



**Columbia Grange**  
School

## Behaviour Policy

Including identifying and dealing with  
bullying in this school context 2025

Date policy last reviewed: 24/09/2025

Date next reviewed 31/12/2026

Contents:

Statement of intent

1. Legal framework
2. Roles and responsibilities
3. Managing behaviour including identifying bullying in this context
4. Prevention strategies and sanctions for challenging behaviour
5. Effective classroom management
6. Monitoring and review
7. Resources



**Columbia Grange**  
School

Part of **Oak Learning** Trust The logo for the Oak Learning Trust features the word 'Oak' in a blue serif font above the word 'Learning' in a green sans-serif font, with a small green leaf icon to the right.

## **Statement of intent**

The Local Governing Body and Staff of Columbia Grange School endeavour to provide quality education in a caring and ordered environment, preparing and encouraging all pupils to participate fully in the life of their home, school and community. It is necessary to provide a whole school approach to maintain an orderly, caring atmosphere where effective teaching and learning can take place.

The creation of an orderly atmosphere enables the establishment of a whole-school ethos in which:

- Every individual feels valued and supported
- Caring and respect for others is promoted and encouraged
- All are committed to actively discouraging anti-social behaviour
- Respect is shown for the fabric and structure of the school, its environment and its resources

At Columbia Grange School we emphasise a positive approach of praise, encouragement, incentives and inducements, but we acknowledge the fact that we will occasionally need to employ other techniques to safeguard all pupils. We recognise that all pupils react well to praise and positivity and that there is always something worthy of praise in pupils.

We also take the view that all behaviours are purposeful, behaviours do not occur in isolation.

Functions of behaviour may include communication, regulation of emotions and engagement in adaptive skills. For children who display unconventional or challenging behaviours the emphasis should be on determining the function of the behaviour and supporting the development of more appropriate ways to accomplish those functions. There should also be an emphasis on how staff team members interact with pupils and how this can affect behaviour. If challenging behaviours are present, an immediate consideration should be made in respect to the staff's behaviour and the presence or absence of specific supports.

Pupil restraint in the form of positive handling is only used as a last resort following the use of de-escalation strategies and only adopted to safeguard pupils within the context of a positive, child centred approach. This has been informed by training delivered by the Positive Handling Academy to two staff trainers- John Lines and Gavin Briggs.



Columbia Grange School believes that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life. The school is committed to:

- Promoting desired behaviour.
- Promoting self-esteem, self-discipline and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Praising and rewarding good behaviour.
- Challenging and disciplining misbehaviour.
- Providing a safe environment free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with parents.
- Developing positive relationships with pupils to enable early intervention.
- A shared approach which involves pupils in the implementation of the school's policy and associated procedures.
- A shared approach that focuses upon the development of self-regulation using Zones of Regulation approaches in lessons and around school.
- Promoting a culture of praise and encouragement in which all pupils can achieve.
- Retaining a focus upon sensory integration for our autistic learners.



## 1. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Equality Act 2010
- Education and Inspections Act 2006
- Health Act 2006
- Voyeurism (Offences) Act 2019
- The School Information (England) Regulations 2008
- DfE (2016) 'Behaviour and discipline in schools'
- DfE (2025) 'Keeping children safe in education 2025'
- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2025) 'Use of reasonable force and other restrictive interventions in school'
- DfE (2018) 'Searching, screening and confiscation'
- The Crime and Policing Bill 2025

This policy operates in conjunction with the following school and trust policies:

- Staff Code of Conduct
- Complaints Procedures Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Exclusion Policy
- Peer-on-Peer Abuse Policy
- Child Protection and Safeguarding Policy

## 2. Roles and responsibilities

**The governing board has overall responsibility for:**

- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, age, disability, gender reassignment, gender identity, marriage and civil partnership, race, religion or belief, sex and sexual orientation.
- Promoting a whole-school culture where calmness, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.

**The head teacher is responsible for:**

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Establishing the standard of behaviour expected by pupils at the school.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Publishing this policy and making it available to staff, parents and pupils.
- Reporting to the local governing body and board of trustees on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.
- Appointing a Behaviour Working Party as and when required.

**The Deputy Head is responsible for:**

- Overseeing the whole-school approach to mental health, including how this is reflected in this policy, how staff are supported with managing pupils with SEND-related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEND considerations.
- Supporting behaviour management in line with the PHSE Policy.
- Undertaking day-to-day responsibilities for the successful operation of the behavioural and SEMH policies to support pupils with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.

**The Assistant Head is responsible for:**

- Collaborating with the governing board, head teacher and the Sensory lead to determine the strategic development of behavioural provisions in the school.
- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.
- Considerations related to deliberate or focused bullying



**Teaching staff are responsible for:**

- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents and, where appropriate, the pupils themselves.
- Writing and reviewing individual behaviour plans to identify targets and triggers thus minimising any disruptive behaviours.
- Aiming to teach all pupils the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with behavioural difficulties will be able to study the full national curriculum.
- Being responsible and accountable for the progress and development of the pupils in their class.

**All members of staff, including teaching and support staff, and volunteers are responsible for:**

- Adhering to this policy.
- Supporting pupils in adhering to this policy.
- Promoting a supportive and high-quality learning environment.
- Modelling high levels of behaviour.
- Being aware of the signs of behavioural difficulties.
- Setting high expectations for every pupil.
- Being aware of the needs, outcomes sought, and support provided to any pupils with specific behavioural needs.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour. The relevant figures of authority include:
  - Head teacher.
  - Behaviour working party lead.
  - Pathway lead.
- As authorised by the head teacher, disciplining pupils who display poor levels of behaviour, should those pupils be able to effectively understand cause and effect in this context.
- Recording behaviour incidents using CPOMS and alerting relevant members of staff.

**Pupils are responsible where their understanding and awareness is sufficiently developed for:**

- Their own behaviour both inside school and out in the wider community.
- Reporting any challenging behaviour to a member of staff.



## **Parents are responsible for:**

- Supporting their child in adhering to the school rules.
- Informing the school of any changes in circumstances which may affect their child's behaviour.
- Behaving in a socially responsible fashion as their children have a propensity to 'watch and copy'

### **3. Managing behaviour**

Instances of challenging behaviour are taken seriously and dealt with immediately.

The safeguarding lead will keep a record of all reported incidents through CPOMS to help identify pupils whose behaviour may indicate potential problems.

If challenging behaviours continue a behaviour plan may need to be written and implemented to prevent further incidents.

As part of the classroom management process, it may be necessary to deal with challenging behaviour or incidents.

At Columbia Grange School, if children need to be given guidance about their behaviour, it is given in such a way that is constructive rather than being critical e.g.: Using 'I' statements rather than blaming 'you' messages – 'I would like you to.....', giving the pupil information about how to improve the behaviour in a clear and concise way.

All staff are aware that some minor forms of behaviour are better if they can be ignored rather than given attention. Praising children and giving attention to those who are behaving as staff want can be a powerful motivator for a pupil to change their undesirable behaviour. Also, offering our pupils choices with related consequences helps them to understand that they are responsible for their behaviour. When giving choices and consequences, the emphasis should be kept on the positive -'If you do..... you can', is a more effective incentive than -'if you don't .....you can't' (Detailed guidance is available in 'The Nurturing Programme' training booklet). All staff are aware of the need to praise the child when the undesirable behaviour stops – without making any reference to the earlier challenging behaviour

However, behaviour that constitutes a risk to the child, to others or to property/surroundings should never be ignored and may warrant a physical intervention in line with DfE (2025) 'Use of reasonable force and other restrictive interventions in schools'.



## **Identifying and dealing with bullying.**

Bullying is characterised by the following elements:

- The use of actual or implied Power - may include peer groups, to introduce social power
- Persistence in so much as it relates to repeated actions or comments
- The nature of the bullying is Personal to those experiencing it
- Premeditation on the behalf of the bully

It is therefore highly unlikely that bullying per-se may take place in the setting with pupils who struggle to understand and implement the above elements. Most presented challenging behaviour will be indiscriminate.

That is not to say that some behaviours may be very focused upon one individual and may well be frequently repeated, however, this is more likely to be linked to the psychological profile of the pupils involved. Anti-bullying approaches are unlikely to be effective. Careful and diligent management of pupil groupings and activities will be more effective in the end goal of maintaining pupil and adult safety.

### **4. Prevention strategies and sanctions for challenging behaviour**

This section outlines the school's strategies for preventing challenging behaviour, minimising the severity of incidents, and using sanctions effectively and appropriately to improve pupils' behaviour in the future.

#### **Positive teacher-pupil relationships**

Positive teacher-pupil relationships are key to combating challenging behaviour. The school focuses heavily on forming these relationships to allow teachers to understand their pupils and create a strong foundation from which behavioural change can take place.

At Columbia Grange School, the whole school curriculum provides opportunities to model and practice positive discipline but there are also planned opportunities within the curriculum to facilitate the development of personal and social skills, building self-esteem and independence through elements of the PSED (personal, social and health education).



How activities or lessons are planned and carried out will substantially affect our pupils' participation and response. The following pointers are associated with effective learning and teaching:

- Decide how to group pupils in order to maximize effective teaching
- Ensure that the lesson begins on time with all pupils engaged
- Ensure that different pupil's abilities are acknowledged beforehand
- Praise effort continually by giving feedback on pupil performance
- Enable pupils to ask for help
- Ensure all materials are available before the lesson begins
- Set clear boundaries between one lesson and another. If possible, bring pupils together as a group at the beginning and end of lessons.
- Provide opportunities for pupils to self-regulate i.e. trampets, chews, seating etc.

### **De-escalation strategies**

Where negative behaviour is present, staff members will implement de-escalation strategies to diffuse the situation. This includes:

- Appearing calm and using a modulated, low tone of voice
- Being mindful of cadence and tonality
- Using simple, direct language.
- Avoiding being defensive, e.g. if comments or insults are directed at the staff member.
- Providing adequate personal space and not blocking a pupil's escape route.
- Showing open, accepting body language, e.g. not standing with their arms crossed.
- Reassuring the pupil and creating an outcome goal.
- Identifying any points of agreement to build a rapport.
- Offering the pupil a face-saving route out of confrontation, e.g. that if they stop the behaviour, then the consequences will be lessened.
- Rephrasing requests made up of negative words with positive phrases, e.g. "if you don't return to your seat, I won't help you with your work" becomes "if you return to your seat, I can help you with your work".
- Effective and cogent use of the broad sensory offer available across the school, within the protocols set for the use of any given element of sensory support, including the Peace Pod
- Use of the Peace Pod is governed by its own protocol and affords any highly dysregulated pupil the opportunity to physically express their dysregulation in a safer environment designed to reduce the severity and frequency of physical intervention. Use of the Peace Pod is recorded on CPOMS and a CCTV camera constantly monitors the Peace Pod



## Time Out

There may be occasions when staff are required to manage situations in which pupils have not responded to the positive approaches set out above. Staff are aware that they will need to choose a response appropriate to the situation and the child's level of understanding. (See also the school statement on anti-bullying and section on positive handling).

Time Out may be a useful strategy for helping children to calm down when angry or getting out of control. This is sometimes requested by our autistic pupils who often feel the need to be on their own. It is not intended to be a punishment banishing the child, but an opportunity for the child to calm down, to reflect on their behaviour, and to make a fresh start. It should be reserved for behaviour, such as violence, that the child knows is unacceptable, and not used at random for minor misdemeanours. If a child is often angry and/or violent, it is helpful to consider why he/she might be feeling this way – and to respond to the feeling as well as the behaviour. Symbols or gestures or actions may also be used to request Time Out. Time Out may take the form of being asked to sit on a 'thinking chair'. Time spent in Time Out is specific to individual pupils. Some pupils may only need to sit upon the thinking chair for a few seconds to become aware that they have transgressed a boundary.

When using time out and the child has an understanding of language:

- Explain clearly to the child what Time Out is
- Establish the rules that warrant Time Out (e.g. violent behaviour)
- Pick a (calming) Time Out place where the child feels safe and is observed by a member of staff. This may be an area within the classroom where the child can continue to observe the lesson from a distance, but could also be removed to the shared area. Pupils must never be left unattended or placed outside the classroom
- Establish how long Time Out will last (2-3 minutes)
- When a rule has been broken give one clear warning, reminding the child of the rule and that if it is broken again, he/she will have to take Time Out. If the child repeats the behaviour, tell him/her he must take a Time Out and go to the Time Out place; you may have to accompany the child.
- Ignore all comments, promises, threats, pleading, etc. Remind the child that Time Out starts only when he/she is quiet. Set a clock/timer so that the length of the Time Out seems an objective to the child.
- When Time Out is over, praise the child for taking it well, and help him/her to re-join the activity; make no reference to the bad behaviour
- Later ask the child how he/she was feeling just before making the choice that led to Time Out
- Ask the child to suggest what he/she could do differently if the same situation comes up again



A penalty or loss of privileges may be applied. To be effective, loss of privileges requires a well-established ethos in which some enjoyable /motivating activities can be earned. The child must be aware of the level of behaviour that would trigger a loss of privilege. Staff are aware of the need to decide whether there is a mechanism for the pupil to earn back the privilege.

### **Physical intervention**

In line with 'Use of reasonable force and other restrictive interventions in schools' DfE (2025), all staff have the legal right to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging school property, and to maintain good order and discipline in the classroom. This includes restraint and restrictive interventions.

Physical restraint will only be used as a last resort and only as a method of restraint to minimise risk of damage to self and others or equipment. Staff members will use their professional judgement of the incident to decide whether physical intervention is necessary. The situations in which physical restraint may be appropriate are varied and are contextual.

Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used. After an instance of physical intervention, the pupil's parents/ carers will be contacted – parents may in some rare instances be asked to collect the pupil and take them home for the rest of the day to help maintain a calm and safe environment- this action must be recorded on CPOMS if used.

Any deliberate violent or threatening behaviour will not be tolerated by the school and may result in a suspension in the first instance. It is at the discretion of the head teacher as to what behaviour constitutes a suspension.

In some instances, the head teacher may opt to have a suspension served within the school building.

A number of factors may precipitate this- capability to manage the child in other settings; a desire to avoid encouraging absence from the school site; access to skilled professionals during the suspension who can provide input, support and guidance to the pupil to help prevent further issues and further suspensions.

When using reasonable force in response to risks presented by incidents involving pupils with SEND or medical conditions, the school will recognise and consider the vulnerability of these groups. It is the expectation that instances of physical intervention are few and far between.

Some pupils experiencing a significant period of dangerous or potentially illegal behaviour may be privy to a behaviour plan to help reduce the likelihood and impact of that behaviour. In some instances (for example a pupil suffering a severe sensory imbalance leading to self-injurious behaviour) may be subject to a behaviour plan that details the need for restrictive intervention within a broader bank of strategies to help alleviate the cause of the behaviour. These tier three intervention plans are agreed with families and carers and are regularly reviewed.

Acts that are considered to lead to illegality will be considered for sanction also. It is not acceptable to tolerate behaviour from a pupil which is likely to become a life-limiting factor, such as inappropriate touching or violent assault.



## 5. Effective classroom management

Well-managed classrooms are paramount to preventing disruptive and challenging behaviour. The school understands that effective classroom management allows staff to:

- Start the year with clear sets of rules and routines that are understood by all pupils and staff.
- Establish agreed rewards and positive reinforcements.
- Establish sanctions for misbehaviour for pupils who understand cause and effect.
- Establish clear responses for handling behavioural problems.
- Encourage respect and development of positive relationships.
- Make effective use of the physical space available.
- Have well-planned lessons with a range of activities to keep pupils stimulated.

### Praise and rewards

Children need to know that what they are doing or the way they are behaving pleases us and the use of praise and rewards is significant in the learning process for most pupils. Staff are aware that not all autistic pupils know how to cope with praise and that subtle forms of praise may need to be used. At Columbia Grange praise may be used by an adult or peer to reinforce desirable behaviours, encourage the acquisition of skills and contribute to the development of pupils' self-esteem and confidence. It can reinforce positive work, attitudes or behaviour. For praise to be effective, all staff aim for it to be whole-hearted, attentive and genuinely enthusiastic.

Positive feedback may be simply given through non-verbal means (eye contact, facial expression or gesture), verbal praise (positive comments or encouragement) or written (in a workbook or diary) and aims to make a clear 'why' and 'what' the pupil is being praised for.

Rewards may offer further encouragement to help shape desired behaviours or actions. Individual pupils may be rewarded, for example: through opportunities for choosing favourite activities, showing off to another member of staff, receiving a sticker or a tangible reward such as something from the reward box. At Columbia Grange School, class systems are also an effective way of working towards a class reward. This could involve building up visible units on a chart to achieve a set target, or involve filling a jar or receptacle with objects, in such a way as to involve the children working together toward a common goal.



The school recognises that praise is key to making pupils feel valued and ensuring that their work and efforts are celebrated. When giving praise, teachers ensure:

- They define the behaviour that is being rewarded.
- The praise is given immediately following the desired behaviour.
- The way in which the praise is given is varied depending on the ability/understanding of the individual.
- Praise is related to effort, rather than only to work produced.
- Perseverance and independence are encouraged.
- Praise is only given when a pupil's efforts, work or behaviour need to be recognised, rather than continuously without reason.
- The praise given is always sincere and is not followed with immediate criticism.

Whilst it is important to receive praise from teachers, the school understands that peer praise is also effective for creating a positive, fun and supportive environment. Teachers encourage pupils to praise one another, and praise another pupil to the teacher, if they see them modelling good behaviour.

As with praise, the school understands that providing rewards after certain behaviour means that pupils are more likely to model the same behaviour again. For rewards to be effective, the school recognises that they need to be:

- **Immediate** – immediately rewarded following good behaviour.
- **Consistent** – consistently rewarded to maintain the behaviour.
- **Achievable** – keeping rewards achievable to maintain attention and motivation.
- **Fair** – making sure all pupils are fairly rewarded.

With the above in consideration, staff are to also consider the individual sensory and preference profiles for their pupils. What is rewarding for one pupil may well feel punitive to another.



## **6. Monitoring and review**

This policy will be reviewed by the head teacher and any behaviour working party lead on a regular basis; they will make any necessary changes and communicate these to all members of staff.

This policy will be made available for Ofsted inspections and reviews by the lead inspector, upon request.

### **Resources**

- SCERTS manuals are available on the school computer system.
- A copy of the nurturing programme is kept in the staff room. Each class has a copy appropriate to their pupils' needs.
- A selection of books on behaviour management and autism are kept in the school office.
- Continuous Professional Development programmes for staff will include workshops on behaviour management and will include Physical Interventions and clear definitions of restraint and restrictive interventions.

