

Behaviour Policy



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POLICY STATEMENT

The Grange School is dedicated to ensuring that our school environment supports learning and the wellbeing of pupils and staff through a strong sense of community cohesion. Cooperation, support, and respect are the foundations of our community and we work hard to provide a safe school where pupils feel included in every aspect of school life and comfortable to voice their opinions.

This policy outlines what we expect from all our pupils in terms of their behaviour, the support and interventions used to address poor behaviour, and the sanctions that will be consistently enforced if this policy is not adhered to. The policy applies in and out of school time and premises. It extends to all members of our school community and is written in line with our governing board's statement of behaviour principles. Good behaviour and self discipline have strong links to effective learning and are vital for pupils to carry with them both during and after their school years.

The policy is based on the good practice outlined in Department for Education advice on behaviour and is in line with the duties set out in [sections 88-94 Education & Inspections Act 2006 (maintained schools)][Schedule 1 to the Independent School Standards Regulations 2014 (academies)].

REVIEW DATES AND APPROVAL

This policy is reviewed by the Education & Safeguarding Committee and then approved by the Full Board of Governors (including the Chair of Governors and the Head(s)) on a biennial basis.

Last reviewed: Autumn Term 2025

Next Review: Autumn Term 2027

Person responsible for review: Junior School Deputy Head Pastoral & Senior School Deputy Head Pupil Welfare and Enrichment

1. AIMS OF THIS POLICY

The Grange School believes that all pupils should be aware of the standards of behaviour that are expected of them and takes responsibility for promoting these standards. We hope that by encouraging positive behaviour patterns we can promote good relationships throughout the school built on trust and understanding, and that through the use of this policy we can support all of our pupils in developing a high level of social awareness. Our aim is to ensure that all our pupils leave the school with the key skills they need to continue to progress to the best of their ability in all areas of life.

2. THE GRANGE SCHOOL VALUES

At The Grange School we aim to be:

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

We recognise that some of our younger pupils may find some of these concepts more difficult. To reflect this in our Junior School we focus upon encouraging our pupils to be positive, caring, understanding, forgiving, truthful and respectful. Junior School staff model and where appropriate, reference the broader school values as part of their practice.

3. STANDARDS OF BEHAVIOUR

3.1 School

The school understands that the first step to modelling good behaviour is to lead by example, which means that all staff, volunteers, and anyone else who comes to the school must act responsibly and professionally and will never denigrate pupils or colleagues. A response to behaviour may have various purposes including deterrence, protection and/or improvement. We work hard to ensure that discipline is consistent across the school so that behaviour boundaries and sanctions are clear to all and are applied fairly, proportionately, and without discrimination, taking into account SEN needs and disabilities as well as the additional challenges that some vulnerable pupils may face. Staff are trained to deal with behavioural strategies as part of their continual professional development and are well informed of the extent of their disciplinary authority.

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As part of their induction into The Grange, our expectations and routines will be discussed with pupils. These expectations and routines will be reinforced via:

- Feedback from form and subject teachers to their class(es)
- Assemblies
- PHSE and Skills for Life programme

We work with parents to understand their children and their behaviour and believe that in conjunction with behaviour boundaries and sanctions, good support systems, praise, and rewards for good behaviour are an important part of building an effective learning community. The school will report behaviour, good or bad, to parents regularly through:

- School reports issued during the year
- Feedback at parents' evenings
- Verbal and written feedback

We encourage parents to communicate with the school if they have a concern about their child's behaviour, and we will do as much as is possible to support parents as and when they need it. We promote good behaviour within the school curriculum and reminders of school rules and expected standards of behaviour are up on walls in classrooms and situated around the school.

All members of staff have a key role in supporting good behaviour across the school and should have high expectations of our pupils, working with them to ensure the highest standards. In addition to this, members of staff will adopt the following roles:

- All members of teaching staff will ensure that all pupils work to the best of their ability based upon these high expectations.
- Form tutors will be the key person to guide any student through their school experience (including our expectations) whilst also acting as an advocate for them. Form tutors are the first point of contact for parents and a phone call or a meeting can be requested via either school office (overall school contacts are 01606 539039 or office@grange.org.uk). As part of their role, form tutors will be able to guide parents with their queries or concerns or direct any questions or issues onto a relevant member of staff.
- Key Stage Leaders / Heads of Year/ Heads of Department will monitor behaviour via data collected in school reports and incidents received from members of staff. These middle leaders will also have repeated behaviour incidents or significant causes for concerns referred to them and will work with pupils and parents to resolve the issues faced.
- Deputy Heads in both the Junior and Senior School are responsible for ensuring safe, successful professional school setting, supporting members of staff in

maintaining high expectations. In their role, the Deputy Heads (Pastoral) will deal with two types of behavioural incidents (1) serious disciplinary issues and (2) where students have not responded to previous interventions. **The Senior School follows a 3-tier behaviour system: Tier 1 – Teacher, Tier 2 – Heads of Year/Faculty, Tier 3 – SLT. The Junior School retains the Good to be Green/consequence levels system.**

- The Executive Head of the School, Head of Junior School and Head of Senior School will liaise with the relevant Deputy Head (Pastoral) to set the standards of behaviour and supporting staff in the implementation of the policy.
- Where the Senior School / Junior School Head is involved in dealing with any academic or pastoral issues, this and any decisions or actions arising from it will involve the relevant Deputy Head to ensure all relevant factors are considered.

Staff are a presence around the school, in-between classes, during breaks in the school day, and at lunch times, to check that pupils are using the school grounds respectfully and behaving appropriately.

We recognise that where individual pupils are engaging in continuing disruptive behaviour this can be as a result of unmet needs. If such needs are identified, we will do all we can to ensure that the pupil receives appropriate support. The school will put in place general and targeted interventions for pupils who are experiencing difficulties in developing or sustaining appropriate behaviour to improve pupil behaviour and provide support. This could include:

- Pastoral or academic monitoring with regular reviews
- Regularly scheduled mentoring sessions
- Workshops with the Special Educational Needs team
- Workshops or time out sessions with the Pupil Support team

We recognise our legal duties under the Equality Act 2010 in respect of pupils with SEN and/or disabilities. Whilst all pupils identified with SEN and/or disabilities are covered under this behaviour policy, we recognise that these pupils often require support which is different from, or in addition to, that required by their peers in order to take full advantage of the educational opportunities available to all pupils. An Individual Behaviour Plan will be used for pupils whose SEN and/or disabilities cause them to display challenging behaviour. Advice will be sought from external agencies where necessary to assist with putting in place appropriate support strategies, which will be monitored and reviewed. Please read the school's Disability, Inclusion, Special Educational Needs and Learning Support Policy for more information.

The school will take all reasonable measures to ensure the safety and wellbeing of all pupils and staff and this includes protection from bullying. We aim to combat bullying and other harmful behaviour using, amongst others, preventative strategies through

the active development of pupils' social, emotional and behavioural skills. For more information, see section 5 of this policy.

Staff will receive regular training, development and support on behaviour which will include bespoke training on the needs of the pupils at the school, including matters such as how certain special educational needs, disabilities, or mental health needs may at times affect a pupil's behaviour. Where relevant, engagement with experts, such as Educational Psychologists and other support staff such as counsellors and Mental Health Support Teams, can help to inform effective implementation of this policy.

3.2 Pupils

The school expects all of its pupils to show respect to one another, to school staff, and anyone else that they may meet. Incidents of bullying, belittling, or bringing intentional harm to other pupils or staff will not be tolerated. Pupils are ambassadors to our school even when off school premises, and we expect them to act accordingly. They are expected to obey school rules, listen, follow instructions by staff, and accept and learn from any sanctions that they receive. This extends to any arrangements put in place to support their behaviour, such as pastoral support programmes or home school contracts. School work and homework should be well presented, completed to a high standard, and handed in on time. Failure to hand in work on time will lead to disciplinary sanctions. If pupils are struggling to meet the requirements of their workload for any reason, they should discuss this with their tutor who will work with them to draw up a support plan. The school asks that pupils carefully read and then sign any **home-school agreement** to show that they have understood what is expected of them and acknowledge the responsibility that they have for their own behaviour.

Under no circumstances will illegal or inappropriate items be tolerated in school, and all pupils will respect and look after the school premises and environment. The following behaviour is regarded as completely unacceptable and will result in disciplinary actions (internal, external or permanent exclusion), depending on the circumstances:

- verbal abuse to staff and others
- verbal abuse to pupils
- physical abuse to/attack on staff
- physical abuse to/attack on pupils
- any form of bullying (to the extent not covered above)
- indecent behaviour
- damage to property
- misuse of illegal drugs
- misuse of other substances including "legal highs"
- theft

- serious actual or threatened violence against another pupil or a member of staff
- sexual abuse or assault
- supplying an illegal drug or other substances including “legal highs”
- carrying an offensive weapon
- arson
- unacceptable behaviour which has previously been reported and for which school sanctions and other interventions have not been successful in modifying the pupil’s behaviour
- malicious allegations against staff
- racist, sexist, LGBT phobic or other forms of discriminatory behaviour
- persistent truancy/lateness
- possession of items prohibited under the school rules as set out in section 4

3.3 Parents

Parents play a big part in ensuring that their children are responsible for their own behaviour in school. Building school life into a natural routine – ensuring that your child is at school on time, appropriately dressed, rested, and equipped – will encourage your child to adhere to school rules and procedures.

We ask parents to work with the school in support of their child’s learning, which includes informing the school of any special education needs or personal factors that may result in their child displaying unexpected behaviour. We ask that parents be prepared to attend meetings at the school with staff or the headteacher to discuss their child’s behaviour and to adhere to any parenting contracts put in place.

In the case of suspensions and exclusion, parents are expected to provide appropriate supervision for their child during the first 5 days of the suspension/exclusion, ensure that their child is not present in a public place during school hours without reasonable justification and, if invited, to attend a reintegration interview at the school with their child.

4. SCHOOL RULES THAT APPLY AT ALL TIMES TO ALL MEMBERS OF THE SCHOOL COMMUNITY

- To always be polite and respectful, including holding doors open for others. This applies to staff, other pupils, any visitors to the school, and to members of the general public. Being rude to a member of staff, visitor or members of the general public will not be tolerated.
- Rude, derogatory, racist or defamatory language should not be used at any point.
- Be considerate of your peers and the extended community, including walking around school quietly and sensibly, keeping to the left-hand side of corridors and stairs

- Always be on time for scheduled commitments. If a student is unable to attend a lesson for another school commitment or out of school appointment, they should request permission in advance from the subject member of staff.
- Keep your appearance smart and tidy, and wear specified school uniform at all times to and from school.
- To take care of all belongings, including those belonging to other people or the school.
- Pupils in Year 7 to 11 are advised not bring mobile phones into school but if they have to, they should follow the school's 'Mobile Phones and Electronic Devices Policy'. Pupils in Sixth Form are permitted to bring a mobile phone on to site but this should only be used in the Sixth Form Centre. Where a mobile phone is brought onto site, this should be kept in the owner's possession at all times or stored securely.
- Take care of your environment, both on the school site and outside, and keep it tidy. Do not litter and do not vandalise property in any way.
- Health and safety equipment is only for use in emergency situations and should not be tampered with under any circumstances.
- Unauthorised absence from school will not be tolerated.
- The following items are restricted and are not allowed in school under any circumstances:
 - Alcohol and drugs including "legal highs"
 - E-Cigarettes, Cigarettes, matches, and lighters
 - Chewing gum
 - Weapons of any kind or instruments/substances intended to be used as weapons
 - Material that is inappropriate or illegal for children to have; such as racist or pornographic material
 - Unauthorised electronic or recording devices
 - Anything that is designed to look like a weapon
 - Any article which 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)
- Gambling is not allowed on school property.

These rules apply to any activities on the school site, undertaken as a school organised activity or where a pupil is identifiable as a member of The Grange community.

4.1 Drugs

The school will not tolerate drug use of any sort on school property or during off-site school activities. The school takes its anti-drugs policy (available as a separate policy) very seriously and will discipline any person found to be in possession of drugs. This includes vapes, solvents and any other substance that can be misused or harmful.

Pupils may be permanently excluded if they are found to be involved in drug-related incidents. This includes supplying, possessing, or taking drugs.

Prescription drugs

Carrying, supplying or taking prescription drugs without lawful reason could result in a permanent exclusion.

Non-prescription drugs

Some over-the-counter drugs can be harmful if misused. We advise that pupils should not carry these in school. If a pupil needs medication they should go to the school nurse.

Medication

We are aware that it may be necessary for some pupils to take medication during the school day. As soon as your child starts taking their medication, you should make the school aware of this by contacting the school nurse via nurses@grange.org.uk. Further details around medication are set out in the 'Supporting children with medical needs' policy.

4.2 Alcohol

Consuming, carrying or supplying alcohol is strictly prohibited. As per The Grange's Drugs and Alcohol Policy, any pupil involved in any alcohol-related activity will be subject to serious disciplinary action and may be permanently excluded.

5. BULLYING

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group either physically or emotionally. It can be physical or emotional and usually involves an imbalance of power.

Bullying is:

- Hurtful to another individual
- Repeated, potentially over a period of time
- Difficult to defend against

The Grange wants to make sure that all pupils feel safe at school and accepted into our school community. Our ethos is one of inclusion and equality; bullying of any kind is regarded as a serious breach of our behaviour policy and will not be tolerated.

Bullying can be verbal or physical, by person or by electronic, on-line or written means and can be directed at both staff and pupils. As outlined in our Anti-Bullying strategy, the school practices a preventative strategy to reduce the chances of bullying, and our anti-bullying policy is instilled in our curriculum and everything we do at the school. It

is made very clear to pupils what is expected of them in terms of respecting their peers, members of the public, and staff, and any intentional breach of this will result in disciplinary action.

If an allegation of bullying does come up, the school will:

- take it seriously
- act as quickly as possible to establish the facts
- record and report the incident; depending on how serious the case is, it may be reported to the headteacher
- provide support and reassurance to the victim
- make it clear to the ‘bully’ that this behaviour will not be tolerated. If there is a group of people involved, they will be spoken to individually and as a whole group. It is important that children who have harmed another, either physically or emotionally, redress their actions, and the school will make sure that they understand what they have done and the impact of their actions
- ensure that if a sanction is used, it will correlate to the seriousness of the incident and the ‘bully’ will be told why it is being used
- consider whether suspension or exclusion is appropriate in light of the circumstances.

6. DISCIPLINARY SANCTIONS

Section 91 of the Education and Inspections Act 2006 introduced a statutory power for teachers and certain other staff to discipline pupils. The Grange operates using the following disciplinary measures:

Junior School (Appendix B)	Senior School
<ul style="list-style-type: none"> • ‘Good to be Green’ traffic light system to indicate to pupils how their behaviour compares to our expectations. • Reflection sessions to restore good behaviour. • Reporting system to encourage good behaviour. • Amended timetable to offer additional support or scaffolding for behaviour. • In repeated or more severe cases, internal exclusion or external exclusion may apply. More detail is available in the Junior School’s Exclusion Policy. 	<ul style="list-style-type: none"> • Positive praise and reminders to indicate to pupils how their behaviour compares to our expectations. • Reflection detentions to restore good behaviour or catch up academically. • Class Charts reporting system to encourage good behaviour. • Amended timetable in order to offer additional support or scaffolding for behaviour. • In repeated or more severe cases, internal exclusion or external exclusion may apply. More detail is available in the Senior School’s Exclusion Policy.

Senior School Behaviour Framework (Three Tiers)

In the **Senior School**, behaviour management now operates through a **3-tier system** to ensure clarity, consistency, and proportionality across all lessons and contexts:

- **Tier 1 – Teacher-led response**
 - Classroom teacher addresses low-level disruption using stepped warnings, restorative conversations, and immediate sanctions where appropriate.
 - Behaviour is logged on Class Charts to ensure transparency and monitoring.
- **Tier 2 – Faculty / Year Team intervention**
 - Where behaviour persists or escalates, the issue is referred to the Head of Year or Head of Faculty.
 - Interventions may include department or year group detentions, parental contact, or tailored support strategies.
 - These interventions are recorded on Class Charts.
- **Tier 3 – Senior Leadership intervention**
 - Serious incidents or persistent disruptive behaviour are escalated to the Senior Leadership Team.
 - Responses may include senior detentions, internal exclusions, fixed-term exclusions, or restorative programmes.
 - These actions are communicated to parents and logged centrally on Class Charts.

This tiered system provides a clear escalation pathway, ensuring staff feel supported, students understand expectations, and parents are informed in a transparent and consistent manner.

Where a consequence occurs outside of the timetabled day, the pupil and their parents will be given 24 hours' notice to ensure adequate travel arrangements can be made. In instances where a student has amendments to their scheduled timetable, these will be discussed with parents in advance of their application and confirmed in writing.

Consequences are adapted relating to the seriousness and frequency of the behaviour.

6.1 Searching and confiscation

The Education and Inspections Act 2006 authorises our members of staff to use confiscation as a disciplinary sanction if it is lawful. This means that staff may confiscate or seize items in the possession of pupils that are illegal or banned by the school. It is our first priority to ensure that pupils are in a safe and secure environment when they are in our care, and any items that may jeopardise the safety of other pupils or themselves will be taken off pupils without notice.

A teacher or someone who has lawful control of the child can search a pupil **with their permission** to look for any item that the school's rules say must not be brought into school. Headteachers and other members of staff authorised by them have the power to search a pupil **without the pupil's consent** if they suspect they are in possession of 'prohibited items'. Before using reasonable force to conduct a search the member of

staff should consider whether conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder. Prohibited items that can be searched for without consent include:

- knives or weapons
- alcohol
- illegal drugs
- “legal highs”
- stolen items
- e-cigarettes, tobacco and cigarette papers
- fireworks
- pornographic images
- articles that have been or could be used to commit an offence or cause harm.

Staff will take into consideration the age and needs of pupils being searched or screened. This includes the individual needs or learning difficulties of pupils with Special Educational Needs (SEN) and making reasonable adjustments that may be required where a pupil has a disability.

Before any search takes place, the member of staff conducting the search should explain to the pupil why they are being searched, how and where the search is going to take place and give them the opportunity to ask any questions

The headteacher will oversee the practice of searching to ensure that a culture of safe, proportionate and appropriate searching is maintained, which safeguards the welfare of all pupils and staff with support from the designated safeguarding lead (or deputy). The headteacher will ensure that a sufficient number of staff are appropriately trained in how to lawfully and safely search a pupil who is not co-operating, so that these trained staff can support and advise other members of staff if this situation arises.

When conducting a search pupils must not be required to remove any clothing other than outer clothing. ‘Outer clothing’ any item of clothing that is not worn wholly next to the skin or immediately over a garment that is being worn as underwear, as well as hats, shoes, boots or scarves).”

Staff will keep records of all searches. Records will include:

- the date, time and location of the search,
- which pupil was searched;
- who conducted the search and any other adults or pupils present;
- what was being searched for;
- the reason for searching;
- what items, if any, were found; and

- what follow-up action was taken as a consequence of the search.

The designated safeguarding lead (or deputy) should be informed of any searching incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item or if they believe that a search has revealed a safeguarding risk without delay.

The Education Act 2011 allows for staff seizing an electronic device to examine any data or files on the device if they think there is good reason to do so. These data or files may be erased before returning the item if they believe there is good reason to do this. Guidance on what to do with particular confiscated items can be found in the latest DfE guidance on searching, screening and confiscation.

Any cigarettes and e-cigarettes confiscated in school will be destroyed.

7. ATTENDANCE

Regular attendance at school is required by law, and The Grange takes attendance very seriously. There is a register taken twice daily and disciplinary action will be taken against any pupils who are discovered to be truanting or are repeatedly late. Parents or carers will be contacted to discuss possible reasons and school support systems that could help.

8. UNIFORM AND APPEARANCE

Effective teaching and learning needs proper organisation, and this starts with a smart and tidy appearance which helps to instil discipline and pride in appearance in pupils and reduces the risk of distraction in lessons.

The standard uniform expectations is outlined on The Grange School website. In addition to the outlined clothing requirements, the following expectations are in place:

- In the view of the school, hair should be clean, sensible, neat and tidy with no extreme hairstyles. Whatever style has been chosen should involve natural colours only and only be of one tone.
- The following jewellery items are permitted in the Senior School:
 - Necklace with a religious symbol. One Gold or Silver stud in each earlobe is permitted. At Sixth Form, pupils are permitted to wear jewellery in line with the Sixth Form dress code.

Jewellery should not be worn where a member of staff deems that it poses a health and safety risk i.e. Food and Nutrition, Science and Sports.

- Make up is discouraged in school and should not be visible.

The school dress code should be followed by all pupils. Pupils who come in without the correct school uniform on will have consequences issued by the pastoral team. Repeated incidences of failure to wear the correct uniform may result in further sanctions (including exclusion) being applied. Senior School uniform breaches are logged and sanctioned via ClassCharts with a daily detention rota.

9. REGULATING PUPIL'S OFFSITE CONDUCT

Pupils who are caught or known to have been misbehaving on the way to or from school, near the school premises, where it would be considered reasonable to impose sanctions for behaviour outside school e.g. cyberbullying or where they are identifiable as a member of the school community, will be disciplined by the school. This also applies to pupils who break school conduct during work experience, school trips, or extended school activities such as sports events, or any event where poor behaviour might jeopardise the chances of future pupils participating.

Any off-site misbehaviour could result in sanctions. The school will take into consideration:

- the severity of the misbehaviour;
- the extent to which the reputation of the school has been affected;
- the effect such an action may have on the other pupils;
- the extent to which the behaviour has repercussions for the orderly running of the school/or might impose a threat to another pupil or member of staff;
- whether the misbehaviour was on the way to or from the school or the pupil was taking part in any school-organised or school-related activity; and
- if it was at a time when the pupil is in some other way identifiable as a pupil of the school or might be expected to act as an ambassador for the school.

REWARDS POLICY

The Grange School believes that it is important to encourage good conduct throughout the school by celebrating and rewarding good behaviour. The Senior School rewards are logged in Class Charts and explicitly linked to OAKS values. The Grange School operates using the following rewards:

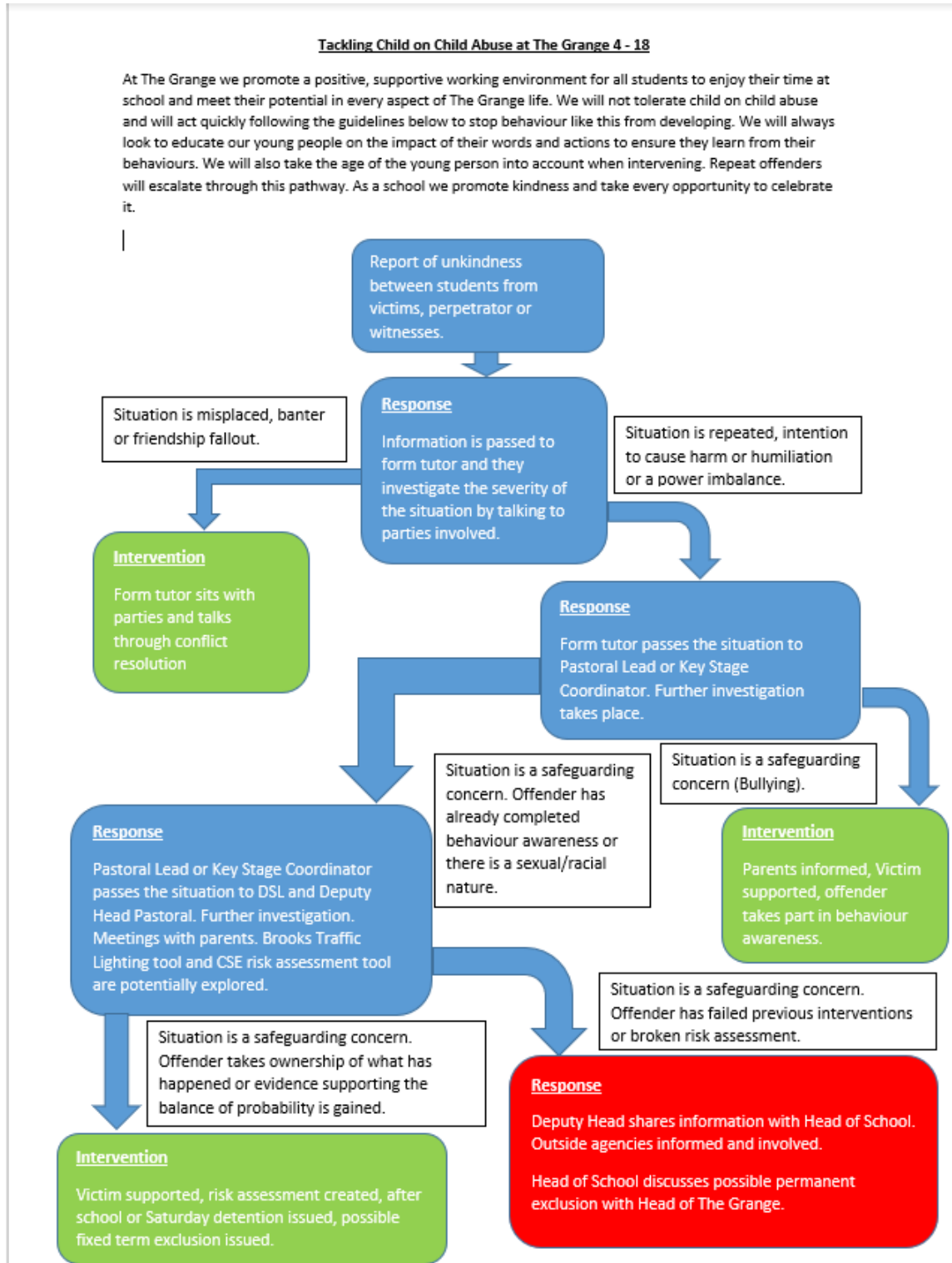
Junior School (further detail in Appendix A)	Senior School
<ul style="list-style-type: none"> • Feedback (both verbal and written) from staff • Displays of pupils' work • Recognition of pupils in all assemblies • Use of publicity and social media to highlight the activities and successes of individuals and groups of pupils • In Key Stage 1, the following rewards are in place: <ul style="list-style-type: none"> ○ Golden Theme ○ Friday assembly to celebrate excellent work with two children nominated from each class by their form tutor. ○ Reception - Golden Bear stickers, Praise postcards ○ Year 1 - 'Golden Balloon' stickers, 'Star of the Week' ○ Year 2 - 'Golden Ticket', Stickers ○ 'Good to be Green' Traffic Light system to recognise those meeting expectations • In Key Stage 2, the following rewards are in place: <ul style="list-style-type: none"> ○ House points and House Points Badges ○ Recognising contributions to the House Cup and Champion House Cup • Traffic light system 'Good to be Green' 	<ul style="list-style-type: none"> • Feedback (both verbal and written) from staff • Displays of pupils' work • The awarding of House Points and recognition in House assemblies • Recognition, phone calls and letters of congratulations to reward and encourage good behaviour • Recognition of pupils in the Head's newsletters • Recognition of pupils in assemblies, including Prizegiving • The awarding of school colours • Use of publicity and social media to highlight the activities and successes of individuals and groups of pupils • Class Charts behaviour rewarding system is seen by students and parents

10. CHILD-ON-CHILD ABUSE

At The Grange we promote a positive, supportive environment for all pupils to enjoy their time at the school and meet their potential in every aspect of Grange School life. We will not tolerate peer on peer abuse and will act to stop behaviour like this from developing. As a school we promote kindness and take every opportunity to celebrate it.

Sexual violence and sexual harassment are never acceptable and will not be tolerated. The school will act swiftly in response to instances of alleged child-on-child abuse and will follow its safeguarding policy and Keeping Children Safe in Education statutory guidance. Risk assessments will be carried out and measures put in place while investigations into any reports continue. These measures may include separating the reported victim and alleged perpetrator in all areas of Grange School life. Support will be provided to the reported victim and alleged perpetrator. The outcome of the investigation may lead to sanctions being imposed in accordance with the terms of this policy.

Child-on-Child Abuse Pathways at The Grange School



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Complaints

The school has a standard complaints procedure. We encourage parents to take any complaints or concerns to a staff member or the headteacher, and the school will do everything in its power to help resolve conflict or complaints swiftly and effectively. For details of the full complaints procedure see our school complaints policy.

APPENDIX A – JUNIOR SCHOOL REWARDS

Key Stage 1 Rewards System (Reception, Year 1 and Year 2)

In Key Stage 1 the children follow a Golden Theme. A highly visual system, the use of the colour gold symbolises excellence. It is a consistent approach throughout Key Stage 1 and each year group has developed it accordingly with awards appropriate to the age of the children.

In each Reception class there is representation of ‘Golden Bear’ on the wall with the children’s name cards around the outside and the ‘Five Golden Rules’ displayed underneath. The children are encouraged to follow these rules throughout the year and Golden Bear is used as an incentive. Every evening a child will take a Golden Bear sticker and a Praise postcard home for recognition of an academic or a pastoral achievement. This is recorded by the teacher to ensure this is given equally throughout the year.

In Year 1, children are given ‘Golden Balloon’ stickers: these are written on as to why the child has received it. The stickers are awarded for an academic or pastoral achievement. Each class also has a ‘Star of the Week’, whereby a photograph of a child is stuck on a golden star and displayed in the classroom. They are presented with the ‘Star of the Week’ certificate and have the Star of the Week on the back of their chair.

In Year 2, children have the opportunity to be awarded the ‘Golden Ticket’, which is taken home by a number of children during the week. The ticket displays why the child has been given it so that parents are informed. In addition, the KS1 Leader also awards Stickers and offers praise to children who are sent to them by form teachers or teaching assistants with work that demonstrates particular excellence or high levels of effort.

Every Friday, all the Key Stage 1 children and teaching staff come together to celebrate excellent work in an assembly led by the Deputy Head Pastoral Care. Two children are chosen from each class by their form teacher. A highly interactive assembly, the form teacher will talk about each individual they have selected. As the children are applauded, they are invited to the front of the assembly to sign the ‘Golden Book’ and receive a ‘Golden Certificate’. A whole class can receive one certificate that can be displayed in the classroom.

Key Stage 2 Rewards System (Year 3 to Year 6)

Every child in Key Stage 2 belongs to one of four Houses: Bollin, Dane, Gowy or Weaver, named after the Cheshire Rivers. The central premise of the Key Stage 2 Rewards System is that every child can be individually rewarded with House Points for actions, achievement and success across three areas of school life:

1. Academic excellence and progress

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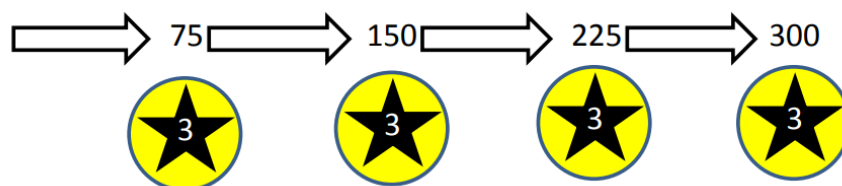
2. Personal development and demonstration of outstanding values
3. Contribution and commitment to their House and the school's enrichment programme. The Junior School enrichment remains part of House Points. The Senior School enrichment is tracked via Class Charts, with students committing to three activities per cycle and parents able to view participation.

Children can be rewarded with one, two or three (maximum) House Points with criteria set by the Form Teachers and Teaching Assistants to achieve consistency of reward across the whole year group. Gold coins are also awarded by the Midday Assistants which can be exchanged for House Points with the Form Teacher. The criteria are tailored to be age-appropriate.

When children receive House Points these are recorded on a centralised database with an indication of what they were received for and when. At any point in time, the cumulative total for each child can be viewed through the academic year. In order to reward each child as they individually accumulate House Points, children are awarded with a House Points Badge to display on their blazer if they acquire a cumulative total of 75, 150, 225 and 300 House Points. Hence, the maximum number of House Points Badges any one child can receive during the course of an academic year is four.

House Points Badges display the colour of the House to which the child belongs (Bollin – Blue, Dane – Red, Gowy – Green and Weaver – Yellow) as well as their year group number (see example illustration below for a Year 3 child).

Children receiving their first (75) and second (150) House Points Badges are awarded these during their House Assembly and will receive their third (225) and fourth (300) House Points Badges during the Headmaster's Assembly on a Monday morning.



At the start of each academic year, each child removes their House Points Badges from their blazer and starts afresh.

As well as being rewarded for their individual accumulation of House Points, each child is contributing to the overall total for their House i.e. the sum of all the House Points awarded to all the children in Year 3 to 6 from each particular House. At the end of each term, the House that has amassed the most House Points receives the House Cup. The House that amasses the most House Points over the year including points received for a

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number of Inter-House competitions will then be awarded with the Champion House Cup.

In order to encourage children to receive House Points, the individual totals as well as the overall House totals are shared with the children each week by the form teacher. All teachers and teaching assistants can award up to three House Points at any one time. All other staff can award one House Point for personal development and the display of outstanding school values. Those staff working with exclusive groups of children (e.g. peripatetic teachers, sundowners/earlybirds staff) may not award House Points and will use their own systems of reward. At the end of the term, certificates are awarded to the children in each House in each year who attain the highest individual totals.

APPENDIX B – JUNIOR SCHOOL BEHAVIOUR & CONSEQUENCES

Our consequence system is designed to track low-level behaviours (see next section) and has the means by which consequences can be appropriately scaled.

Behaviour Level Descriptors: Low, Medium and High

To aid understanding about which consequences to apply to which behaviours, it is useful to organise behaviours into three categories: Low, Medium and High. Given the variance of behaviours that we will encounter, there will always be some discussion about the category to which it is assigned. To that end, professional judgement is necessary. Moreover, discussion with appropriate colleagues – especially Key Stage Leaders and Deputy Head Pastoral Care – is actively encouraged to achieve greater consistency about appropriate categorisation.

The table below provides some examples of behaviours in each category:

LOW	MEDIUM	HIGH
Examples may include: Shouting out (in classroom) Disrupting learning Persistently forgetting personal kit (e.g. sports clothing) or not completing a given task e.g. diary not signed	Examples may include: Deliberately spoiling games Repeated name-calling Swearing in frustration Unintentionally hurting someone else Repetition of low-level behaviours in spite of prior consequences	Examples may include: Deliberately hurting another Intentionally ignoring staff instructions Bullying Lying or deceit Repetition of medium-level behaviours in spite of prior consequences

Consequences: Level 0 to Level 7

The table overleaf outlines the actions that need to be by staff taken at Consequence Levels 0 to 3. In the unusual circumstances where behaviours or actions require Consequences at Level 4 and above, each case will be dealt with an individual basis with actions decided by the Head and/or Deputy Head Pastoral Care.

Where there is any uncertainty about what to do in which instance, please refer to the KS1 or KS2 Leader in the first instance.

The consequences applied by the member of staff depend upon the behaviour that is being tackled but crucially need to be fitting and proportionate. The vast majority of behaviours we deal with will fall into the 'Low' category and all staff should share the consequences they have applied at this level with the form teacher to ensure that we are getting a full picture of every child across the school.

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When tackling behaviours/actions that fall into the 'Medium' category, it is important that the Key Stage Leaders are involved in the discussions and decisions about appropriate consequences.

Similarly, where we are dealing with behaviours/actions that fall into the 'High' category, it is important that the Deputy Head Pastoral Care and Head of the Junior School become involved as early as possible.

Behaviour Descriptor	Level of Consequence		Who Administers Consequence	Actions Taken
HIGH	7	Exclusion (permanent)	Head of School Head of Junior School	Determined as appropriate
	6	Exclusion (external)	Head of Junior School Deputy Head Pastoral Care	
	5	Internal Exclusion (removal of privilege)	Head of Junior School Deputy Head Pastoral Care	
	4	Long Detention (removal of privilege)	Head of Junior School SLT	
MEDIUM	3	Long Detention or other appropriate consequence	Form Teachers KS1 or KS2 Leaders	<ul style="list-style-type: none"> • Detention or other appropriate consequence • Recorded on iSAMS/CPOMS • Conversation with parents • Reflection sheet (if required): thinking about <ul style="list-style-type: none"> • What did I do? • Why did I do it? • What have I learned? • What would have been a better choice? • 'On report card' if repeated • Liaison with KS1/2
	2	Short Detention/ reflection time or other appropriate consequence	Form Teacher KS1 or KS2 Leaders	

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				Leaders
LOW	1	Consequence Record	All Staff/ Form Teacher	<ul style="list-style-type: none"> • Staff record on iSAMS • Fitting and proportionate consequence given to child • Share with form teacher • Good practice for form teacher to share with parents – /phone call home or note in diary • Scale to Level 2 if no discernible change in behaviour and repetition
	0	Warning	All Staff	<p>Staff making child aware that their behaviour is not acceptable and:</p> <ul style="list-style-type: none"> • a) why this is the case and • b) what is expected • c) what will happen if it is repeated

Consequences are recorded using the iSAMS system. The Senior School uses ClassCharts for behaviour, detentions, behaviour report, rewards and enrichment (parent access from mid-September 2025).