieved	✓	✓	✓
Encourage and build healthy, positive and supportive relationships between all members of the community	✓	✓	✓
Provide opportunities for children to assume positions of responsibility and leadership	✓		
Treat everyone in the school community with kindness and respect	✓	✓	✓
Strive for success in all areas of school life	✓	✓	
Take responsibility for their own behaviour and an active role in resolving issues	✓	✓	✓
Tell adults if they (or others) are upset or have a problem		✓	

Behave appropriately when representing the school e.g. on a school trip, sports event, travelling between home and school		✓	
Take care of school property, personal possessions and those of others		✓	
Ensure their child's regular attendance and punctuality			✓
Inform the school of any circumstances which may affect their children's well being, behaviour or ability to maintain relationships			✓
Attend meetings to discuss issues regarding their children			✓
Show courtesy and respect to all members of the school community	✓	✓	✓
Act as a good role model to their child			✓

4. Promoting positive behaviour

All members of the school are valued as individuals. Our ethos is to create an environment in which positive behaviour is encouraged and reinforced, and positive attitudes fostered. We promote the right for children to speak out and seek help in all aspects of their wellbeing. We believe that praise and reward is key to creating a positive atmosphere where children have the opportunity to succeed. Adults will lead by example and model good practice.

Whole school strategies

- Knowing, valuing and supporting every child to achieve by building strong relationships.
- Reinforcing expectations by referring to **Ready, Respectful and Safe** and **Respect, Responsibility and Resilience** in dialogue with children.
- Taking time to welcome pupils at the start of the day/transitions (with a first name basis to promote personal relationships).
- Teaching and modelling the behaviours associated with our three rules: **Ready, Respectful and Safe**.
- Giving first attention to best conduct, noticing and praising positives all of the time - **RIP** (reprimanding in private where possible) and **PIP** (praising in public).
- Celebrate children whose efforts go **above and beyond**.
- Being **consistent, certain and clear** and allowing 'take up time' when going through the steps before a consequence. Following up every time, retaining ownership and engaging in reflective dialogue with children.
- Recognising positive behaviour, using recognition boards, Grange Park Proud Post slips, 'Gotcha' family tokens, Headteacher/Deputy Headteacher awards and special mentions in assemblies.
- Ensuring follow up conversations take place and consequences are clear and communicated.
- Allowing children to have a fresh start once an incident has been addressed.
- 'Circle Time' activities or explicit PSHE lessons where positive character traits and values are explored and discussed.
- Working in partnership with other agencies e.g. the Behaviour Support Service (SWERRL) and My Young Minds, within a class, group or individually.
- Encouraging children to be motivated intrinsically through study of growth mindset and learning about the difference individuals can make.
- Using restorative practice to repair.
- Being fair and ensuring consequences are proportionate and tailored to the child when appropriate.
- Never walking past or ignoring pupils who are failing to meet expectations.

General classroom strategies include:

- Using a table / class seating plan until routines are established.
- Providing and sticking to a lining up order, for key children or the whole class until able to decide independently.
- Giving responsibilities / class 'jobs' / monitors.
- Using random selection to show fairness, eg, lolly sticks, straws, etc.
- Using Gotcha tokens.

- Sending pupils to another adult e.g Year Lead, partner class.
- Ensuring classroom organisation and routines are in place.
- Dealing with incidents on an individual basis, enabling personalisation as appropriate.
- Strategic ignoring and positive redirection, highlighting the good example of others, through use of positive sentence stems.
- Using reflection time with an adult to talk about and consider the Big 3, 3Rs (values), etc.
- Following the 'Behaviour Pathway' and giving verbal reminders before responding to behaviour that does not meet our expectations using possible consequences.
- Ensuring follow up conversations take place and consequences are clear and communicated.
- Allowing children to have a fresh start once an incident has been addressed.

Supporting children who need a personalised approach

Some children may need extra support to develop positive behaviour and personal qualities, especially if they have experienced difficult life events. Children with Social, Emotional and Mental Health (SEMH) needs may behave differently because of their past experiences. Some children may have had to manage big feelings or difficult situations without consistent adult support. For example, they may have experienced family disruption, loss, or changes that made them feel like they had to take care of themselves. This can affect how they trust others or respond to help from adults.

Children learn about themselves and the world through the relationships they have with adults. Trusting adults can be hard for children who have not always felt safe or supported. In order to build healthy, respectful relationships with others, children first need to feel safe depending on adults.

When a child shows behaviour that seems challenging, there is usually a reason behind it. At our school, we believe that all behaviour is a form of communication. It is our role, as the adults working with them, to understand what that behaviour is trying to tell us—what need or feeling might be behind it. When children need extra support, we work as a team—school staff, families, and sometimes external professionals—to create a safe, consistent and nurturing environment that helps every child succeed.

Some children may need more support than others. This may include a personalised approach, such as:

- Having a trusted adult 'check-in' regularly
- Utilizing co-regulation strategies.
- Using a Wellbeing Support Plan - a personalised plan that outlines key information about the child—what helps them feel calm, what triggers difficult feelings, and strategies that support them best when they are dysregulated.
- Adapting routines or classroom environments - we may offer quieter spaces, visual timetables, or more movement breaks to help the child feel more regulated and focused.
- Teaching emotional regulation and social skills - some children need to be explicitly taught how to name and manage feelings, ask for help, or take turns. These skills are modelled and practised through small group, one-to-one work or whole class learning around the 'Zones of Regulation'.
- Working closely with families
- Collaborating with external services - where needed, we may seek additional support from professionals such as educational psychologists, behaviour outreach teams, or mental health practitioners.

Remember:

- We use positive strategies whenever possible.
- Our aim is to model and teach children so that they can manage basic routines independently, however this will depend upon their age and stage of maturity, and so should be adapted as they develop.
- A firm, assertive voice can be used without shouting.
- Individualised 'Class Codes/agreements' should be developed with the children at the start of the year, using the Big 3 expectations, this should be referred to and revisited regularly, asking children to articulate where elements of the code have or have not been met.
- Use a system to track warnings if necessary, but don't write names on the board.

5. Behaviour that does not meet our expectations

While we aim to ensure that all children behave in an acceptable way, by following our positive ethos, on rare occasions children's behaviour can be unacceptable and they may require additional support. The following are examples of

unacceptable behaviour in our schools, with guidance as to how this may be managed.

Guidance regarding levels of behaviour that does not meet our expectations

Types of behaviour	Strategies/consequences	Follow up/Repair
<u>Positive behaviour:</u> Enabling good learning for self and others Taking responsibility for what you say and do Being kind to others as well as yourself Looking after property Saying please and thank you and having good manners Showing respect towards others Making sensible, safe choices Listening to others/ Holding the door open for others Displaying the schools values and character traits	Positive Praise - verbal and non verbal recognition Class recognition board Special mentions and Always Stars awards Grange Park Proud Post 'Gotcha' token Phone call or email home Visit to another teacher or AHT, DHT, HT Whole class reward system	<i>Praise and recognition</i>
<u>Disruptive or Off-Task Behaviour - (Level 1)</u> Examples include: calling out, swinging on chairs, wandering around the class without permission, fussing or distracting others, swearing or spitting on the ground, bringing sweets or chewing gum to school, lying or making faces or gestures, being careless with school equipment, running inside or pushing in the line, play fighting or unwanted physical contact.	Calm conversation with the adult Repositioning within the group The Grange Park Pathway Shadowing the teacher or time in with an adult Verbal apology In-class resetting using the Calm Space and Reflect and Reset sheet Parents informed verbally (could be by telephone or at home time)	<i>Reflection time</i>
<u>Unkind or Disruptive Behaviour (recorded on CPOMS and reported to CT/AL)- (Level 2)</u> Examples include: Repeating any of the above when asked not to, pushing/shoving, answering back/mumbling under breath, spoiling someone's work, name calling/teasing/spreading rumours, refusing to follow instructions, persistent lying, breaking/damaging property on purpose, throwing objects around the room, frequent disruptions	1:1 reminder of expectations The Grange Park Pathway Reflection time at break and/or lunchtime with CT/Shadowing adult Being spoken to about the consequences of their behaviour/Restorative conversation by an AL Complete work in own time In-class resetting using the Calm Space and Reflect and Reset sheet Written apology Relocation to another class Phone call home	<i>Restorative meeting</i>
<u>Serious Behaviour (always recorded on CPOMS and reported to CT/AL or headship) - (Level 3)</u> Persisting with any of the above after being asked to stop, verbal abuse towards others including swearing, leaving the classroom without permission, stealing, hitting/kicking/punching, throwing objects to hurt someone, spitting at a child/adult, verbal abuse (including online), blatant	The Grange Park Pathway Reflection time at break and/or lunchtime with CT/SLT Community Service Loss of privilege e.g. Verbal/Written apology Being spoken to by a member of headship Meeting with parent with or without the child in attendance Behaviour contract between pupil, parent and	<i>Restorative meeting</i>

dishonesty/ refusal to take responsibility/refusal to follow instructions, Graffiti/vandalism/wilful destruction of the school environment or property, Inappropriate use of social media, Bringing the school into disrepute, before, during or after school,	teacher with specific targets and time scale Parents informed in writing In-school exclusion – child relocated or supervised by SLT	
<u>Top Tier Serious Behaviour (always recorded on CPOMS, reported to CT/AL and headship, and thoroughly investigated using form) - (Level 3 Top Tier)</u> Fighting, using discriminatory/prejudicial language or actions (including online), bullying or extortion - including prejudice-based and discriminatory bullying. (Including online) Possession / use of weapons, drugs, alcohol, cigarettes or other inappropriate materials, inappropriate sexualised behaviour including sexual violence (this may include an online element which facilitates, threatens and/or encourages sexual violence) including online, sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment which maybe stand alone or part of a broader pattern of abuse, consensual and non-consensual sharing of nude and semi-nude images and/or videos, upskirting, initiation/hazing type violence and ritual	Senior staff investigating and recording behaviour Parents informed in writing (copy kept on file) Being spoken to by Headteacher and parents together Regular monitoring of work or behaviour by SLT Suspension (this can include lunchtime suspensions) Support requested from outside agencies, eg, BSS, EP, police, MASH Permanent Exclusion	<i>Reintegration meeting/ Restorative meeting</i>

Self-defence

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 and fairly.

Children are explicitly taught that:

- They must walk away and tell an adult if someone is hurting or upsetting them.
- Responding with physical aggression — even if they feel provoked — is not the right choice and will still lead to a consequence.
- Adults will always take the time to listen and support them if they feel they have been mistreated.

This approach helps ensure all children feel safe, supported and protected by the adults around them.

Right to search and confiscation

Headteachers and their designated staff have the right to search for prohibited items with or without consent: Advice for Schools July 2022'.

Inappropriate items may be confiscated. These will be returned after a designated time (up to a week) to either the child or parent.

Restorative practice

All members of the school community will try to use restorative strategies to repair relationships. Individuals are given the opportunity to rehearse conversations before being brought together for a meeting. A 'script' is available for staff and children to use to structure the supported restorative conversations, which all staff can carry on their person. The children are given the opportunity to explain how the incident has affected them, and how it can be put right, including any

consequences. This empowers children, and is a strong motivator to encourage children to take responsibility for their actions, so that the behaviours are reduced.

Exclusion and suspension

Only the headteacher may suspend or permanently exclude a child, which is a sanction for serious acts of inappropriate behaviour. When used, the reason for suspension/exclusion must be explained to the child and their parent(s), recorded on file, and the school must follow DfE guidelines: Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement

7. Recording incidents

- A CPOMs incident is completed for Level 2 or above incidents. Level 3 behaviour is reported to SLT. A Serious Incident Form (SIF) is completed for Level 3 or above if CPOMs is inaccessible. These are then added to CPOMs in retrospect.
- Any parent communication that takes place for Level 3 or persistent Level 2 incidents, **must** be logged on CPOMs along with any actions.
- The Headteacher will be informed of Level 3 incidents when considering exclusion.
- Exclusions and Level 3 incidents will be monitored by the lead for Behaviour, for termly reporting to Local Governing Board and where necessary the Local Authority.

8. Bullying, racial and prejudicial Incidents

Grange Park takes all forms of bullying, prejudice and discrimination extremely seriously. This includes incidents related to race, gender, religion, disability, sexuality, or any other protected characteristic, as well as concerns around radicalisation. Such behaviour is not tolerated under any circumstances.

Our school is committed to providing a safe, inclusive and respectful environment for all pupils and staff. We have a zero-tolerance approach to any form of bullying or behaviour that targets individuals or groups based on protected characteristics, including but not limited to race, religion, gender, sexual orientation, disability, or family background.

All incidents of bullying, prejudice or discriminatory behaviour—whether physical, verbal, emotional, online or indirect—will be taken seriously, thoroughly investigated, recorded, and responded to promptly.

Examples of such behaviour include, but are not limited to:

- Racist language, stereotyping, or exclusion based on ethnicity or skin colour
- Homophobic or transphobic language or actions, including misuse of pronouns
- Sexist or misogynistic language or behaviour
- Ableist comments or exclusion of pupils with additional needs
- Religious discrimination or mocking of beliefs and practices
- Other prejudicial behaviours such as classism or appearance-based bullying

We prioritise the impact of the behaviour on the victim and will respond accordingly, regardless of intent. All staff have a duty to respond to and report these incidents to senior leadership immediately. Parents and carers will be informed as appropriate and involved in the resolution process.

Sanctions will be applied following the school's graduated behaviour response, alongside restorative approaches designed to educate and support positive relationships. Support will be offered to all parties involved to promote healing and understanding.

Any member of staff who becomes aware of an incident or allegation must follow the procedures outlined in the school's Anti-Bullying and Anti-Racism Statement. All incidents must be reported to a member of the Senior Leadership Team (SLT) and recorded promptly on CPOMs.

Level 3 incidents are reported to the Local Governing Board termly for each school.

9. Sexual harassment, online sexual abuse and/or sexual violence incidents

At Grange Park, we take an *"it could happen here"* approach to all safeguarding concerns. Any allegation of sexual

harassment, online sexual abuse, or sexual violence is treated with the utmost seriousness. Such behaviour is never tolerated and is addressed promptly, sensitively, and in line with statutory guidance.

All staff must report any concern of this nature to a member of the Senior Leadership Team (SLT) without delay. Incidents should be recorded on **CPOMs** or using the school's **Cause for Concern form**, as appropriate.

Level 3 incidents are reported to the Local Governing Board each term.

10. Use of Reasonable Force and Positive Handling

At Grange Park, our behaviour culture prioritises relationships, preventative strategies, and de-escalation. The use of reasonable force or restrictive interventions is extremely rare and only used as a **last resort**—when there is **no viable alternative** and there is an immediate **risk of harm to pupils, staff, others**, or serious damage to property.

Section 93 of the Education and Inspections Act 2006 affirms the lawful right for a member of staff to use reasonable force. It says, "School staff may use such force as is reasonable in the circumstances to prevent a pupil from doing, or continuing to do, any of the following:

- Committing any offence (or for a pupil under the age of criminal responsibility, what would be an offence for an older pupil)
- Causing personal injury to, or damage to the property of, any person (including the pupil)
- Engaging in any behaviour prejudicial to the maintenance of good order and discipline at the school, or among any pupils receiving education at the school, whether during a teaching session or otherwise".

Every significant incident involving such measures will be:

- **Recorded immediately**, including detail about the pupil, staff involved, context, and how force was used.
- **Reported "as soon as practicable" to parents or carers**, unless doing so poses a risk to the child

Key staff are trained in PRICE (Protecting Rights in a Caring Environment), and all incidents are handled according to the **Physical Intervention Policy**—with post-incident debrief, support for those involved, and a restorative follow-up.

