



Devonshire Primary Academy Behaviour Policy



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Contents:

Statement of intent

1. [Legal framework](#)
2. [Roles and responsibilities](#)
3. [Definitions](#)
4. [Staff induction, development and support](#)
5. [Managing behaviour](#)
6. [Prevention strategies, interventions, and sanctions for unacceptable behaviour](#)
7. [Sexual abuse and discrimination](#)
8. [Smoking and controlled substances](#)
9. [Prohibited items, searching pupils and confiscation](#)
10. [Effective classroom management](#)
11. [Behaviour outside of school premises](#)
12. [Data collection and behaviour evaluation](#)
13. [Monitoring and review](#)

Appendices

A: Behaviour Tiers (Written)

B: Behaviour Tiers (Widget)

C: Reflection Sheets

Statement of intent

Devonshire Primary Academy believes that, in order to facilitate teaching and learning, appropriate behaviour must be demonstrated in all aspects of school life. The school is committed to:

- Promoting desired behaviour.
- Promoting self-esteem, self-discipline, proper regard for authority, 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.
- Promoting a culture of praise and encouragement in which all pupils can achieve.

Reasonable and proportionate sanctions will be used where a pupil's behaviour falls below the standard that is expected, alongside support to prevent recurring misbehaviour.

The school acknowledges that behaviour can sometimes be the result of educational needs, mental health issues, or other needs or vulnerabilities, and will address these needs via an individualised graduated response.

To help reduce the likelihood of behavioural issues related to social, emotional or mental health (SEMH), the school will aim to create a safe and calm environment in which positive mental health and wellbeing are promoted and pupils are taught to be resilient. The school will aim to promote resilience as part of a whole-school approach using the following methods:

- **Culture, ethos and environment** – the health and wellbeing of pupils and staff is promoted through the informal curriculum, including leadership practice, policies, values and attitudes, alongside the social and physical environment
- **Teaching** – the curriculum is used to develop pupils' knowledge about health and wellbeing
- **Community engagement** – the school proactively engages with parents, outside agencies and the wider community to promote consistent support for pupils' health and wellbeing

All staff will be made aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact on a pupil's mental health, behaviour, and education. Where vulnerable pupils or groups are identified, provision will be made to support and promote their positive mental health. The school's Wellbeing Policy outlines the

specific procedures that will be used to assess these pupils for any SEMH-related difficulties that could affect their behaviour.

The Academy's Moral Code (The Devonshire Way)

At Devonshire Primary Academy we present discipline in a positive manner by setting high expectations of behaviour for all our children and encouraging an ethos that reflects care, concern and respect for everybody. We have a few basic rules to ensure the safety and well-being of everyone in the Academy, but we place great emphasis on self-discipline and self-control. We strive to influence children to make morally sound decisions, to behave in a way that is socially acceptable and to take responsibility for their actions. We need parental support to maintain high standards of discipline in our Academy. We believe that we can achieve our aims by working in partnership with parents to develop the whole child.

At Devonshire our values are; Respect, Resilience, Co-operation, Pride, Integrity and Honesty. They make up 'The Devonshire Way'.

At Devonshire Primary Academy, we pride ourselves on being a 'listening Academy'; always prepared to share problems with children and their families in an atmosphere of the utmost confidence. To overcome potential problems, we need to know about them so we encourage parents and children to report any concerns immediately to a member of staff, who will treat any problems disclosed with sensitivity and discretion. We are here to help; we try to be available for a 'quick word' in the playground before registration with staff on duty, or a 'longer word' in the playground after classes have been dismissed with teaching and support staff. Appointments can be made for more confidential problems at mutually convenient times.

We believe in a positive, firm, fair and consistent approach to behaviour and discipline. Children need to know where they stand and when they have crossed the boundaries of what is deemed to be acceptable behaviour. The three-way partnership between staff, pupils and parents is very important if we are to work together in a positive way.

Pupil transition arrangements include review meetings where information can be shared at the point of entry or exit to the Academy e.g. Preschool to Reception, non-routine admissions and Year 6 to Year 7 transition.

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 (2022) 'Behaviour in schools: advice for headteachers and school staff'
- DfE (2022) 'Keeping children safe in education 2022'
- 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 (2013) 'Use of reasonable force'
- DfE (2022) 'Searching, screening and confiscation: advice for schools'

This policy operates in conjunction with the following school policies:

- Complaints Procedures
- Special Educational Needs and Disabilities (SEND) Policy
- Suspension and Exclusion Policy
- Positive Handling Policy
- Child Protection and Safeguarding Policy
- Smoke-Free Policy
- Anti-Bullying Policy

2. Roles and responsibilities

The governing board will have 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 calm, dignity and structure encompass every space and activity.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- Ensuring this policy is published on the school website.

The headteacher will be responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes monitoring the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Establishing high expectations of pupils' conduct and behaviour, and implementing measures to achieve this.

- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Publicising this policy in writing to staff, parents and pupils at least once a year.
- Reporting to the governing board on the implementation of this policy, including its effectiveness in addressing any SEMH-related issues that could be driving disruptive behaviour.

The senior mental health lead will be 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 SEMH-related behavioural difficulties, and how the school engages pupils and parents with regards to the behaviour of pupils with SEMH difficulties.
- Supporting behaviour management in line with the SEMH Policy.

The SENDCO will be responsible for:

- Collaborating with the governing board, headteacher and the senior mental health lead, as part of the SLT, to determine the strategic development of behaviour and SEMH policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the behaviour and SEMH policies to support pupils with SEND, in line with the school's Special Educational Needs and Disabilities (SEND) Policy.
- Supporting teachers in the further assessment of a pupil's strengths and areas for improvement and advising on the effective implementation of support.

Teaching staff will be responsible for:

- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, the SENDCO and, where appropriate, the pupils themselves.
- 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.
- Teaching and modelling expected behaviour and positive relationships, demonstrating good habits.
- Being responsible and accountable for the progress and development of the pupils in their class.
- Not tolerating disruption and taking proportionate action to restore acceptable standards of behaviour.

All members of staff, including teaching and support staff, and volunteers will be responsible for:

- Adhering to this policy and applying it consistently and fairly.
- 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:
 - **SENDCO** – Mrs D. Nixon
 - **Behaviour team** – Mrs D. Nixon, Mrs J. McNab, Mrs M. Rowlands, Miss D. Nicolson
 - **Headteacher** – Mr D. Simm
 - **Phase leaders** – Mrs A. Guest, Mrs L. Wakefield, Ms S. O'Hagan
- As authorised by the headteacher, sanctioning pupils who display poor levels of behaviour.

Pupils will be responsible for:

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

Parents will be responsible for:

- Supporting their child in adhering to the school rules and reinforcing this at home.
- Informing the school of any changes in circumstances which may affect their child's behaviour.

3. Definitions

For the purposes of this policy, the school will define "serious unacceptable behaviour" as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour. This will include, but is not limited to, the following:

- **Discrimination** – not giving equal respect to an individual on the basis of age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation
- **Harassment** – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals
- **Vexatious behaviour** – deliberately acting in a manner so as to cause annoyance or irritation
- **Bullying** – a type of harassment which involves personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual being bullied
- **Cyberbullying** – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature
- Possession of legal or illegal drugs, alcohol or tobacco
- Possession of banned items
- Truancy and running away from school
- Refusing to comply with disciplinary sanctions
- Theft
- Verbal abuse, including swearing, racist remarks and threatening language
- Fighting and aggression
- Persistent disobedience or disruptive behaviour
- Extreme behaviour, such as violence and serious vandalism
- Any behaviour that threatens safety or presents a serious danger
- Any behaviour that seriously inhibits the learning of pupils

- Any behaviour that requires the immediate attention of a staff member

For the purposes of this policy, the school will define “low-level unacceptable behaviour” as any behaviour which may disrupt the education of the perpetrator and/or other pupils, including, but not limited to, the following:

- Lateness
- Low-level disruption and talking in class
- Failure to complete classwork
- Rudeness
- Damaging school property
- Use of mobile phones without permission

“Low-level unacceptable behaviour” may be escalated to “serious unacceptable behaviour”, depending on the severity of the behaviour.

4. Staff induction, development and support

All new staff will be inducted clearly into the school’s behaviour culture to ensure they understand its rules and routines and how best to support all pupils to participate in creating the culture of the school. Staff will be provided with bespoke training, where necessary, on the needs of pupils at the school to enable behaviour to be managed consistently.

The SLT will consider any appropriate training which is required for staff to meet their duties and functions in accordance with this policy, including on understanding matters which may affect a pupil’s behaviour, e.g. SEND and mental health needs.

Members of staff who have, or are aspiring to have, responsibilities for leading behaviour or supporting pupil wellbeing will be supported to undertake any relevant training or qualifications.

The SLT and the headteacher will review staff training needs annually, and in response to any serious or persistent behaviour issues disrupting the running of the school.

5. Managing behaviour

Instances of unacceptable behaviour will be taken seriously and dealt with immediately. Staff will respond promptly, predictably and with confidence to maintain a calm, safe learning environment. Staff will consider afterwards how to prevent such behaviour from recurring.

The behaviour team will keep a record of all reported incidents to help identify pupils whose behaviour may indicate potential mental health or safeguarding problems. All staff will be alert to changes in a pupil’s behaviour that could indicate they need help or protection.

Support, such as targeted discussions with pupils, a phone call with parents, and inquiries into circumstances outside of school by the pastoral team, will be provided alongside the use of sanctions to prevent the misbehaviour recurring. Devonshire Primary Academy follow a tiered system to ensure consistency and fairness.

At Devonshire Primary Academy, we believe we share collective responsibility for behaviour and discipline, and the vigilance of the staff in supervising pupils plays a key role in maintaining standards. General guidelines are agreed through discussion and support materials are provided to staff (tiers, detention, reflection sheets, behaviour charts etc.). Rotas for teaching and non-teaching staff are drawn up to ensure that adults are available for playground, play-deck and lunch duties throughout the day and children are encouraged to be aware of this and to report any problems to the nearest responsible adult. Furthermore,

teachers use time in PSHE classes to reinforce the Academy's values. In addition, the Academy has a responsibility to identify certain 'trigger points' in and around the building and playgrounds in order to best support the children and nullify any recurring issues.

When a pupil continues to break the rules, our sanctions are administered in a fair and structured way, based on our whole **Academy Behaviour Tiers** (see Appendix 1). These tiers link behaviours to appropriate consequences and ensure consistency across the academy. This approach affords children the opportunity to correct their behaviour at any point and be praised as a result. Before any sanctions are issued, staff use a range of non-verbal cues to help pupils make the right decisions about their behaviour i.e. offering time to calm down or a chance to talk it through.

KS1 Behaviour Tiers

		Includes but not limited to the behaviours set out below	Logical consequences
1	Disruptive behaviour that requires a reminder about expectations	- Name calling - Shouting out - Play fighting	- Verbal or written apology - Time paid back at break - Verbal or written apology
2	Behaviour which prevents learning	- Not following instructions - Damaging school property - Swearing (first offence) - Refusal to work	- Work completed at break time - Working without the broken equipment or an apology to Mr. Simm - Apology to anyone that heard the swearing. Lunchtime behaviour if the swearing continues - Work completed at break time
3	Behaviour which causes harm to others	- Lying - Pushing others on purpose - Annoying others - Throwing - Leaving the class	- Verbal or written apology - Lunchtime detention - Verbal or written apology for the first offence. Lunchtime detention if the behaviour continues - Pick up thrown item or items - Explanation that this is not safe behaviour – report to the behaviour team
4	Putting yourself or others in danger	- Racism - Threatening behaviour	- SLT informed, lunchtime detention, half-day isolation - Consequence decided by SLT and the behaviour team

KS2 Behaviour Tiers

1	Disruptive behaviour that requires a reminder about expectations	Name calling Interrupting/ shouting out Repeatedly swinging on chair Repeatedly tapping Play fighting	Apology or note (to be done during break time and not lesson time). Time wasted paid back at break time. Remainder of the lesson to be spent stood up or sat on the floor. Object taken off them – if tapping with hands or feet state the obvious, 'You are tapping' and then ignore if possible. Explain that play fighting is not acceptable behaviour at school. Children to apologise to each other. Physical exercise to be completed (if during break/lunch) – 10-star jumps/ jogging on the spot/ punching the air.
2	Behaviour which prevents learning	Repeatedly refusing to follow instructions Purposely damaging equipment Displaying negative verbalisation (swearing) Refusing to work	Change of face – send to partner class for 5 minutes – explain on return that if they continue that the consequence will be a lunchtime detention. Any missed work to be completed during break time. If small, school object (pencil, whiteboard pen, ruler) they will not be given a replacement for the remainder of the day. If they break objects continuously, then a discussion with parents would take place with how much each item costs. First/second offence – explain to the child that swearing is not allowed at school. Apology given to anyone who heard the swearing. Continuation of swearing – lunchtime detention. Work to be completed at break time.
3	Behaviour which causes harm to others	Lying Lying Pushing others Pushing others Antagonizing others Throwing things in anger Leaving the class without permission	Telling tales or small lies that don't cause any real harm – explain that lying or trying to get others in trouble is unkind and does not follow the Devonshire Way. If the lie or tale was about another child, an apology will be given (verbal or note). Lies that have caused significant harm or a vast amount of adult time will be dealt with by a lunchtime detention. A reflection sheet and apology letter will be completed. Accidental pushing will result in an apology. Pushing in anger/frustration will result in a lunchtime detention. First/second offence – explain to the child that this behaviour is not accepted. Apology (verbal/note) to be given. Continuation of this behaviour – lunchtime detention. First/second offence – explain to the child that this behaviour is not accepted. All items thrown to be picked up. Continuation of this behaviour – lunchtime detention. First/second offence – explain to the child that this is not acceptable behaviour and we need to keep them safe. Child to work with the learning mentors on strategies for coping when they are feeling overwhelmed. Further consequences may be put in place by the behaviour team.
4	Putting yourself or others in danger	Racism Intimidating behaviour / Bullying / Biting / Fighting / Stealing	SLT informed, lunchtime detention, half a day isolation, phone call home to parents and reported to the local authority. Consequence to be decided by SLT and the behaviour team.

There are opportunities for all children to succeed on a regular basis, but when they do not meet acceptable standards in work, attitude or behaviour, privileges may be withdrawn and children may be asked to account for their actions. In keeping with the principle of children taking responsibility for their actions, pupils are encouraged to reflect or write about incidents that happen from their perspective and to account for their behaviour if appropriate. Pupils may also be asked to think about how their actions affected others and how to avoid the same thing happening again. If poor behaviour does not improve, staff will seek parental co-operation, which may involve meetings and/or a report system. Children may also be placed on a Behaviour Plan which allows them to monitor their own behaviour throughout the day and take responsibility for their actions when discussing it with their class teacher/behaviour team mentor.

Where a pupil's misbehaviour is causing significant disruption or is deemed serious enough by a staff member, the following procedures will be followed:

- The pupil is sent to the headteacher immediately or, in the headteacher's absence, the most senior member of staff.
- The behaviour lead investigates the incident and decides whether it constitutes unacceptable behaviour.
- Where deemed necessary, e.g. after other behavioural strategies in the classroom have been attempted or the behaviour is so extreme as to warrant immediate removal, the pupil will be removed from the classroom – the behaviour lead will determine the period the pupil will be removed from the classroom, as well as any detention time.
- A member of the behaviour team will inform the pupil's parents on the same day, where possible, following a decision to remove their child from the classroom, and invite them to discuss the incident.

Following repeated incidents of unacceptable behaviour, the following sanctions will be implemented:

- The headteacher will consider whether the pupil should be excluded, in line with the school's Suspension and Exclusion Policy, and will determine the length of the suspension.
- Although unacceptable behaviour does not necessarily mean a pupil has SEND, an assessment will be carried out at this stage to determine whether there are any undiagnosed learning or communication difficulties, or mental health issues that may be contributing to the pupil's behaviour.
- Where a pupil is identified as having SEMH-related difficulties, SEND support will be put in place from the school's notional SEND budget.
- Where SEND is not identified, but the headteacher determines that support is still required for the pupil, an Individual Behaviour Plan will be created to outline the necessary provisions in place.

Following further incidents of unacceptable behaviour, the following sanctions will be implemented:

The headteacher will consider whether a permanent exclusion is necessary, in line with the school's Suspension and Exclusion Policy, alongside alternative options such as a managed move or off-site direction.

For discipline to be lawful, the school will ensure that:

- The decision to discipline a pupil is made by a paid member of school staff, or a member of staff authorised to do so by the headteacher.
- The decision to discipline a pupil is made on the school premises or whilst the pupil is under the charge of a member of staff, such as during an educational trip or visit.
- The decision to discipline a pupil is reasonable and will not discriminate on any grounds, e.g. equality, SEND or human rights.

The school will ensure that all discipline is reasonable in all circumstances, and will consider the pupil's age, religious requirements, SEMH needs, any SEND, and any other contributing factors, e.g. bullying, safeguarding or home life issues.

6. Prevention strategies, intervention, and sanctions for unacceptable behaviour

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

Trauma Informed Approach

We recognise that many of our children have experienced multiple adverse childhood experiences (ACEs), which can lead to mental and physical ill-health in later life. Therefore, all teaching staff have undergone trauma-informed training. This approach aims to support children with trauma or mental health problems whose troubled behaviour may act as a barrier to learning.

Being a trauma-informed and mentally healthy school includes:

- Ensuring vulnerable children have access to an emotionally available adult who believes in them and relates to them with compassion, empathy, and unconditional positive regard.
- Catching children as they are 'falling,' not after they have fallen.
- Training all staff to ensure they interact with children with kindness and compassion. This includes no shouting, put-downs, criticisms, or shaming.
- Staff interacting with all children in such a way that they feel valued as individuals throughout their day.
- Staff adjusting their expectations of vulnerable children to correspond with their development capabilities and experience of traumatic stress.

Initial interventions

A range of initial intervention strategies to help pupils manage their behaviour and reduce the likelihood of more severe sanctions will be used. Support will consider the pupil's specific needs and may be delivered outside of the classroom, in small groups or in one-to-one activities. A system will be in place to ensure relevant members of the SLT and pastoral staff are aware of any pupil that is:

- Persistently misbehaving
- Not improving their behaviour following low-level sanctions
- Displaying a sudden change in behaviour from previous patterns of behaviour

Examples of initial interventions to address misbehaviour will include, but are not limited to, the following:

- Frequently engaging with parents
- Providing mentoring and coaching
- ABC forms completed by class teacher/TA to identify patterns
- Behaviour checklist completed to determine which strategies to implement
- Short-term behaviour charts
- Long-term behaviour plans
- Engagement with local partners and agencies
- Where the pupil has SEND, an assessment of whether appropriate provision is in place to support the pupil, and if the pupil has an EHC plan, contact with the LA to consider a review of the plan

A multi-agency assessment, such as an early help assessment, that goes beyond a pupil's education will be considered where serious concerns about a pupil's behaviour exist.

Behaviour curriculum

Positive behaviour will be taught to all pupils as part of the behaviour curriculum, in order to enable them to understand what behaviour is expected and encouraged and what is unacceptable. Positive reinforcement will be used by staff where expectations are met to acknowledge good behaviour and encourage repetition. The behaviour curriculum will focus on defining positive behaviour and making it clear what this looks like, including the key habits and routines required by the school, e.g. lining up quietly outside the classroom before a lesson.

Routine will be used to teach and reinforce the expected behaviours of all pupils. Appropriate and reasonable adjustments to routines for pupils with additional needs, e.g. SEND, will be made. Consistent and clear language will be used when acknowledging positive behaviour and addressing misbehaviour.

Positive teacher-pupil relationships

Positive teacher-pupil relationships are key to combatting unacceptable behaviour. The school will focus heavily on forming positive relationships based on predictability, fairness and trust to allow teachers to understand their pupils and create a strong foundation from which behavioural change can take place.

Preventative measures for pupils with SEND

Behaviour will always be considered in relation to a pupil's SEND. If it is deemed that a pupil's SEND has contributed to their misbehaviour, the school will consider whether it is appropriate and lawful to sanction the pupil.

Where a pupil is identified as having SEND, the graduate approach will be used to assess, plan, deliver and review the impact of support being provided.

The school will aim to anticipate likely triggers of misbehaviour and put in place support to prevent these, taking into account the specific circumstances and requirements of the pupil concerned. Measures the school will implement where appropriate include, but are not limited to, the following:

- Short, planned movement breaks for a pupil whose SEND means they find it difficult to sit still for long

- Ensuring a pupil with visual or hearing impairment is seated in sight of the teacher
- Adjusting uniform requirements for a pupil with sensory issues or relevant medical condition
- Training for staff in understanding autism and other conditions

De-escalation strategies

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

- Appearing calm and using a modulated, low tone of voice.
- 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".

Lead from the head, not the gut.	
Tactical Ignoring	Ignore low level and secondary behaviour.
Non-verbal cueing	Eye contact, raised eyebrows, raised hand, change of stance.
Tactical positioning	Wandering over to the hot spot.
Stating the obvious	Your book is still closed. Jack, you're talking.
Simple direction	Finish this, thanks. Write the date, thank you.
Class rules	What is our rule about this? Is that the Devonshire Way?
Class responsibilities	What's our routine when we enter the classroom?
Ask a what question	What should you be doing? Repeat and repeat. Ignore secondary behaviour. Never ask a why question.
Use an 'I' statement instead of a 'you' statement	I need you to look this way. I need you to go back to your seat.
Tactical pausing	Pause mid-sentence, scan the class, wait for full attention.
Partial agreement	Student: I wasn't talking; I was doing my work. Teacher: OK, maybe you were but now I want you to press on to finish the task.
Simple choice	Put it in your tray or on my desk. Take up time.
Implementing consequence	You have chosen to carry on shouting out so you need to have a 5-minute time out.
Blocking	Work here, thanks. Repeat and repeat, don't get dragged into conversation.

Physical intervention

In line with the school's Physical Intervention Policy, trained members of staff will 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.

Physical restraint will only be used as a last resort and as a method of restraint. 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 detailed in the Physical Intervention Policy.

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, a physical intervention report will be completed and filed.

Any violent or threatening behaviour will not be tolerated by the school and may result in a fixed-term exclusion in the first instance. It is at the discretion of the headteacher as to what behaviour constitutes for an exclusion, in line with the Suspension and Exclusion Policy.

When using reasonable force in response to risks presented by incidents involving pupils with SEND or medical conditions, staff will recognise and consider the vulnerability of these groups.

Removal from the classroom

The school may decide to remove pupils from the classroom for a limited period, at the instruction of a member of staff. The pupil will be moved to a group room or the calm room, depending on the child's needs.

The school will only remove pupils from the classroom where absolutely necessary and for the following reasons:

- To maintain the safety of all pupils and restore stability following an unreasonably high level of disruption
- To enable disruptive pupils to be taken to a place where education can continue in a managed environment
- To allow the pupil to regain calm in a safe space

The school will ensure that pupils' health and safety is not compromised during their time away from the classroom, and that any additional requirements, such as SEND needs, are met.

The amount of time that a pupil spends removed from the classroom will be up to the school to decide. This could be for more than one school day. The school will ensure that the pupil is not removed from the classroom any longer than necessary.

The staff member in charge and supervising the pupil will decide what the pupil may and may not do during their time spent removed from the classroom. The headteacher will request that the pupil's class teachers set them appropriate work to complete.

The headteacher will establish a clear process for the reintegration of a pupil who has been removed from the classroom when it is deemed appropriate and safe for them to return. Consideration will be given to what support is needed to help the pupil return and meet the expected standards of behaviour. Reintegration meetings will be held between the school, pupil and their parents, and other agencies if relevant, where necessary.

Pupils will be permitted to eat during the allocated times of the school day and may use the toilet as required.

Detentions

The school will use detention as a sanction to deter future misbehaviour, during school hours. The use of detention as a sanction will be applied fairly and consistently; the tiers make it clear to staff and pupils when it may be used.

All teachers at the school will be permitted to impose detention on a pupil, in line with the behaviour tiers, unless the headteacher decides to withdraw this power from any teacher. The headteacher may decide to delegate the power to impose detention to volunteers, such as parents who assist during educational visits or trips.

Parental consent will not be required for detentions and, therefore, the school will be able to issue detention as a sanction without first notifying the parents of the pupil, including for same-day detentions.

When issuing detentions, members of staff will ensure that they do so reasonably within the given circumstances, and that they consider any additional needs of the pupil. If the detention is during lunchtime, time will be allocated to allow the pupil time to eat, drink and use the toilet.

If a child receives three or more detentions throughout a half-term and their house team wins, they cannot attend the reward treat.

7. Sexual abuse and discrimination

The school will prohibit all forms of sexual abuse and discrimination, including sexual harassment, gender-based bullying and sexual violence. The school's procedures for handling peer-on-peer sexual abuse and discrimination are detailed in the Child-on-child Abuse Policy.

The school will respond promptly and appropriately to any sexual harassment complaints in line with the Child Protection and Safeguarding Policy; appropriate steps will be taken to stop the harassment and prevent any reoccurrence. Discipline for incidents of sexual harassment will be determined based on the nature of the case, the ages of those involved and any previous related incidents.

8. Smoking and controlled substances

The school will follow the procedures outlined in its Smoke-free Policy and Pupil Drug and Alcohol Policy when managing behaviour in regard to smoking and nicotine products, legal and illegal drugs, and alcohol.

In accordance with the Health Act 2006, the school is a smoke-free environment. Parents, visitors, staff and pupils will be instructed not to smoke on school grounds. Pupils will not be permitted to bring smoking materials or nicotine products to school.

The school will have a zero-tolerance policy on illegal drugs, legal highs and other controlled substances. Where incidents with pupils related to controlled substances occur, the school will follow the procedures outlined in the Pupil Drug and Alcohol Policy and Child Protection and Safeguarding Policy.

9. Prohibited items, searching pupils and confiscation

Headteachers and staff authorised by them will have a statutory power to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. Authorised members of staff will be permitted to use reasonable force when conducting a search without consent for the prohibited items listed below, in line with the school's Physical Intervention Policy. The prohibited items where reasonable force may be used are:

- Knives and weapons.
- Alcohol.
- Illegal drugs.
- Stolen items.
- Tobacco and cigarette papers.
- Fireworks.
- Pornographic images.
- Any article that the member of staff reasonably suspects has been, or is likely to be, used:
 - To commit an offence; or
 - To cause personal injury to any person, including the pupil themselves; or
 - To damage the property of any person, including the pupil themselves.

The school will also identify the following as prohibited items which may be searched for by authorised staff without consent if necessary; however, reasonable force will not be used under any circumstances:

- E-cigarettes and vapes
- Lighters
- Legal highs/psychoactive substances

Authorised members of staff can use their power to search without consent for any of the items listed above. Staff will follow the provisions outlined in the school's Searching, Screening and Confiscation Policy when conducting searches and confiscating items.

10. Effective classroom management

Well-managed classrooms are paramount to preventing disruptive and unacceptable behaviour. Effective classroom management will allow staff to:

- Start the year with clear routines that are understood by all pupils.
- Insist on the Devonshire Way.
- Focus on positive reinforcement by effectively using the recognition board.
- Follow the tiers consistently.
- 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.

Subject to reasonable adjustments, e.g. those made for pupils whose SEND may affect their behaviour, pupils will be expected to follow the school Pupil Code of Conduct, which requires pupils to:

- Conduct themselves around the school premises in a safe, sensible and respectful manner.
- Follow reasonable instructions given by staff.
- Behave in a reasonable and polite manner towards all staff and pupils.

- Show respect for the opinions and beliefs of others.
- Complete classwork as requested.
- Report unacceptable behaviour.
- Show respect for the school environment.

Classroom rules and routines

The school has one rule: to follow the Devonshire Way; this is achieved by demonstrating the six Devonshire values – respect, integrity, honesty, resilience, cooperation, and pride. All our behaviour strategies focus on the positive, with a recognition board displayed in every classroom. Children earn a place on the board by demonstrating a school value and these are added weekly and count towards a half-termly behaviour reward.

Consistency is crucial; every child receives the same response from every staff member. This consistency is rooted in kindness, meticulously planned for, and safe for children and adults.

The behaviour lead ensures all staff understands classroom rules and routines and how to enforce them, including following the tiers and reporting incidents on CPOMS. All staff use the mantra of following The Devonshire Way, and the children are explicitly taught how to do this.

Where appropriate, teachers will explain the rationale behind the rules and routines to help pupils understand why they are needed. They will also model rules and routines to ensure pupils understand them. Teachers will also explain clearly to pupils what will happen if they breach any classroom rules to ensure pupils are aware of the sanctions that may be imposed.

The classroom environment

The school understands that a well-structured classroom environment is paramount to preventing poor behaviour. This includes the teacher positioning themselves effectively within the classroom, e.g. wherever possible, teachers avoid standing with their backs to pupils and ensure they have full view of the room at all times.

Teachers will employ strategic seating arrangements to prevent poor behaviour and enable it to be noticed early, such as:

- Seating those who frequently model poor behaviour closest to, and facing, the teacher.
- Seating those who frequently model poor behaviour away from each other.
- Ensuring the teacher can see pupils' faces, that pupils can see one another, and that they can see the board.
- Ensuring the teacher can move around the room so that behaviour can be monitored effectively.

Praise and rewards

The school will recognise that praise is key to making pupils feel valued and ensuring that their work and efforts are celebrated. When giving praise, teachers will 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.
- 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 will 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.

Rewards for good behaviour will include, but are not limited to:

- Verbal praise
- Communicating praise to parents
- Weekly Star of the Week and Super Citizen
- Awarding pupils with a pompom, jewel, dojo or their name on the recognition board
- Positions of responsibility, e.g. being entrusted with a particular project
- Half-termly house award
- 100 jewel class treat
- Badge system that is linked to the dojo points

Success is important to all learners and rewards have a very positive influence on behaviour.

Children need praise and encouragement to foster a sense of achievement.

All rewards are to be given at the discretion of the Headteacher.

Reward Systems (a summary)

ClassDojo

ClassDojo is used by every class teacher. Its purpose is to:

- celebrate good work
- keep a track of dojo points for the badge system
- link classroom activities to SMSC
- communicate with parents

Dojo points are awarded for the agreed targets and must be consistently applied.

Dojos will equate to badges and accumulate over the years. The aim is to achieve badges throughout their time at the academy.

Badges

Badge thresholds

50 – Plain (R)



100 – 1 Star (Y1)
200 – 2 Star (Y2)
300 – 3 Star (Y3)
400 – Glitter Star (Y4)
500 – Bronze (Y5)
600 – Silver (Y6)
700 – Gold (over and above)



Therefore, over the course of a year, children should aim to gain 100 points (except reception and year 1, who only need 50). This equates to approx. 33 per term, 16 per half term and 3 per week.

Recognition board

Every classroom has a recognition board that celebrates pupils demonstrating the Devonshire values within a class environment.

When a child makes it onto the recognition board, they receive a jewel in their house colour. The jewels go into the class jar and when a class has accrued 100 jewels, they will be awarded a treat. The treat will be something that class teachers arrange; it will be in school and it will have no cost. Ideas include a craft afternoon, extra playtime, pyjama day, board game afternoon, etc.

Recognition board points are collected weekly and the winning team is announced in the Star Assembly on a Friday. A half-termly treat is awarded to the house with the most points. This treat is in-house and decided by the pupil council. The points are accumulated throughout the year, and the summer term's overall winner has a unique reward treat. This could be a trip to the zoo, the circus, the trampoline park, or something similar.

In conclusion – a name on the recognition board equals a jewel (class award) and accrued points in the star assembly (house award).

11. Behaviour outside of school premises

Pupils at the school must agree to represent the school in a positive manner.

Staff can discipline pupils for misbehaviour outside of the school premises, including conduct online, when the pupil is:

- Wearing school uniform.
- Travelling to or from school.
- Taking part in any school-related activity.
- In any way identifiable as being a pupil at the school.

Staff may also discipline pupils for misbehaviour outside the school premises, including conduct online, that:

- Could negatively affect the reputation of the school.
- Could pose a threat to another pupil, a member of staff at the school, or a member of the public.
- Could have repercussions for the orderly running of the school.

Any bullying witnessed outside of the school premises and reported to the school will be dealt with in accordance with the Anti-bullying Policy.

The school will impose the same sanctions for bullying incidents and non-criminal misbehaviour witnessed or reported outside of the school premises as would be imposed for the same

behaviour conducted on school premises. In all cases of unacceptable behaviour outside of the school premises, staff will only impose sanctions once the pupil has returned to the school premises or when under the supervision of a member of staff.

Complaints from members of the public about the behaviour of pupils from the school are taken very seriously and will be dealt with in accordance with the Complaints Procedures Policy.

12. Data collection and behaviour evaluation

The school will collect data from the following sources:

- Behaviour incident data, including removal from the classroom
- Attendance, permanent exclusion and suspension data
- Use of pupil support units, off-site directions and managed moves
- Incidents of searching, screening and confiscation
- Anonymous surveys for staff, pupils, governors, and other stakeholders on their perceptions and experiences of the school behaviour culture

In normal circumstances incidents of behaviour are recorded on CPOMs.

The data will be monitored and objectively analysed weekly by the DPA behaviour team and termly by the headteacher and the SLT. Attempts will be made to identify possible factors contributing to the behaviour, any system problems or inadequacies with existing support. The data will also be analysed considering the protected characteristics under the Equality Act 2010 to inform school policies and practice.

13. Monitoring and review

This policy will be reviewed by the senior management team and the behaviour team on an annual basis; they will make any necessary changes and communicate these to all members of staff and relevant stakeholders.

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

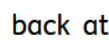
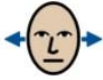
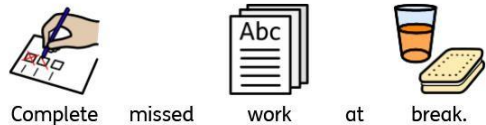


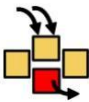
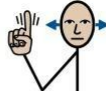
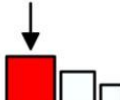
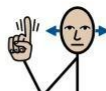
Devonshire Primary Academy Behaviour Tiers (Written)

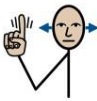
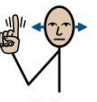
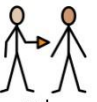
1	Disruptive behaviour that requires a reminder about expectations	Name calling	Apology or note (to be done during break time and not lesson time).
		Interrupting/ shouting out	Time wasted paid back at break time.
		Repeatedly swinging on chair	Remainder of the lesson to be spent stood up or sat on the floor.
		Repeatedly tapping	Object taken off them – if tapping with hands or feet state the obvious, 'You are tapping' and then ignore if possible.
		Play fighting	Explain that play fighting is not acceptable behaviour at school. Children to apologise to each other. Physical exercise to be completed (if during break/lunch) – 10-star jumps/ jogging on the spot/ punching the air.
2	Behaviour which prevents learning	Repeatedly refusing to follow instructions	Change of face – send to partner class for 5 minutes – explain on return that if they continue that the consequence will be a lunchtime detention. Any missed work to be completed during break time.
		Purposely damaging equipment	If small, school object (pencil, whiteboard pen, ruler) they will not be given a replacement for the remainder of the day. If they break objects continuously, then a discussion with parents would take place with how much each item costs.
		Displaying negative verbalisation (swearing)	First/second offence – explain to the child that swearing is not allowed at school. Apology given to anyone who heard the swearing. Continuation of swearing – lunchtime detention.
		Refusing to work	Work to be completed at break time.
3	Behaviour which causes harm to others	Lying	Telling tales or small lies that don't cause any real harm – explain that lying or trying to get others in trouble is unkind and does not follow the Devonshire Way. If the lie or tale was about another child, an apology will be given (verbal or note).
		Lying	Lies that have caused significant harm or a vast amount of adult time will be dealt with by a lunchtime detention. A reflection sheet and apology letter will be completed.
		Pushing others	Accidental pushing will result in an apology.
		Pushing others	Pushing in anger/frustration will result in a lunchtime detention.
		Antagonizing others	First/second offence – explain to the child that this behaviour is not accepted. Apology (verbal/note) to be given. Continuation of this behaviour – lunchtime detention.
		Throwing things in anger	First/second offence – explain to the child that this behaviour is not accepted. All items thrown to be picked up. Continuation of this behaviour – lunchtime detention.
		Leaving the class without permission	First/second offence – explain to the child that this is not acceptable behaviour and we need to keep them safe. Child to work with the learning mentors on strategies for coping when they are feeling overwhelmed. Further consequences may be put in place by the behaviour team.
4	Putting yourself or others in danger	Racism	SLT informed, lunchtime detention, half a day isolation, phone call home to parents and reported to the local authority.
		Intimidating behaviour / Bullying / Biting / Fighting / Stealing	Consequence to be decided by SLT and the behaviour team.

Tier 2, 3 and 4 incidents to be logged on CPOMs

Devonshire Primary Academy Behaviour Tiers (Symbol)

1		 name calling	 Apology	 note	 at	 break
		 interrupting	 Pay	 time	 back at	 break.
	 disruptive behavior	 swinging	 Stand up	 or	 sit	 on floor.
		 tapping	 Take	 object,	 state	 the obvious and ig
		 play fighting	 Not	 acceptable.	 Apologise	 and exercise.
2	Behaviour that		 Change of face	 and 5 minutes	 in partner	 clas
	 stops	 learning	 repeated	 refusal	 If continues, lunchtime detention.	 Complete missed work at break.

	 damaging on purpose	 No  replacement  for the day.	
	 swearing	 If continues,  speak  with parents  about cost	
	 refusing to  work	 Not  acceptable.  Apologise.	
3	 small	 lies	 This is unkind.  If about another child,
	 big	 lies	 Lunchtime  detention, apologise and  complete
	 pushing	 accidentally	 Apologise.
	 pushing in <td>  anger </td> <td>  Lunchtime detention </td>	 anger	 Lunchtime detention
	 antagonising	 Not  acceptable.  Apologise.	
		 If continues,  lunchtime detention.	

		  throwing in anger	   Not acceptable. Pick up.    If continues, lunchtime detention.	
		   leaving without permission	    Not acceptable. You need to be safe.    Work with learning mentors.    Behaviour team to decide consequences.	
4	 putting self or others in d	 racism	     SLT informed, lunchtime detention, half a     isolation and phone call to parents.   Reported to the local authority.	
		 intimidating behaviour /    bullying / biting / fight  stealing	   SLT and behaviour team to decide	



KS1 Reflection Sheet



KS1

Restorative Conversation Record

Date of Incident	Names of Children Involved	Class	Member of Staff

Can you tell me what happened?	
What were you thinking/feeling at the time?	
What could you do now to help make things right?	
How can we stop this from happening again?	
What can I do to help you?	



KS2 Reflection Sheet



KS2

Restorative Conversation Record

Date of Incident	Names of Children Involved	Class	Member of Staff

What happened?	
What was I thinking/feeling at the time?	
How did my behaviour affect others?	
What could I do now to help make things right?	
How can I stop this from happening again?	
Do I need any help to do this?	