

Behaviour Management & Pastoral Care Policy



The Grange
School

Document Name	Behaviour Management & Pastoral Care Policy
Version Number	AERAESEPT26
Date	Autumn Term 2026
Document Owner	Deputy Heads (Pastoral)
Next Review Date	Autumn Term 2027
Statutory/Non-Statutory	Statutory

Behaviour Management & Pastoral Care Policy



The Grange
School

1. Governance and legal framework

This policy is based on Department for Education advice on behaviour, safeguarding, searching, screening and confiscation, and restrictive interventions. It is written in line with the duties set out in the Education and Inspections Act 2006, the Education Act 1996, the Equality Act 2010, Keeping Children Safe in Education 2026 and Schedule 1 to the Independent School Standards Regulations 2014.

This policy is reviewed annually by the Education & Safeguarding Committee and approved by the Full Board of Governors, including the Chair of Governors and the Heads.

2. Policy statement

The Grange School is dedicated to ensuring that the school environment supports learning, safeguarding and the wellbeing of pupils and staff through a strong sense of community cohesion.

Cooperation, support and respect are the foundations of school life. The school works hard to provide a safe community where pupils feel included in every aspect of school life and are comfortable to voice concerns and opinions.

The School seeks to create a calm, safe and supportive environment in which pupils can learn, thrive and feel a strong sense of belonging.

Staff will apply behaviour expectations consistently, fairly and proportionately so that pupils experience predictable responses across the school.

The school recognises that behaviour can be a form of communication. Where behaviour indicates unmet need, vulnerability, SEND, disability, mental health concern or safeguarding concern, staff will consider appropriate support, reasonable adjustments and intervention while maintaining high expectations.

Good behaviour and self-discipline have strong links to effective learning and are essential life skills for pupils to carry with them during and beyond their school years.

The school does not tolerate behaviour that discriminates against or targets anyone on the grounds of age, sex, race, religion or belief, disability, sexual orientation, gender reassignment, pregnancy or maternity, marriage or civil partnership, or any other protected characteristic. The school is also alert to bullying or discriminatory behaviour linked to home circumstances, caring responsibilities, socio-economic background, appearance, achievement, perceived difference or any factor for which a pupil may be singled out.

Behaviour Management & Pastoral Care Policy



The Grange
School

The Grange School rejects the use of corporal punishment.

3. Scope

This policy applies to pupils at all times when they are under the care of the school, taking part in school activities, travelling to or from school, identifiable as members of The Grange School, or where behaviour outside school has an impact on the safety, wellbeing, reputation or orderly running of the school.

It should be read alongside the Behaviour Management and Pastoral Care Procedures, Safeguarding and Child Protection Policy including Child-on-Child Abuse, Anti-Bullying Policy, Equality, Diversity and Inclusion Policy, SEND and Learning Support Policy, Mobile Phones and Electronic Devices Policy, Drugs and Alcohol Policy, Attendance Policy and Exclusion Policy.

The school expects pupils to abide by the relevant rules and codes of conduct, and expects parents and carers to support the school in helping pupils understand and meet the standards required of them.

The school retains discretion to manage individual situations according to the precise circumstances, while acting lawfully, proportionately and in line with its safeguarding, equality and pastoral responsibilities.

4. Aims

- Promote a culture of kindness, respect, responsibility and self-discipline.
- Ensure that all pupils understand the standards of behaviour expected of them.
- Enable staff to respond to behaviour consistently, proportionately and fairly.
- Support pupils to reflect, repair harm and make better choices in future.
- Protect pupils and staff from bullying, harassment, discrimination, abuse and unsafe behaviour.
- Ensure that sanctions, support and interventions take account of age, stage, context, SEND, disability and safeguarding factors.

5. The Grange School values

Value	
Open-Minded	Positive, Curious, Innovative
Aspirational	Ambitious, Adventurous, Resilient
Kind	Caring, Understanding, Respectful
Sensitive to Others	Inclusive, Truthful, Forgiving

Behaviour Management & Pastoral Care Policy



**The Grange
School**

In the Junior School, these values are expressed in age-appropriate terms, with a particular focus on pupils being positive, caring, understanding, forgiving, truthful and respectful.

6. Pastoral care and the relational approach

Pastoral care is a shared responsibility. The Grange School places importance on knowing pupils well, building constructive relationships with families, and creating an environment where children and young people feel safe, known and valued.

- Staff seek to understand the context behind behaviour while maintaining clear boundaries.
- Consequences are used alongside reflection, restoration and support.
- Restorative work is used where appropriate to repair relationships and restore trust.
- Pupils are supported to develop self-regulation, empathy, accountability and resilience.

7. Roles and responsibilities

Role	Responsibility
Governors	Ensure statutory responsibilities are fulfilled and that behaviour and pastoral systems are reviewed.
Head, Heads of Junior School, SLT and Deputy Heads Pastoral	Set standards, ensure implementation, monitor consistency and provide strategic oversight of behaviour, pastoral care, interventions, serious incidents, suspensions and exclusions.
Heads of Year /Heads of Section/ Key Stage Leaders	Monitor patterns, support staff and pupils, liaise with parents and implement interventions.
Form Tutors	Act as the key pastoral point of contact, advocate for pupils and support routines, expectations and parental communication.
All staff	Model professional conduct, apply expectations consistently, record concerns and use relational, inclusive practice.
Parents and carers	Support school expectations, communicate relevant information and engage with support plans or meetings.
Pupils	Follow school expectations, treat others respectfully, accept responsibility and engage constructively with restorative processes.

Behaviour Management & Pastoral Care Policy



**The Grange
School**

All staff have a key role in modelling responsible and professional conduct, maintaining high expectations and reinforcing agreed routines and standards. Staff are present around the school, between lessons, during breaks and at lunchtime to support pupils in using the school site respectfully and safely.

Behaviour expectations form part of the school's behaviour curriculum and are explicitly taught, modelled and reinforced throughout school life, including through assemblies, tutor or form time, PSHE and the Skills for Life curriculum, as well as through feedback from form and subject teachers.

The school communicates behaviour, both positive and concerning, to parents through reports, parents' evenings, and verbal or written communication home.

Staff will receive induction, training and ongoing support in relation to behaviour management, safeguarding, SEND, disability, mental health and pastoral care. Training will support consistent implementation of the Behaviour Management and Pastoral Care Policy and associated procedures.

Parent responsibilities

Parents and carers are expected to support the school by ensuring that pupils attend regularly, arrive punctually, wear the correct uniform, bring appropriate equipment and are ready to learn.

Parents should inform the school of any SEND, disability, medical, pastoral or personal circumstances that may affect behaviour or engagement. They are expected to attend behaviour meetings where requested and to support agreed behaviour contracts, Individual Behaviour Plans or wider pastoral plans.

Where a pupil is suspended or excluded, parents and carers are expected to fulfil their responsibilities in relation to supervision, public presence during school hours and reintegration arrangements, in line with the school's Exclusion Policy and statutory expectations.

8. Expected standards of behaviour

- Be polite, respectful and considerate to pupils, staff, visitors and members of the public.
- Follow staff instructions promptly and calmly.
- Arrive punctually and prepared for lessons and school commitments.
- Wear uniform correctly and take pride in personal presentation.
- Respect property, learning spaces and the wider environment.
- Use technology responsibly and in line with school rules.
- Uphold school values online, off-site and on journeys to and from school.
- Act as ambassadors for The Grange School, including online, off-site and when travelling to and from school.

Behaviour Management & Pastoral Care Policy



The Grange
School

- Follow reasonable staff instructions and engage positively with behaviour support plans, pastoral interventions and restorative work.
- Complete classwork and homework to the expected standard and seek support where they are struggling to meet expectations.
- In the Senior School, mobile phones will be locked in Yondr Pouches from arrival on School site to dismissal, and handed in at Reception in the Junior School.

9. Rewards and recognition

The school actively recognises positive conduct, effort, contribution and achievement. Rewards are used to reinforce the behaviours and attitudes that strengthen the school community.

- Junior School rewards are set out in the Junior School procedures, including Golden Theme, Good to be Green, House Points and House Point badges.
- Senior School rewards are logged through iSAMS and include Acorns, Celebration Assemblies, Letters or Calls home, Head's recognition, School Colours and public celebration where appropriate.

10. Behaviour support and intervention

Where a pupil requires additional support, the school may use universal, targeted or individualised strategies. Decisions will be informed by behaviour data, staff professional judgement, family communication and, where relevant, SEND or safeguarding information.

The School will make reasonable adjustments for pupils with SEND or disability whilst maintaining high expectations of behaviour, participation and achievement.

- Pastoral monitoring with regular review
- Academic monitoring with regular review
- Mentoring, pastoral meetings or Pupil Support interventions
- SEND review, SEND interventions and reasonable adjustments
- Individual Behaviour Plans, behaviour contracts or agreed pastoral support plans
- Amended timetable or structured reintegration
- External agency support, which may include Educational Psychologists, counsellors or Mental Health Support Teams where appropriate

11. Attendance

Regular attendance at school is required by law, and The Grange School takes attendance seriously as part of pupils' safeguarding, learning and wellbeing. Registers are taken twice daily.

Truancy and repeated lateness may result in sanctions in line with this policy and the school's

Behaviour Management & Pastoral Care Policy



attendance arrangements. Where attendance or punctuality concerns arise, parents and carers will be contacted so that reasons can be understood and appropriate support considered.

12. Bullying, discrimination and child-on-child abuse

Bullying, discriminatory behaviour and child-on-child abuse are never acceptable. Sexual violence and sexual harassment are never tolerated. Allegations will be taken seriously, recorded, investigated and responded to in line with the school's Safeguarding and Child Protection Policy, Child-on-Child Abuse Policy and Keeping Children Safe in Education.

The School will assess risk, implement protective measures where required and provide appropriate support to all pupils affected. The School will respond in accordance with Keeping Children Safe in Education 2026, the Safeguarding and Child Protection Policy including Child-on-Child Abuse.

13. Searching, screening and confiscation

The school may search, screen and confiscate items where lawful, necessary and proportionate, in line with current DfE guidance and under the direction of the Head, Head of Junior School or Deputy Head Pastoral.

Staff may confiscate items that are illegal, banned by school rules, unsafe, disruptive, or reasonably suspected of being used to commit an offence, cause harm or damage property.

Pupils may be searched with consent for items prohibited by school rules. The Head and staff authorised by the Head may search without consent where there are reasonable grounds to suspect possession of a prohibited item, including weapons, alcohol, illegal drugs, stolen items, tobacco, e-cigarettes, fireworks, pornographic images or articles that may be used to cause harm, damage or commit an offence.

Before a search, staff will explain the reason for it where practicable and will consider the pupil's age, SEND, disability, vulnerability and safeguarding context. Searches will be conducted with dignity, respect and regard to the pupil's rights and welfare. Pupils will never be required by school staff to remove clothing other than outer clothing.

Searches will be recorded and the Designated Safeguarding Lead or deputy informed without delay where a prohibited item is suspected or where a safeguarding risk is identified.

Where an electronic device is confiscated, staff authorised by the Head may examine data or files where there is good reason to do so, and may erase data or files where lawful, necessary and appropriate in line with statutory guidance. Confiscated items will be retained, returned, disposed of or passed to the police in accordance with statutory guidance and school procedures.

Behaviour Management & Pastoral Care Policy



The Grange
School

Details of prohibited items and searchable items are contained within the Behaviour Management and Pastoral Care Procedures.

14. Positive handling, reasonable force and restrictive interventions

The school follows the Department for Education's Restrictive interventions, including the use of reasonable force, in schools guidance, effective from 1 April 2026. The term "positive handling" is used to describe a person-centred approach that prioritises prevention, early support and de-escalation; it does not create a separate power to use force.

All staff have a legal power to use reasonable force where this is necessary and lawful, for example to prevent a pupil from committing an offence, injuring themselves or others, damaging property, or seriously disrupting good order and discipline. Any force used must be the minimum necessary, proportionate to the circumstances and discontinued as soon as the risk has passed. Force must never be used as a punishment, to cause pain, humiliation or harm, or in a way that restricts breathing.

- Staff will use preventative and de-escalation strategies wherever practicable and will consider environmental changes, communication needs, known triggers and appropriate support before restrictive intervention is required.
- Decisions will take account of the pupil's age, size, understanding, medical needs, trauma history, SEND, disability, safeguarding context and any relevant individual plan or risk assessment. Reasonable adjustments will be made, and restrictive intervention will not be used merely because behaviour arises from disability.
- Staff who are likely to need to use reasonable force or other restrictive interventions will receive appropriate training in prevention, de-escalation, safe and lawful practice, and post-incident response. Staff must not use techniques for which specialist training is required unless they have received that training, except where immediate action is necessary to prevent serious harm.
- Following an incident, the school will check the welfare of pupils and staff, provide appropriate first aid or medical assistance, consider safeguarding action, offer proportionate emotional support and review whether plans, risk assessments or preventative strategies should change.

Every significant incident involving the use of force by a member of staff will be recorded as soon as practicable in accordance with the statutory guidance. The pupil's parents or carers will be informed as soon as practicable after the incident, unless an exception in the guidance applies; where information is withheld because disclosure would be likely to cause significant harm, the school will follow safeguarding procedures and record its decision. The school will also record and report incidents of seclusion and non-force restraint in line with the DfE guidance.

The Head and Deputy Heads Pastoral will ensure that incidents are reviewed, that pupils and staff receive appropriate support, and that complaints or allegations are handled under the relevant school

Behaviour Management & Pastoral Care Policy



The Grange
School

procedures. Governors will receive suitably anonymised information to identify patterns, test whether practice is lawful and proportionate, consider any disproportionate impact on particular pupils or groups, and oversee actions to reduce the need for restrictive interventions. Detailed arrangements, including authorised responses, recording forms, reporting routes and individual planning, are set out in the Behaviour Management and Pastoral Care Procedures.

15. Removal from Lessons

In some circumstances, a pupil may be directed to an alternative supervised location for a limited period to enable learning to continue safely and effectively. Removal from lessons will be used only where necessary, lawful and proportionate, and will be recorded and reviewed, taking account of age, SEND, disability, safeguarding considerations and the pupil's welfare.

16. Sanctions, suspensions and exclusions

Sanctions are applied fairly, proportionately and without discrimination. They may be used for deterrence, protection and/or improvement. Suspension and permanent exclusion will be considered in accordance with the School's Exclusion Policy, safeguarding and equality duties. The School will have regard to relevant Department for Education guidance on suspension and exclusion whilst applying procedures consistent with its legal duties as an independent school. Following any suspension, the School will undertake reintegration planning and consider what support is required to reduce the likelihood of further incidents.

17. Monitoring and review

Behaviour, rewards, sanctions, removals from lessons, suspensions, exclusions and restrictive interventions are recorded through iSAMS or the relevant safeguarding or pastoral system to support consistent tracking, communication and review. Data will be reviewed regularly to identify patterns, evaluate support, inform training and identify any disproportionate impact on groups of pupils, including those with SEND, disabilities, safeguarding vulnerabilities or protected characteristics. The implementation of rewards, sanctions, removals from lessons, suspensions, exclusions and restrictive interventions will be reviewed regularly to ensure they are clear, appropriate, proportionate and non-discriminatory. This policy will be reviewed annually or earlier where statutory guidance, school systems or operational practice changes.

This policy is communicated to staff, parents and pupils and is supported by the Behaviour Management and Pastoral Care Procedures. Expectations are reinforced through induction, assemblies, tutor time, PSHE, staff training and parent communication.