



Behaviour at Grange View CE Primary School

This is a guide for anyone who is visiting Grange View C.E Primary School to explain our approach to behaviour in school.



OUR INTENT: Why behaviour at Grange View looks like this:

At Grange View CE First School the vision we are striving to achieve states that we are a 'happy, safe and welcoming' place where all are 'expected and challenged to a high standard in every aspect of their school life'. They are supported to let their light shine through respect and dignity. Our Behaviour and Relational Policy is a key document to support the achievement of this vision. We believe that 'the quality of teaching, learning and behaviour in schools are inseparable issues, and the responsibility of all staff.' This policy supports safeguarding in school as set out in statutory guidance part 1 of KCSIE.

We at Grange View C.E. Primary School believe that the adult-child/young person relationship is vital when developing the child/young person's social and emotional skills, which are essential for life and learning. We strive to demonstrate a relationship focussed approach to support social and emotional development and behaviour based on the following six principles:

- We understand that behaviour communicates unmet needs, and we can separate the child/young person from their behaviour.
- We understand that each developmental stage has a range of typical behaviours, which provides opportunities for adults to role-model and explicitly teach appropriate behaviours.
- We provide a safe environment and routine to build a sense of security in the emotional and physical environment.
- We encourage children/young people at our setting to become accountable for their actions and realise the impact they may have on themselves and others, promoting a positive approach to changing future behaviours.
- We keep in mind that we are the adults and the children/young people are still growing, learning and developing.
- We seek to restore relationships and change behaviours rather than punish the actions a child/young person may have taken. Although this does not exclude the use of sanctions, we seek the most appropriate way of supporting children to develop robust stress-regulation systems and skills of self-control, empathy and emotional management.

Our school 'SPARKLE' statement

SPARKLE	Core expectations	How this looks at Grange View (created by the school council)
	Share a smile	- Making eye contact - Taking turns - Staying positive and resilient - Thinking of others
	Promise to listen and learn	- Sitting up, facing the front - 100% attention and effort - Great attendance - Listening and not talking
	Always try your best	- Putting your hand up for questions - Being hardworking and resilient - Never giving up - Joining in with class discussions
	Remember to think of others	- Listening to others contributions - Being helpful - Working collaboratively - Taking turns
	Kind hands, feet and voice	- Keeping hands to yourself and not snatching - Not kicking or retaliating with your feet - Speaking with a quiet, calm voice, always using kind words
	Love everyone as you would	- Showing respect to everyone - Being a good role model to

Environmental consistency

At Grange View, we recognise that consistency and routines help children to feel safe.

We aim to ensure that:

- All school staff have read the school's behaviour policy and feel confident in applying it.
- We refer to the SPARKLE statement every time we provide feedback or discipline, in which we explain how a behaviour has / hasn't embodied these expectations
- All staff are aware of the strategies being used to support individual children with additional needs

How will staff behave?

- We cherish and prioritise our relationships with children and their families
- We will make day-to-day-routines as consistent as possible
- We will be consistently calm and non-judgemental
- We will model the behaviour we wish to see we will always give children a fresh start

Non negotiables:

At Grange View, we all play our role in building a positive, kind and caring school community:

We aim to 'let our like shine' by

- All staff greeting children with a smile and a good morning
- Saying please and thank you
- Opening doors for each other
- Waiting to let others past and walking sensibly
- Always trying our best
- Listening to others and taking turns
- Speaking up for injustices
- Taking care of our environment
- Ensuring all children know where to go to seek help

A graduated response:

We apply a graduated response to behaviour, in which we aim to recognise and respond to the needs being communicated by the behaviour and make reasonable adjustment to pupils.

Strategic intervention which includes:

- Being discrete, light and completed quickly
- Using non verbal techniques such as gestures, facial expressions, a fixed stare, modelling and an abrupt stop
- Anonymously highlighting the desired behaviour by saying "I am waiting for two!" or "all should be writing"
- Addressing quietly the target individual at their level

Differentiation:

We differentiate our behaviour policy as appropriate to meet the needs of all children within our school community in line with the Equality Act (2010)

Recognising behaviour that embodies our school expectations:

At Grange View, we recognise behaviour that embodies our school expectations by providing specific verbal feedback or other rewards. Our positive approach to behaviour involves us 'noticing' good choices with 'caught sparkling' tickets, being explicit in descriptive praise and give recognition as a positive reinforcement alongside dojo points or a trip to Mrs Laskey's basket.

Engagement with parents:

Grange View values parents / carers as experts. We will provide feedback on your child's emotional wellbeing at parents meetings, but will also contact you immediately if we have any concerns about your child's wellbeing or are displaying poor behaviour and we will work in partnership to support your child. If you have concerns, please do not hesitate to contact your child's class teacher, Mrs Timmins our Senior Mental Health Lead or Mrs Laskey.

ZONES OF REGULATION- introduced Sept 2025

Behaviour ladder:

1. The first step will always be a positive reminder for the whole class, pointing out the appropriate behaviour
2. Reminder for an individual 'That's a 1!'
3. A second warning 'That is a 2, you have now had two warnings!'
4. Time out of class, send to an appropriate class for 5 minutes. Child will be isolated in the class to enable them to calm down / reflect.
5. Informal contact will be made with parents if there are repeated incidences
6. Pupil to see the Senior Leadership Team Teachers with timeout and Behaviour Incident reported on CPOMS.