



KERESLEY GRANGE
PRIMARY SCHOOL

BELONG | BELIEVE | ACHIEVE

Positive Relationships and Behaviour Policy

September 2026

Policy last reviewed: June 2026

Reviewed by: John Astley, June 2026

Agreed by governors: June 2026

Shared with staff: 1st September 2026

Frequency of review: Annually

Date of next review: September 2027

1 Statement of behaviour intentions

“Visible consistency with visible kindness allows exceptional behaviour to flourish.”

Paul Dix

The staff and Governors at Keresley Grange Primary School are committed to maintaining high expectations of behaviour, underpinned by our school rules. It is understood that all behaviour is communication and it is the role of the adults to diagnose, support and challenge this communication. Relationships are key to ensuring success with this – between pupils, between staff, and, crucially, between pupils and staff. It is our job to help children to learn about how to have and maintain positive relationships and the impact that one person’s actions can have on another person, both positively and negatively. It is accepted that things will go wrong with relationships and it is important that the behaviour is dealt with, learned from, and relationships repaired afterwards. Our approach to behaviour is underpinned specifically by the work of Paul Dix. Effective work with behaviour is a team approach and one which every member of staff working at Keresley Grange is in agreement with:

“Behaviour management is a team sport. It needs a team discipline, ethos and look. To get the behaviour you want there can be no gaps between the adults on what matters. It is this consistency that is most important.”

— **Paul Dix, When the Adults Change, Everything Changes: Seismic shifts in school behaviour**

Children will not be “punished” for poor behaviour but may receive proportionate consequences to help them to learn about how to make things better.

The purpose of this policy is to give a clear code of conduct for the use of all at Keresley Grange Primary School, both adults and pupils. It has been written following discussion with staff, parents, Governors and pupils and reflects the values and principles that we consider to be important for learning to flourish at our school. This policy should not be seen as something static, but must be responsive to changes within the school.

1.1 Language:

Language is pivotal to effective behaviour management. Some vocabulary is unhelpful when discussing behaviour and supporting children in their learning. It is always accepted by staff at Keresley Grange that it is the behaviour and not the child that is being discussed, either positively or developmentally.

Consistency and predictability of language are critical to effective behaviour management and so key scripted responses to any unwanted behaviour are used.

1.2 Principles

The following principles underpin our approach to behaviour at Keresley Grange:

- To provide a shared understanding, to parents, pupils and staff members, of how pupils are expected to behave inside and outside of the classroom.
- For staff to project themselves as good role models, co-operating and supporting one another and treating colleagues and pupils with courtesy, consideration and respect.
- For staff to have high standard of pupil expectation in all aspects of work.
- To provide a consistency in defining what we consider to be unwanted behaviours and the relevant levels.
- To outline what parents, children and staff members are all accountable for when responding to behaviour.
- To encourage children to accept age-appropriate degrees of responsibility, both in and out of the classroom with the purpose of promoting independence, self-regulation and trustworthiness.
- To establish the right conditions for a happy working atmosphere in school by promoting the pastoral care of children, with staff giving support and guidance to each individual child.
- To consistently and fairly implement reward and consequence systems.
- To provide a safe place for children to voice their worries and be confident that they are addressed through the Curriculum.
- To encourage school/parental partnership, to promote children's education and maintain standards of behaviour
- For all adults working in school to understand how children can best learn and concentrate and adapt the curriculum and teaching pedagogies to meet the needs of all learners and ensure active participation in learning

Other relevant policies:

- Anti-Bullying Policy;
- SEND Policy;
- Attendance Policy;
- Parent code of conduct
- Safeguarding
- Suspension and Exclusion

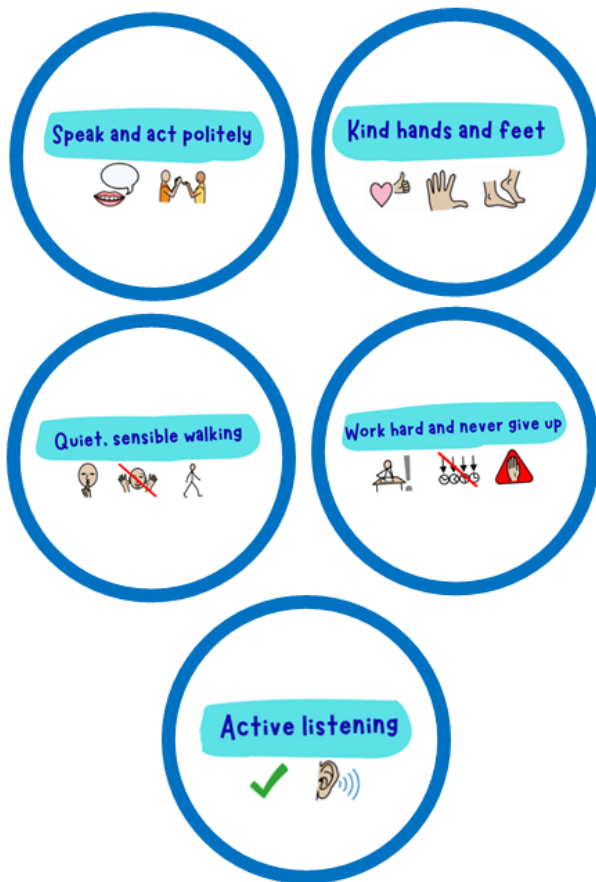
2 Implementation

Adults need to establish consistent levels of acceptable behaviour with the support of parents, governors and management. Positive expectations, praise, regard and being a role model are the key to promoting positive learning behaviours. Pupils need to know what these positive learning behaviours are and how they impact on learning. They need to receive consistent positive

encouragement as means of motivation. They need to be explicitly taught to manage their own behaviour within PSHE lessons, through My Happy Mind lessons, assemblies and class discussions. Adults need to recognise that establishing effective conditions for learning will impact dramatically on pupils' outcomes in learning. All adults in school use the Keresley Grange rules and values and a class charter consistently to promote positive behaviour.

2.1 Five Simple Rules

All adults and children working at Keresley Grange agree to follow the five school rules which are understood by all and children are trained in what they mean and look like in:



Rules are visible around school, on lanyards which staff wear

All behaviour discussions must reference one or more of the rules.

In addition to this, to gain attention of any group of children, staff raise their hand straight in the air and children expected to stop what they are doing and put their hand up as well. Children are trained up to use this method from Reception so become used to it across the school. In Reception (and KS1), chimes may be used as an aural reminder or notification that hands are going up to help children to learn the process.

3 Consistency

"Behaviour management is a team sport. It needs a team discipline, ethos and look. To get the behaviour you want there can be no gaps between the adults on what matters. It is this consistency that is most important."

— Paul Dix, *When the Adults Change, Everything Changes: Seismic shifts in school behaviour*

All responses to behaviour, both positive and negative, must be consistently applied for it to be successful.

Staff at Keresley Grange ensure consistency through:

- Visual reminders of the school rules throughout the school – these will be displayed under each interactive whiteboard and on classroom doors
- Regular meetings and training about working with children who present with behaviour that challenges
- Use of the rules to reinforce positive behaviour, set expectations and in conversations when things go wrong
- Use of the Reflection Book to discuss when things have gone wrong
- Awarding of Track It Lights (both positive and negative)
- Regular monitoring through observation, analysis of data and pupil voice
- School 'family groups' of cross-school classes working alongside each other and staff supporting each other
- Regular reminders for children about what the rules mean and how they can be applied and followed and what happens if they are not followed – through assemblies, lessons, class discussions

4 Positive Rewards

We prefer to offer pupils rewards for positive behaviour and effort shown inside and outside of school. A number of strategies are used to reinforce positive behaviour whilst in school. We believe that rewards motivate pupils and help them to see that good behaviour is rewarded.

These rewards are used consistently across the school so that children know that their positive behaviour will be rewarded and is appreciated:

- Positive comments in pupil's work;
- Verbal feedback;
- Taking excellent work to another teacher and to the Head teacher for praise and stickers;
- A weekly 'Respect Star Assembly' where Keresley Grange Values certificates are awarded to celebrate pupil's achievements;
- Sharing achievements with parents (regular messages via class email; verbal positive feedback; Praise Postcards, sent to praise individual pupils at least half termly);
- Celebration of work through the school newsletter and school website;

- 'Ask Me About' stickers which state what the child has received the award for (and encourages staff and other adults to ask them about their achievements)
- Individual 'Green' merit points are awarded in class and around school for positive behaviour, effort in class work; Individual certificates are awarded to pupils for merit points. Merit points are linked back to school rules. Each child is part of a Merit House and their individual merits contribute towards the Merit House total points. These are recorded on Track It Lights at the point of attaining them. **These are displayed publicly on Track It Lights to promote the importance of positive behaviour to peers.**

Reward	Number of 'Green' merit points
Bronze	50
Silver	100
Gold	200
Platinum	300
Diamond	400

- Each child will be allocated to a 'house' and individual points contribute towards whole 'house' rewards:
 - ☀ **Beacon** – guiding others
 - ⚡ **Spark** – creativity and ideas
 - 🕒 **Quest** – curiosity and learning
 - 📖 **Horizon** – ambition and growth
- Classes will also work towards achieving behaviour rewards each half term using score behaviour bingo cards. Completion of the board successfully will result in whole class rewards as relevant (eg trip to park, movie afternoon)

Narnia			
Everyone arrives on time for a week	Achieve 100% effort in a lesson as recognised by the teacher.	Move between lessons calmly and quietly all day.	Whole class litter-picks at play time.
Show resilience	Receive a whole-class compliment from the Headteacher.	Whole class completes homework on time for three weeks	Whole class follows instructions first time all day
Walk to and from assembly perfectly.	FREE SPACE	Excellent behaviour during a school trip or special event.	100% attendance for a week
Line up quietly after every break for a whole week.	Receive a compliment from another adult for excellent corridor behaviour.	Walk quietly and sensibly around school for a whole day.	Voted Tidiest Classroom of the Week by the cleaners.

Other optional rewards that adults may choose to use in individual classes include ; Star student / commercial stickers or prizes.

5 'Unwanted behaviour' and 'Behaviour that challenges'

At Keresley Grange, we recognise that there will be occasions when children will display unwanted behaviours that are not in line with school expectations. This can happen for various reasons but it is understood by staff that behaviour can be communication. Sometimes children make choices about their behaviour that are the wrong choices. We will always strive to understand the reasons for the behaviour, in order to deal with it effectively. By ascertaining whether the behaviour is communication or chosen, adults in school can make a sound professional decision about how to address the behaviour and prevent it from happening again. This is where a team approach is important and relationships with and between children are paramount.

It is always important to address the behaviour and not the child. This will help the child to understand why that behaviour is not appropriate and to learn alternative responses in the future.

Unwanted behaviour or behaviour that challenges is defined as:

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude

We ensure that there is a consistent approach to dealing with such behaviours. In some cases, a polite reminder or verbal warning will be sufficient. If the problem continues, the adult will re-establish our school rules to ensure a mutual understanding and will try to work out with the pupil, how the problem can be resolved. At times, it may be necessary involve some sort of consequence to support the child in learning alternative behaviour responses in the future.

Serious behaviour that challenges is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual violence or assault of any kind
- 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, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - Knives or weapons
 - Items with the characteristics of weapons e.g. replicas
 - Mobile phones, cellular watches and linked devices such as smart watches.
 - Alcohol
 - Illegal drugs
 - Stolen items
 - Tobacco and cigarette papers
 - 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)

At Keresley Grange, we take the safety of our pupils seriously and will always deal appropriately with any serious behaviour that challenges.

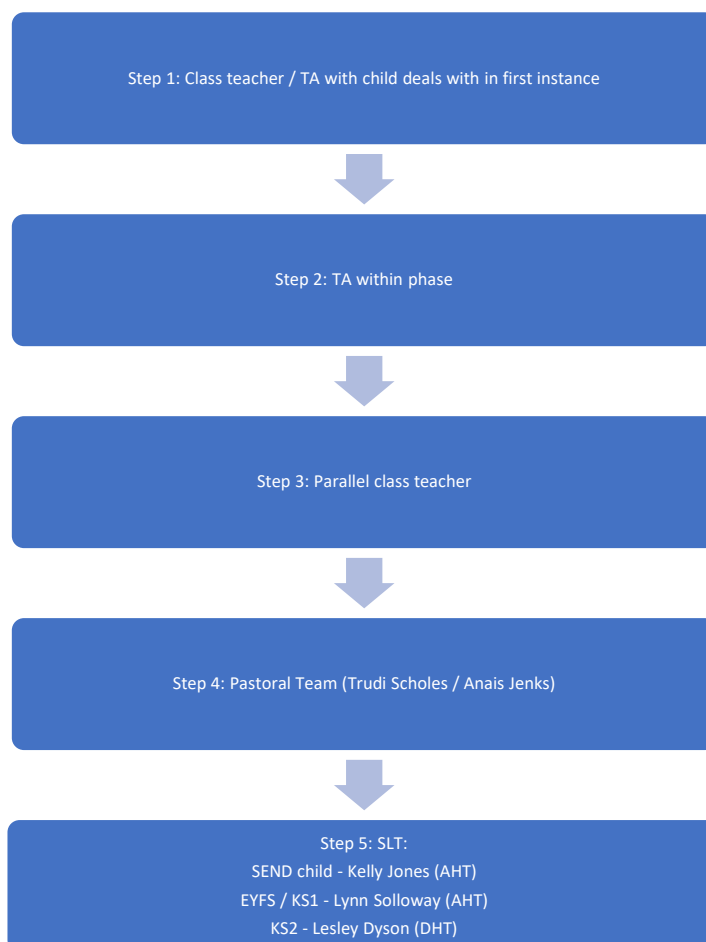
6 Process for dealing with unwanted or behaviour that challenges

The principles for how unwanted or challenging behaviour is dealt with follows Paul Dix's principles.

In summary, the process is:

- Initial scripted verbal response to the behaviour
- Use of restorative conversation
- Use of Reflection Book with the child
- Appropriate consequence given
- Logged on Track It Lights
- Parents informed
- For more serious incidents, a member of SLT or the Family & Wellbeing Lead will be consulted

A structured and tiered approach is important for children to understand the seriousness of any unwanted behaviour or behaviour that challenges. Where an incident occurs, the following process and should be followed, ensuring the most appropriate adult deals with the situation at that time:



If the SLT members deems it to be appropriate, the Headteacher will then become involved at Step 5 or as the final step.

Some children will have a named other adult in school who may be used to support at Steps 1 – 4 where needed.

See Section 13 for further detail about this process.

At lunchtimes, Midday Assistants and Teaching Assistants on duty will follow the behaviour principles in the first instance. If needed, a member of the Pastoral Team or Strategy Team will be on-call each day and must be contacted via Walkie Talkie to support.

Monday	Tuesday	Wednesday	Thursday	Friday
Wallis Duggan	Heloise Oliver	Wallis Duggan	Heloise Oliver	Trudi Scholes

Other members of the Pastoral and Senior Leadership Team will have proactive supportive roles throughout lunchtime.

7 Support

When a pupil displays unwanted behaviour or behaviour that challenges, it is always important that that all children involved receive support – both ‘perpetrator’ and ‘victim’. This is crucial to ensure that learning happens from this behaviour and so it is not repeated. Initially, it is the role of class staff working with the children to implement such support. If additional support is required, the child will be discussed at the weekly Pastoral Meeting and decisions will be made about deployment of a member of the Pastoral Team or external agency to the case. Supportive measures would always include a restorative conversation and discussion with parents or carers. Additional supportive measures may include:

- A period of additional monitoring
- Additional intervention or structured time with an adult or group of children
- Regular check-ins with SLT or Pastoral Team
- Additional 1:1 support
- Therapeutic or support through use of pastoral spaces (eg Forest Room)
- Adaptations or personalised curriculum for a period of time (and regularly reviewed)
- A behaviour check-in chart
- External agency support (eg counsellor, Mental Health in Schools Team, SEND professional, PCSOs, Futures Trust secondary school liaison staff)
- Use of an Alternative Provision or other Local Authority of Trust

8 Consequences

When a child displays unwanted behaviour or behaviour that challenges, a professional decision needs to be made about appropriate consequences for the action. Support may be appropriate in many situations to helping children to learn about better behaviour.

“Punishment doesn’t teach better behaviour, restorative conversations do.”

— Paul Dix, **When the Adults Change, Everything Changes: Seismic shifts in school behaviour**

“Exclusion and heavy sanctions meet the needs of some adults. They might temporarily relieve the disruption in the classroom. But they rarely meet the needs of the child.”

— Paul Dix, *When the Adults Change, Everything Changes: Seismic shifts in school behaviour*

If consequences are used, they must be proportionate to the incident and have a positive impact in improving things for the children involved. Staff should always make the best possible efforts to understand the underlying cause of the behaviours being displayed to support with professional decision-making about consequences.

There is a framework for the structure to how consequences should be delivered (**see section 13**). Each incident will be dealt with on a case-by-case situation, but consequences may include:

- Reflection time during play or lunch time
- Reflection with another teacher within Family Group or Phase
- Completion of work at another time or at home
- Writing a letter or meeting with victims
- Something to correct the behaviour – eg tidying, cleaning
- Helping an adult to complete a job
- A verbal warning
- Pupil will have reflection time during break or lunch
- Serious Behaviour Letter to parents and placed on the child’s file
- A period of internal reflection time where child is asked to complete work away from other children and spend time with a school leader, re-establishing expectations for behaviour (length dependent on incident)
- External suspension or permanent exclusion (as a last resort)

9 Difference

All children are different and respond differently to situations. At Keresley Grange, all staff agree that we have the same rules for all but we account for difference when responding to behaviour, positively or that which is unwanted or challenges. This means that all cases for behaviour are dealt with on a case-by-case basis. Children will be taught to understand differences but that it is the same rules for all through regular assemblies and in-class lessons and discussion. *Some children may have a personalised behaviour plan outlining specific interventions and protocols to support that child in successfully following the school rules.*

Some children may also require reasonable adaptations to their day in order to successfully follow the school rules. This might include strategies such as: regular movement breaks, use of sensory circuits, fiddle toys, wobble cushions.

10 Anti-Bullying

Bullying can be defined as *“behaviour by an individual or a group, repeated over time that intentionally hurts another individual either physically or emotionally”*. (DfE “Preventing and Tackling Bullying”, July 2017)

Bullying can include name calling, taunting, mocking, making offensive comments; kicking; hitting; taking belongings; producing offensive graffiti; gossiping; excluding people from groups and spreading hurtful and untruthful rumours. This includes the same unacceptable behaviours expressed online, sometimes called online or cyberbullying.

This can include: sending offensive, upsetting and inappropriate messages by phone, text, instant messenger, through gaming, websites, social media sites and apps, and sending offensive or degrading photos or videos.

Bullying is recognised by the school as being a form of child on child abuse. It can be emotionally abusive and can cause severe and adverse effects on children's emotional development.

Bullying can include:

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

Our School Anti Bullying Ethos

The Keresley Grange Primary School community recognises that all forms of bullying, especially if left unaddressed, can have a devastating effect on individuals; it can create a barrier to learning and have serious consequences for mental wellbeing.

By effectively preventing and tackling bullying our school can help to create a safe and disciplined environment, where pupils are able to learn and fulfil their potential.

Our Staff:

- Monitors and reviews our anti-bullying policy and practice on a regular basis.
- Supports staff to promote positive relationships to help prevent bullying.
- Recognises that some members of our community may be more vulnerable to bullying and its impact than others; this may include children with SEND. Being aware of this will help us to develop effective strategies to prevent bullying from happening and provide appropriate support, if required.
- Will intervene by identifying and tackling bullying behaviour appropriately and promptly.
- Ensures our pupils are aware that bullying concerns will be dealt with sensitively and effectively; that everyone should feel safe to learn and abide by the anti-bullying policy.
- Requires all members of the community to work with the school to uphold the anti-bullying policy.
- Recognises the potential impact of bullying on the wider family of those affected so will work in partnership with parents/carers regarding all reported bullying concerns and will seek to keep them informed at all stages.
- Will deal promptly with grievances regarding the school response to bullying in line with our complaints policy.
- Seeks to learn from good anti-bullying practice elsewhere.
- Utilises support from The Futures Trust, Local Authority and other relevant organisations when appropriate.

Responding to bullying

The following steps may be taken when dealing with all incidents of bullying reported to the school:

- If bullying is suspected or reported, the incident will be dealt with immediately by the member of staff who has been approached or witnessed the concern.
- The school will provide appropriate support for the person being bullied – making sure they are not at risk of immediate harm and will involve them in any decision-making, as appropriate.
- The Headteacher/Designated Safeguarding Lead (DSL) or another member of leadership staff will interview all parties involved and record the child's voice.
- The DSL will be informed of all bullying issues where there are safeguarding concerns.
- The school will speak with and inform other staff members, where appropriate.
- The school will ensure parents/carers are kept informed about the concern and action taken, as appropriate and in line with child protection and confidentiality policies.
- Consequences, as identified within the school behaviour policy, and support will be implemented in consultation with all parties concerned.

- If necessary, other agencies may be consulted or involved, such as the police, if a criminal offence has been committed, or other local services including early help or children's social care, if a child is felt to be at risk of significant harm.
- Where the bullying of or by pupils takes place off school site or outside of normal school hours (including cyberbullying), the school will ensure that the concern is fully investigated. If required, the DSL will collaborate with other schools.
- Appropriate action will be taken, including providing support and implementing sanctions in school in accordance with this policy and the school's behaviour policy.
- A clear and precise account of bullying incidents will be recorded on CPOMS by the school in accordance with existing procedures.
- This will include recording appropriate details regarding decisions and action taken.
- All parental concerns will be investigated.
- Parents will be involved in any serious cases of bullying.

11 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

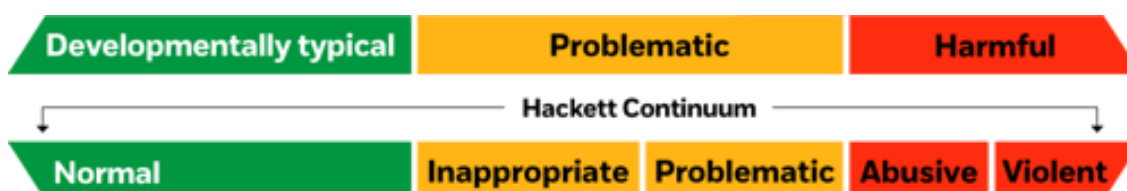
Considered

Supportive

Decided on a case-by-case basis

The Brook Traffic Light tool is used to support with decision-making around how to respond to such incidents. The DSL and Deputy DSLs are trained in its use.

Hackett's continuum presents sexualised behaviour as a range from 'normal' to 'inappropriate', 'problematic', 'abusive' and 'violent' (Hackett, 2010). This guide is used to distinguish sexual behaviours that are developmentally typical, problematic or harmful. [Responding to children who display sexualised behaviour \(nspcc.org.uk\)](https://www.nspcc.org.uk/keeping-children-safe/sexual-abuse-and-exploitation/sexual-behaviour-continuum/)



Consequences for sexual harassment and violence may include:

- A verbal warning
- Pupil will have reflection time during break or dinner
- Serious Behaviour Letter to parents
- A period of internal exclusion (length dependent on incident)
- External suspension or permanent exclusion (as a last resort)

In all cases, it is important that the victim and the perpetrator receive appropriate support which will always include liaison with parents and may include additional monitoring of the child,

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.

12 Off-site behaviour

Staff will follow the behaviour and relationships policy during all educational visits including residential trips. The focus should be on preventative measures at the planning stage and so measures such as additional staffing, senior staff, parents invited to support their child on the trip may be considered.

In some cases, rewarding behaviour or dealing with unwanted or behaviour that challenges may not be able to happen in a timely manner as it would in school. This will be considered by the staff planning and trip and a professional decision will be made about reasonable adaptations to the behaviour structures so that this can be facilitated effectively.

Consequences may be applied where a pupil has displayed unwanted behaviour off-site when representing the school. This means when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Consequences may also be applied where a pupil has displayed unwanted or behaviour that challenges off-site at any time, whether or not the conditions above apply, if the behaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school
- Involves bullying another child from the school outside of the school premises

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

13 Behaviour guidelines

At Keresley Grange Primary School we encourage good behaviour at all times but are aware that some children may find following the school rules a challenge in some situations. We have identified areas of **behaviour that may be unwanted or that may challenge** and placed them into three broad bands. The fourth band will be for incidents of **serious behaviour that challenges** which will be dealt with by Senior Leaders and the Pastoral Team and may include external agencies

Staff will use **Track It Lights** online to record behaviour incidents in their appropriate colours and behaviour that challenges and serious behaviour will also be added to CPOMS. **Track It Lights is used for both positive and negative behaviour.**

Positive behaviours will be displayed on Track It Lights on main class computer screens but any negative behaviours will not.

GREEN: Following the rules and values	I get rewarded with merits, Ask Me About stickers, postcards and more!	Children must know how important it is that they follow the rules and be rewarded for it	
---	--	--	--

ORANGE: Low-level, unwanted behaviour Adult will talk to me, I have to make my behaviour better / do something positive	• Verbal warning given BEFORE an orange • If behaviour persist - orange given. • Teachers to <u>reset standards</u> with child using school values at an appropriate time in class. • Adult who has spoken to child inform parent on the day of the behaviour • Continued behaviour will lead to Yellow - ensure children are clear about this.	Children with 3 repeated orange behaviours over a week to record all incidents on CPOMS (as 1 incident).
YELLOW: Unwanted behaviour Restorative chat, reflection time, maybe other consequence	• <u>Restorative conversation</u> with another teacher • <u>Miss 10 minutes of break or lunch</u> (to be supervised in the phase area (rotation of adult). This is the teacher's responsibility to manage. <i>ONLY if in the afternoon, reflection task completed at home. Reflection task kept by teacher.</i> • Teacher inform parent on the day	Children with 3 repeated yellow behaviours over a week- SLT to follow up with child and may require meeting with parent. Record repeated yellow incidents on CPOMS (as 1 event)
RED: Serious Behaviour Restorative chat, see member of SLT, further reflection, maybe: letter home, exclusion or suspension, meeting with parents	• Senior Leadership to complete <u>restorative conversation</u> with the child/ children • <u>Temporary loss of privileges and responsibilities</u> • A <u>reflection task completed and restorative conversation</u> with SLT. Reflection task added to CPOMS. • A member of the SLT will inform parent/s and a meeting with parent may be required. Recorded on CPOMS. SLT may deem the behaviour to be a serious incident and result in further consequences such as internal reflection, serious behaviour letters, exclusions or suspensions	Children with red behaviours will be tracked by SLT and may have behaviour monitored through START charts or regular check-ins with SLT. Multiple red behaviours in a half-term may result in a suspension or exclusion

In cases of a formal exclusion the Governors and Head teacher follow the procedures as set down by the Local Authority and Department for Education.

See additional guidance: [Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement \(publishing.service.gov.uk\)](#) Page 11+

See Suspension and Exclusion policy

13.1 Level 1 strategies to support Classroom Behaviour management

- Non – verbal ‘cue’ /a ‘look.’
- Use of movement break, Rest and Return areas
- Positive praise directed at others to spotlight desired behaviour.
- Gentle reminder [try not to start instructions with *don’t* or *stop*- instead try ‘Show me... or... Good...]

Supported by visuals [EYFS/KS1 or as necessary]

- Firm reminder – ensure to make explicit what you want them to do/ stop doing and the consequence.

Eg. ____ I’d like you to stop shouting out and instead, put your hand up if you want to say something. If you do this again, you may have to have reflection time at breaktime]

Adults will use the following method and script when speaking to children about an unwanted behaviour incident:

13.2 Method for speaking to children about their behaviour

1. Drop to the child’s level
2. Deliver the script as privately as possible
3. Use a calm and level tone
4. You don’t need eye contact
5. Don’t be drawn into a conversation of any kind (‘Be that as it may’)
6. Walk away and get back to teaching the class. Do not turn back. Allow ‘take up time’.
- 7.

13.3 Script to use when speaking to children about their behaviour

- I’ve noticed you are...
- It was the rule / value about ...that you did not follow
 - You have chosen to...
- Do you remember last....when you....
- That is who I need to see today.
- Thank you for listening.

These are both on the Keresley Grange Behaviour Blueprint poster in each classroom

14 Types of Behaviour

LEVEL 1 ORANGE	LEVEL 2 YELLOW	LEVEL 3
Not on task	Repeat of orange behaviour	Repeat of yellow behaviour
Not following instructions	Telling lies/getting others into trouble	Significant graffiti or damage to school property
Distracting others	Refusal to complete work	Leaving school premises without consent
Shouting out to interrupt	Minor graffiti on work or school property	Prejudice abuse- including racial, homophobic
Negative attitude	Verbal abuse to adults or peers	Stealing
Running inside	Rough play	Spitting
Grabbing others during play Being unkind	Provoked hurting another child	Harm towards living things
Being unkind		Child on child sexual
		Act of violence
		Bullying
		Serious verbal abuse

15 Roles and responsibilities

The Local Governing Committee

The Local Governing Committee is responsible for reviewing and approving the written behaviour policy.

The governing board will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

The Headteacher

The Headteacher is responsible for reviewing this behaviour policy in conjunction with the Local Governing Committee giving due consideration to the school's Intent with behaviour principles. The headteacher will also approve this policy.

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

Staff

Staff are responsible for:

- Contributing and agreeing to the behaviour policy.
- Implementing the behaviour policy consistently.
- Reinforcing positive behaviour using praise and reward.
- Following the guidance to act on behaviour incidences – refer to the levels and related sanctions.
- Use the compliance routine.
- Modelling positive behaviour and using consistent positive reinforcement.
- Providing a personalised approach to the specific behavioural needs of particular pupils.
- Recording behaviour incidents on Track It Lights [From Level 2 ORANGE onwards]

It is important that all staff are aware of their own responsibilities in a variety of situations/circumstances. In general, any member of staff who is on duty, taking assembly or teaching whole or groups of children, should have a lead role in using any rewards or consequences as stated in this policy to further encourage positive behaviour.

Behaviour is not just confined to the classroom and is an important part of whole-school ethos. ALL staff must remain vigilant with high expectations all of the time.

The senior leadership team will support staff in responding to behaviour incidents and support and monitor the consistency of the application of this policy.

Parents

Parents are expected to:

- Support their child in adhering to the pupil rules and applying the values.
- Inform the school of any changes in circumstances that may affect their child's behaviour.
- Discuss any behavioural concerns with the class teacher promptly.
- Support school in a consistent approach to behaviour.

Pupils

Pupils are expected to follow the rules and apply the values, as stated on page 4.

16 Behaviour management strategies to be used

16.1 Classroom management

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

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged in learning.
- Plan lessons which are engaging and adaptive for every learner
- Adopt a range of strategies to ensure classroom dialogue is inclusive and consistent for all.
- Refer to '**Keresley Grange Behaviour Blueprint** - a visual reminder which is present in classrooms and around school.
- Develop a positive relationship with pupils, which may include:
 - Greeting pupils in the morning/at the start of lessons
 - Establishing clear routines
 - Highlighting and promoting good behaviour
 - Concluding the day positively and starting the next day afresh
 - Having a plan for dealing with low-level disruption
 - Use of Keresley Grange scripts when dealing with behaviour to remove emotions from the situation
 - Use of emotion coaching and restorative practise techniques
 - Using positive reinforcement

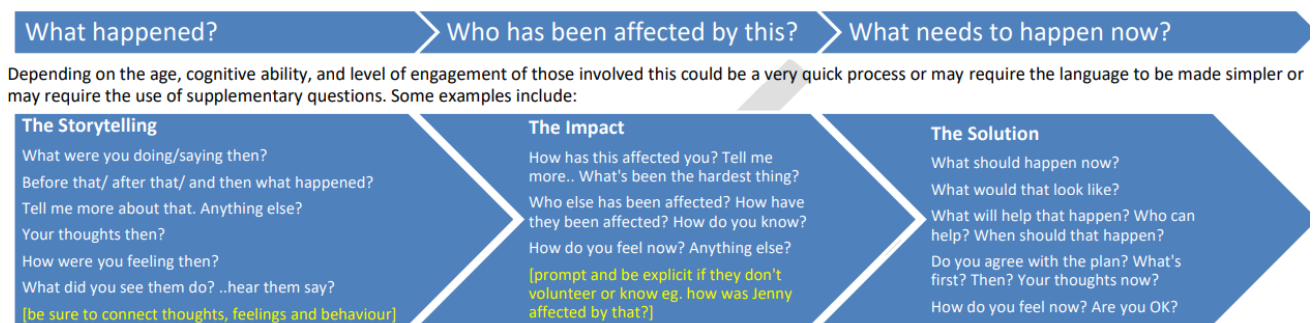
16.2 Emotion coaching

Staff use the emotion coaching framework to support children when talking about their behaviour.

Step 1	Recognise the child's feelings and empathise with them.
Step 2	Validate the feelings and label them.
Step 3	Set limits on behaviour (if needed) .
Step 4	Problem-solve with the child.

16.3 Restorative conversations

These are a crucial part of the procedure and policy at Keresley Grange. When performed well, these conversations help children to understand why the behaviour displayed was wrong, the impact it had on someone or something else and what to do different.



In each class there is a restorative conversation booklet that can be used to support structuring these conversations with children.

In any conversations with children, they will not be asked WHY they have done something as this may be hard to explain and is not supportive for successful resolution. Instead, they should be asked the questions above.

17 Physical restraint/Positive Handling

In some circumstances, staff may use reasonable force to restrain a pupil to maintain safety and prevent them causing damage to people (including themselves) or property.

Incidents of physical restraint 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
- Carried out by trained professionals using Positive Handling methods
- Never be used as a form of punishment
- Be recorded on Track It Lights and CPOMS and reported to parents.

18 Confiscation

Any prohibited items (listed on page 6) found in pupils' possession will be confiscated.

These items will not be returned to pupils.

We will also confiscate any item which is harmful or will negatively affect the safe and hard-working ethos of the school. 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](#).

19 Pupil support

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to behaviour that challenges may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will 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.

20 Pupil 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. Pupil passports and updated and shared for SEND and vulnerable children.

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. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

21 Training

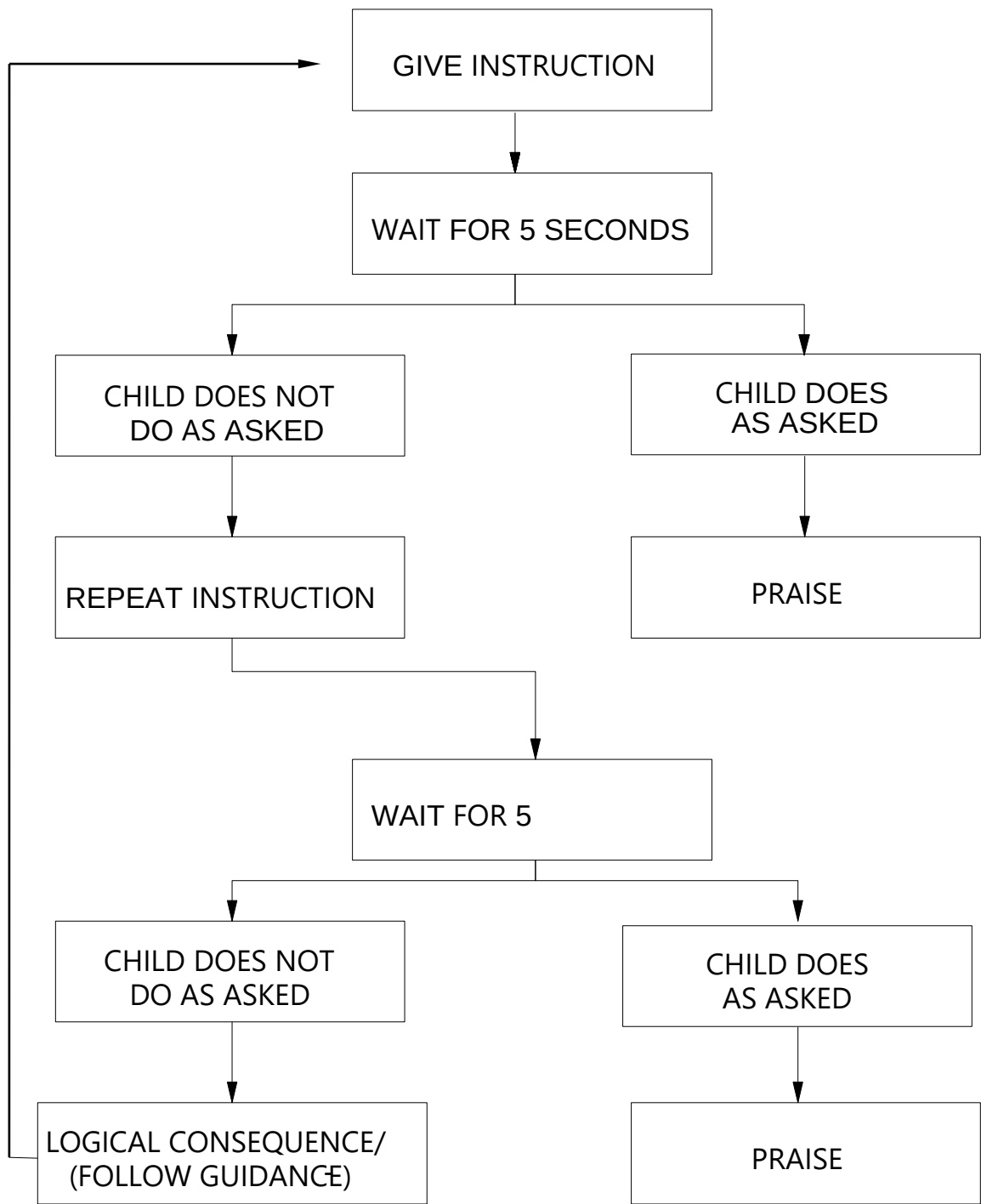
Our staff are provided with training on managing behaviour, as part of their induction process. Behaviour management will also form part of continuing professional development.

22 Monitoring arrangements

This behaviour policy will be reviewed by the Headteacher and full Local Governing Committee annually. At each review, the policy will be approved by the Headteacher.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the full governing board annually

Appendix A – Compliance routine



Appendix B – Keresley Grange Behaviour Blueprint

STEP 1. Open the lines of communication.

Let your children know that you will listen to them and their perspectives, then do just that. This is not the time for lectures or judgement.

Say:

- *I wanted to talk with you about _____.*

STEP 2. Allow them to explain the situation from their perspective.

Try to see the situation from their point of view. Remember that children, as adults, may often feel very differently about the same event.

Say:

- *What happened?*
- *Can you tell me more about _____.*
- *What were you thinking at the time?*
- *What were you feeling?*

STEP 3. Identify what led up to the incident and any root causes.

Help the child gain a greater understanding of the situation by asking about what happened before or what else may have affected their behaviour.

Say:

- *It sounds like you felt _____. What made you feel that way?*
- *What happened before it started?*
- *What else do you think was going on with _____?*
- *Has this happened before?*

STEP 4. Identify the IMPACT

Help the child see how their behaviour affected those around them. They may need help understanding consequences they can't see, such as hurt feelings.

Say:

- *What happened to you? To your friend?*
- *What have you thought about since?*
- *Who else do you think has been affected/unset/harmed by your actions? How?*
- *When I heard/saw _____, I felt _____ because I _____.*
- *What role do you think you played in this situation?*
- *How do you feel now?*

STEP 5 Address needs and REPAIR Help the child decide how to make things better or solve the problem. Lead them to a resolution they can feel good about, even if it is a consequence.

Say:

- *What can you do to make things better?*
- *If you were _____, what do you think you would need?*
- *What do you need to help you do that?*
- *What would you like to see happen?*
- *What could you do to make sure this doesn't happen again?*
- *What can you do differently next time?*

STEP 6. CREATE AN AGREEMENT. This may be a verbal agreement, a checklist or even a written letter or contract. Remember to follow through on your own promises. Say:

- *Based on our talk, I heard that you will _____. I will also _____.*
- *Can we agree on this plan?*
- *I'm going to check on you in a while to see how things are going.*
- *Thank you for sharing with me! I'm so happy we can work together to make things better!*

Appendix D – Reflection Book

broke something	scribbled on something	hurt an adult	hurt a child	being unsafe
left the room	What happened?			not being respectful
using rude or bad language				being disruptive
not listening to instructions	threw something	ran off	tore up work	something different

me	a friend	a teacher	my class	my parent
another class	Who has been affected?			other children
a teaching assistant				my sibling
people in the community	lunch staff	everyone	another adult	someone else

worried	fidgety	confused	angry	sad
silly	What were you thinking or feeling?			scared
embarrassed				annoyed
lonely	furious	bored	nervous	something different

Make a card	write a letter	talk to someone	say sorry	fix something
have thinking time	What needs to happen to put things right?			tidy up
make a change				clean something
make a plan	try again	finish my work	hug	something different

move away	ask for a break	use the rest and return area	ask for help	happy breathing
tell someone how I feel	Next time I will...			1 2 3 count to 10
play with someone else				be respectful
make a good choice	take deep breaths	listen carefully	remember the rules	something different

sad	sorry	guilty	annoyed	embarrassed
nervous	How do you feel now?			tired
hungry				something different
unsure	calm	better	okay	something different

Appendix E Child - on - Child abuse

What is Child-on-Child Abuse?

Child-on-child abuse is any form of physical, sexual, verbal, emotional or financial abuse, or coercive control exercised between children, and within children's relationships (both intimate and non-intimate), friendships, and wider peer associations.

All staff should understand, that even if there are no reports in their schools or colleges it does not mean it is not happening, it may be the case that it is just not being reported. If staff have any concerns regarding peer-on-peer abuse, they should speak to their designated safeguarding lead or deputy.

Inappropriate Behaviours

It is essential that all staff understand the importance of challenging inappropriate behaviours between peers, many of which are listed below, that are actually abusive in nature. At Keresley Grange, we have a **zero-tolerance approach** to sexual violence and sexual harassment. We believe it is **never acceptable**, and it will **not be tolerated**.

It should never be passed off as "banter", "just having a laugh", "a part of growing up" or "boys being boys". Failure to do so can lead to **a culture of unacceptable behaviour**, an unsafe environment and in worst case scenarios a culture that normalises abuse, leading to children accepting it as normal and not coming forward to report it.

Physical inappropriate behaviours between peers, may include:

- **Grabbing/ hitting bottoms, breasts and genitalia,**
- **Pulling down trousers,**
- **Flicking bras and lifting up skirts.**

Sexual Assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

(NOTE - Schools and colleges should be aware that sexual assault covers a very wide range of behaviour so a single act of kissing someone without consent or touching someone's bottom/breasts/genitalia without consent, can still constitute sexual assault).

[KCSIE – 1 September 2024]

Responding to allegations of child on child sexual/ inappropriate behaviours

- All concerns, discussions, decisions and reasons for decisions will be recorded electronically on CPOMs. The DSL will be alerted to the incident.
- We will do our utmost to protect the anonymity of any children involved in any report of sexual violence or sexual harassment, although complete confidentiality cannot be promised.
- The nature of the alleged incident will be considered; age of the children involved, developmental stages of the children involved, any power imbalance between the children [eg. Is the alleged perpetrator significantly older, more mature, more confident?]
- The frequency of this type of behaviour will be considered. Eg. Is this a one- off or sustained pattern of abuse? Have there been other instances where the perpetrator has displayed these inappropriate behaviours towards peers?
- Is this behaviour accompanied by other forms of abuse [not just of a sexual nature?]

- Following these considerations, the DSL alongside other members of SLT will make an immediate decision as to how best to support and protect all children involved.

For further Guidance on managing allegations internally or externally refer to:

[Keeping children safe in education - GOV.UK](#)

Appendix F – behaviour expectations and consequences

Light	Behaviours (not exhaustive list)	Consequence	Support
Green	  Following any of our 5 key school rules	   Let parents know Rewards – postcards, Trackit Lights, stickers, Praise, certificate	Continued praise Universal Trackit Lights Postcards home Stickers Certificates Work to other adults. Reward events, prizes
Warning			
Orange (1)	    Not on task Not following instructions Distracting others Shouting out to interrupt Negative attitude Running inside Grabbing others during play Being unkind	  Conversation with class teacher - State what is happening and how this is not following school rules - Refer to impact on others – who and how impacted - Re-set expectations - Remind further actions will lead to yellow Parents informed by class teacher CONTINUED BEHAVIOUR WILL LEAD TO YELLOW	Caught you being good – praise Targetted support in school. Internal sticker/reward chart
Yellow (2)	    Repeat of orange behaviour Telling lies/getting others into trouble Refusal to complete work Minor graffiti on work or school property Verbal abuse to adults or peers Rough play Provoked hurting another child	    Restorative conversation with adult in your year phase - Use of reflection book - Reflection sheet completed - Class teacher speaks to parent Miss 10 minutes break or lunch CONTINUED BEHAVIOUR WILL LEAD TO RED	Caught you being good – praise Targeted support (external services and specialists, check ins from 'link' staff) Internal sticker/reward chart
Red (3)	     Repeat of yellow behaviour Significant graffiti or damage to school property Leaving school premises without consent Prejudice abuse- including racial, homophobic Stealing Spitting Harm towards living things Child on child sexual Act of violence Bullying Serious verbal abuse	     • Restorative conversation with a member of SLT • A reflection sheet completed with adult and uploaded to CPOMS. • Reflection sheet sent home and parents write comment and return. • A whole missed lunch (time outside may still be required for some children; this will be managed 1:1 with adult) • Two members of SLT agree further consequences from those listed. These consequences may be utilised: • Further temporary loss of privileges and responsibilities • Complete work with a member of SLT • An internal exclusion may be considered • Class teacher speaks to parent - in some instances a member of SLT will speak to parents. • In some instances, a meeting with parents may be organised. (who does this - agreed with class teacher) • A serious behaviour letter may need to go home. • External exclusion may be considered in certain circumstances.	Caught you being good - praise Intensive external support Behaviour chart Regular check ins throughout the day with SLT Regular parent review meetings
At all stages from orange to red, children will be expected to repair the harm following their actions. This will enable them to see the full impact of their actions and to support repairing of relationships. For eg – a child who has thrown paper towels all over – will need to clear them up. A child you has broken a soap dispenser will be asked to help the SSO to repair it.			