



The Grove Junior School

Behaviour and Discipline Policy

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Date for review: October 2027

Headteacher: Lorna Urquhart

Co-Chair of Governors: Amanda Ellison and Paula Lindores

Held by: School Improvement Committee

We at The Grove Junior School understand behaviour as a form of communication and seek to promote prosocial behaviour through planned, relational and therapeutic responses. Our school's Behaviour Policy is a means of promoting the ethos of our school so that people can work together with the common purpose of helping everyone to learn. Our ethos comprises the values of Respect, Responsibility and Resilience.

The Grove Junior School has adopted The Hertfordshire Therapeutic Thinking approach to behaviour.

Therapeutic is defined as:

An approach to behaviour that prioritises the prosocial experiences and feelings of everyone within the dynamic.

Aims

The aims of this policy are to help the children of The Grove Junior School develop into citizens of the school and wider community that self-regulate their behaviour. This will in turn, create a happy, secure and stimulating environment where everyone can achieve and be inspired to do their best. Our emphasis will be on recognising and celebrating effort and success, so that all pupils feel valued. We aim to promote and develop self-discipline and Pro Social Behaviours (see definition below). Pupils will be taught to understand the rights that children within the school have and their responsibilities to uphold them.

Legislation, statutory requirements and statutory guidance

This policy is based on legislation and advice from the Department for Education (DfE) on:

- › [Behaviour in schools: advice for Headteachers and school staff 2024](#)
- › [Searching, screening and confiscation: advice for schools 2022](#)
- › [The Equality Act 2010](#)
- › [Keeping Children Safe in Education 2026](#)
- › [Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement 2026](#)
- › [Restrictive interventions, including use of reasonable force in schools](#)
- › [Supporting pupils with medical conditions at school](#)
- › [Special Educational Needs and Disability \(SEND\) Code of Practice](#)

In addition, this policy is based on:

- › Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils
- › Sections 88 to 94 of the [Education and Inspections Act 2006](#), which requires schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and gives schools the authority to confiscate pupils' property
- › We at the Grove Junior School follow the DfE guidance by publishing our behaviour policy on our [website](#).

At The Grove we use The 3Rs to encapsulate our approach to behaviour.

- Respect - respect each other, our environment and ourselves.
- Responsibility – taking responsibility for our actions.
- Resilience – to learn from our mistakes and always try our best, even when we find things difficult.

Children are expected to follow our Behaviour Curriculum which is taught throughout the school year and shared with parents. They will also be taught to take responsibility for their own actions and accept the consequences of their choices. Adults in school are expected to model excellent pro-social behaviour at all times. Adults are expected to use positive phrasing and avoid an inappropriate tone, pitch or volume.

Pro-Social Behaviour Definition (Therapeutic Thinking)

Pro- social behaviour is defined as:

- relating to or denoting behaviour which is positive, helpful, and intended to promote social acceptance
- prosocial behaviour is characterised by a concern for the rights, feelings and welfare of other people
- behaviour which benefits other people or society
- the absence of antisocial behaviour

We encourage children to:

- take pride in their achievements and in their school
- show respect for the beliefs, opinions and lifestyles of others
- develop their understanding of their responsibilities
- be kind, polite and courteous to others
- show care and sensitivity towards other people
- show respect for property and the school environment
- avoid inappropriate physical contact with others

Unsocial Behaviour Definition (Therapeutic Thinking)

Unsocial behaviour is defined as not enjoying or needing to behave sociably in the company of others, but not to the detriment of others. This includes quiet communication of anti-social feelings. Unsocial behaviour does not cause harm to others but may indicate emotional distress or unmet need. Examples include:

- withdrawal
- quiet refusal
- isolation
- avoidance
- school anxiety

At The Grove Junior School, there are occasions when children are behaving unsocially. Staff will aim to:

- notice a change in a child's social behaviour
- check in regularly, using the pastoral team
- offer regular support
- adapt demands of the school day
- monitor patterns
- communicate regularly with parents / carers

Unforeseeable Behaviour Definition (Therapeutic Thinking)

Unforeseeable behaviours are behaviours not previously experienced, anticipated or covered within existing school procedures. Following any unforeseeable incident, immediate steps will be taken to ensure safety, a risk assessment will be completed, parents informed and a review undertaken to determine whether amendments to policy or an Individual Risk Reduction Plan are required.

Anti-Social Behaviour Definition (Therapeutic Thinking)

Anti-social behaviour is defined as:

- behaviour that causes harm to an individual the community or to the environment.
- behaviour that is likely to cause injury, harassment, alarm or distress
- behaviour that violates the rights of another person

At The Grove Junior School, there are occasions when children choose to behave anti-socially. Staff will aim to:

- teach children how to solve their problems through discussion, PSHE curriculum and assemblies
- refer to the Grove 3Rs in the context of the specific behaviour
- maintain a therapeutic approach

Significant Anti-social Behaviours include:

Physical Assault: Includes fighting, violent behaviour, wounding, obstruction, jostling, biting, hitting, kicking, punching, play fighting, deliberate scratching, spitting and holding tightly anywhere, especially round the neck, possession of, or use of an object, such as knives, that could be used intentionally to harm someone else.

Verbal Abuse and Threatening Behaviour: Includes threatened violence, aggressive behaviour, use of swearing or bad language, prejudice-based abuse and harassment, verbal intimidation, unkind remarks, lying and establishing gangs.

Bullying: Includes persistent isolation; intimidation and all forms of verbal, physical, homophobic, sexist and racist abuse (prejudice-based abuse), including cyber bullying against pupils or any member of the school community (see Anti – Bullying Policy). We do not tolerate bullying behaviour

or any form of prejudice and all incidents will be dealt with promptly and in accordance with this policy (see separate Anti-Bullying Policy).

Racist Abuse: Includes taunting and harassment, bullying, graffiti, derogatory statements and swearing that can be attributed to racist characteristics.

Sexual Misconduct: Includes abuse, assault, harassment, bullying, graffiti and sexualised behaviour – see appendix 1 – Brook Sexual Behaviour Traffic Light Toolkit.

Drug and Alcohol Related: Includes possession of illegal drugs, inappropriate use of prescribed drugs, drug dealing, smoking, vaping, alcohol abuse and substance abuse.

Damage: Includes damage to school or personal property belonging to any member of the school community, vandalism, arson and graffiti.

Theft: Includes stealing school property, stealing personal property (child or adult), stealing from local shops on a school outing, selling and dealing in stolen property and extortion. The Police will be informed as deemed appropriate.

(Note: the above list is not exhaustive and other behaviour may result in exclusion as a sanction).

Persistent Anti-Social Behaviour

Any of these may result in parents being called to the school and may result in their child being given a fixed-term exclusion or a permanent exclusion. Following any fixed-term exclusion, a restorative reintegration meeting will be held, support plans reviewed and reasonable adjustments considered to reduce the likelihood of recurrence.

As an integral part of our approach to behaviour, we use **The Grove School's Code of Conduct and Behaviour Curriculum**. The aims of this are:

- To develop and apply life skills that will support them to flourish in school and life
- To improve health and wellbeing and personal skills
- To grow understanding and working with others (social skills)
- To create opportunities, overcome challenges and make choices (thinking skills)
- To increase their potential achievement and readiness for life

Rewards

Explicit Praise Pupils will be made aware of the positive impact of their pro-social behaviours upon their relationships with others and the benefits of this and the enhancement of their learning, socially and academically.

House Points. Pupils are rewarded with house points for effort and attainment within the class and for behaviour throughout the school day. Pupils are designated a house upon arrival into the school and the house point system plays an important part in motivating pupils to behave, to work hard and to take part in school life fully.

Headteacher's Award. These are awarded for pupils who have made an outstanding achievement or effort or for those pupils who have made a significant improvement in attainment, effort or behaviour.

Other achievements. The school acknowledges all the efforts and achievements of children, both in and out of school and celebrates these in assemblies.

Lunchtime Raffle. Every lunchtime, children who are spotted behaving prosocially receive a raffle ticket from a lunchtime supervisor or play leader, which then goes into a weekly draw for a prize. This occurs during celebration assembly and is a great motivating incentive to maintain good behaviour at lunchtimes.

Classroom Teachers. Within the classroom context, teachers reward pupils with stickers, positive comments and verbal praise for good work, good effort and pro-social behaviour.

Assemblies. Pupils have the opportunity to share examples of their best work with the rest of the school.

Posts of responsibility. Pupils are given a range of opportunities to gain posts of responsibility by becoming a class representative on the school council (Groverneer), class monitor, online safety ambassador, play leader or a Mental Health Champion

Consequences

The school employs a number of consequences when appropriate, to ensure a safe and positive learning environment. We employ each consequence appropriately to each individual situation. Pupils are given reminders and encouraged to return to prosocial behaviours.

The school's consequences are clearly set out in the school's Behaviour Code. This code of behaviour is displayed in every classroom and in public areas and is referred to within the classroom and playground context, through assemblies and PSHE. There are four stages of anti-social behaviour and pupils are made clear on the consequences of each type of behaviour. The Behaviour Code gives examples of the type of behaviour which could lead to consequences. Every individual case is looked at on its merits and contexts.

Anti-social incidents are recorded in an accurate and non-judgmental way. These records are kept in a class behaviour file held by the class teacher. They are regularly monitored by the senior leadership team. Individual reflection sheets are filed and kept by the class teacher. For incidents identified as Stage 3 or above, they are added to the school's online record system – CPOMs.

Stage	Recorded by	Parent Contact
1-2	Class teacher	As appropriate
3	Class teacher / SLT	Same day
4 – (potential fixed-term exclusion)	Headteacher	Formal notification

Reflect, Repair and Restore - Developing strategies for ensuring pro-social behaviour

The purpose of reflect, repair and restore is to revisit the experience with a child who is calm, relaxed and reflective. Following the demonstration of an anti-social behaviour, staff member(s) will investigate the backgrounds to the behaviour occurring with the child to ensure the child understands the situation. Every situation is different and will be treated with sensitivity by the staff at the school. Provocation shall always be taken into account and each point of view listened to. The children will be encouraged and guided by staff to think of and apply strategies to ensure this behaviour does not re-occur (see Reflection Sheet). Procedures are in place for supporting and debriefing after any significant incident, as it is essential to safeguard children's emotional well-being and help them reflect and progress.

To support children making pro-social behaviour choices, the following support is in place:

- Reasonable adjustments to learning activities
- Predictable routines
- Visual timetable
- Calm corners in every classroom
- Emotional literacy lessons embedded through PSHE
- Learning pathways (The Good Morning Club)

The Grove's Behaviour Policy should be the plan for the majority of children. When a pupil is identified as having SEND, a graduated approach would be considered to meet the needs of the individual pupil. This could include:

- Movement breaks
- Increased structured break and lunchtimes with support.
- Advice from external agencies
- Regular communication with parents
- Specific targeted interventions
- An Individual Risk Reduction Plan may be required to formalise strategies that differentiate from policy.

There are occasions when staff will have cause to have physical contact with individuals for a variety of reasons, for example:

- To direct or steer a student
- To comfort or reward a student
- For activity reasons (for example in drama, physical games)

Restrictive physical intervention will only be used when there is an immediate risk of harm and in accordance with the DFE's 'Restrictive intervention, including use of reasonable force in schools' guidance.

Roles and responsibilities of the Headteacher, other staff, governors

The Headteacher

It is the responsibility of the Headteacher, under the School Standards and Framework Act 1998, to implement the school behaviour policy consistently throughout the school, and to report to governors, when requested, on the effectiveness of the policy. It is also the responsibility of the Headteacher to ensure the health, safety and welfare of all children in the school.

The Headteacher has the responsibility for giving fixed-term exclusions to individual children for serious acts of anti-social behaviour. For repeated or very serious acts of anti-social behaviour, the Headteacher may permanently exclude a child. Both these actions are only taken after the Chair of Governors has been notified. The school follows the DFE guidelines. In principle, this operates in the following way:

He or she will:

- Ensure there is an investigation to identify the reasons for the exclusion
- inform the pupil's parent(s) or carer of serious indiscipline and the sanctions, the period of any exclusion, and when permanent exclusion is judged to be necessary
- advise the parent/carers that they may make representations about the exclusion to the governing body's discipline committee
- advise the parent/carers how representations may be made, that they are responsible to ensure their child is not found in a public place, and on what alternative education will be provided
- notify the Chair of Governors of the details of the exclusion, including the reasons for it, in the case of (a) a permanent exclusion or a fixed-period exclusion converted to a permanent one; (b) a fixed-period exclusion of more than five days or which brings the days the pupils has been excluded in one term to more than five; (c) an exclusion that would result in the pupil losing the opportunity to take a public exam.

Staff

- Staff will apply the principles identified above when implementing the following whole-school approaches to positive behaviour.
- Where a case of bullying or a racist incident has occurred, teachers will ensure that pupils affected are counselled and are given strategies to help them to respond.
- All members of staff are aware of the regulations regarding the use of force by teachers <https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools>

Pupils

- Pupils will be consulted fully when rules are being decided and will be expected to observe them. The School Council will be given the opportunity to discuss the proposed changes to the Behaviour Code when it is being amended.

Parents

- Parents have a responsibility to support the school's Behaviour and Discipline Policy and will be asked to read and sign that they will support the policy as part of the Home/School agreement. The Behaviour Code will be clearly accessible on our school website. Parents are also encouraged to be good role models in terms of their behaviour to all members of staff and governors. The school will not tolerate any aggressive or threatening behaviour towards any members of the school community and any such behaviour may result in individual parents being barred from the premises.

The Governing Body

The governing body has the responsibility of setting down these general guidelines on standards of discipline and behaviour, and of reviewing their effectiveness. The governors support the Headteacher in carrying out these guidelines.

The Headteacher has the day-to-day authority to implement the school Behaviour and Discipline Policy.

Arrangements for monitoring and evaluation

The Headteacher monitors the effectiveness of this policy on a regular basis. S/he also reports to the governing body on the effectiveness of the policy and, if necessary, makes recommendations for further improvements.

The school keeps a variety of records of incidents of misbehaviour. The class teacher records minor classroom incidents. SLT records those incidents where a child is sent to him/her on account of anti-social behaviour. A record of any incidents that occur at break or lunchtimes is also kept. Lunchtime supervisors will give accurate and non-judgmental written details of any incident in the incidents book, which is kept in the school office.

The Headteacher keeps a record of any pupil who is excluded for a fixed-term, or who is permanently excluded.

It is the responsibility of the governing body to monitor the rate of exclusions, and to ensure that the school policy is administered fairly and consistently.

The governing body will evaluate the impact of this policy by receiving data from the Headteacher analysed by year group, gender and ethnicity on:

- fixed-term and permanent exclusions – number of and analysis of behaviour
- number of stage three and stage four incidents
- instances of bullying and racial incidents, and action taken
- support provided for the victims.

Review

The governing body reviews this policy every year. The governors may, however, review the policy earlier than this, if the government introduces new regulations, or if the governing body receives recommendations on how the policy might need updating.