
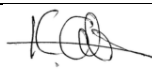




# Behaviour Policy

<b>Status</b>	Current
<b>Maintenance</b>	Pupil Welfare
<b>Approval</b>	Pupil Welfare
<b>Date Active</b>	31 December 2025
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<b>Signed by</b>	 Mrs E Hodge (Headteacher) – 31/12/2025
	 Mrs K Edern (Chair of Governors) – 31/12/2025

This policy was written following the advice from the publication “[Behaviour in schools: Advice for Headteachers and school staff](#)” (DfE, September 2024) and following research cited in “Education inspection framework: overview of research” (Ofsted, 2019). Advice from Equaliteach has also been followed to help us deal with prejudice-related incidents.

All stakeholders were involved in the formulation of this policy. It meets the government requirements to promote good behaviour, self-discipline and respect. A separate Anti-Bullying Policy deals with the requirement to prevent, and deal with, bullying.

This policy complies with Section 89 of the Education and Inspections Act 2006 and with Section 175 of the Education Act 2002. It also complies with the Equality Act 2010, specifically in regards to supporting pupils with special educational needs.

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## Background and Rationale

“At Devonshire Road Primary School we strive to provide a secure and nurturing environment in which children achieve, rise to challenges and learn and grow with pride and confidence.”

(Mission Statement)

**“Be Kind; Be Curious; Be The Best You Can Be.”**

(Our three school rules)

Staff at Devonshire Road understand that all behaviour is a communication of needs, and these actions can ‘[signal] the pain we [especially children] can barely speak of or understand’ (Desautels, 2020:vi). We are mindful of the impact of COVID on our children, understanding that the pandemic could lead to a ‘collective trauma response’ which will ultimately ‘inflict long-lasting emotional trauma on an unprecedented global scale’ (McKnight, 2020:i).

As a whole-school approach, we work hard to create an environment where everyone can thrive, for everyone to feel connected and safe, and, to be safe from bullying or discrimination. Our mission statement and our behaviour policy are underpinned by the work we do to raise aspirations in life for all children in our school community. Our behaviour practice is based on research which suggests that ‘brains learn deeply and experience well-being when we feel safe and connected to one another’ (Desautels, 2020:xii), and that trusting bonds help to unlock every child’s full potential (Desautels, 2020).

The aims of this policy are to:

- Create a safe environment in which all pupils can learn and reach their full potential;
- Set an acceptable standard of behaviour for all stakeholders;
- Ensure a consistent and fair approach throughout school;
- Ensure that everyone is clear about their role when applying the policy;
- Promote respect and regard for authority;
- Promote responsibility for choices and actions;
- Develop children personally, socially and emotionally;
- Reward and encourage good behaviour/ making the right behaviour choices;
- Prevent bullying;
- Use sanctions where appropriate and in accordance with this policy in order to reinforce and teach children about consequences of inappropriate behaviour choices;
- Ensure children can access a high-quality education to further their life chances.

NB: ‘Behaviour choices’ refer to both online and offline behaviours.

## Roles and Responsibilities

The specific roles and responsibilities are set out below:

### **Headteacher and Senior Leadership Team**

- Ensure that Devonshire Road Primary School has a robust behaviour policy, which supports all adults in promoting positive behaviour. This includes preventing and dealing with incidents of prejudice, preventing and dealing with bullying and ensuring that pupils can complete assigned work.
- Delegate the power to manage pupils' behaviour to all paid staff with responsibility for pupils who have been trained in our policy and procedures. This includes incidents that occur in school and, in some circumstances, outside of school.
- Induct staff appropriately to cover the behaviour policy as a key aspect of our ethos and values
- Decide on, and promote, the standard of behaviour expected of pupils at the school.
- Publicise the school behaviour policy to staff, parents/carers and pupils.
- Monitor behaviour incidents and follow-up where appropriate/necessary.
- Ensure relevant, regular training and CPD is in place for all staff to ensure the policy is implemented consistently.
- Report to the governor board on the quality of behaviour for learning across the school.

### **Staff**

- Promote our school's mission at all times
- Respect everyone within the school community
- Remain positive in their approach to behaviour
- Maintain high expectations of pupil behaviour and learning
- Be consistent, approachable and fair
- Be sensitive to individual needs of pupils, including those with SEN
- Be an excellent role model and set a good example
- Build positive, professional relationships with all children in their care
- Use appropriate measures, such as rewards and sanctions, to promote good behaviour
- Develop positive links with parents and carers so that children can see that the key adults in their lives share a common aim
- Actively promote and teach positive behaviour, following agreed sanctions and rewards
- Work within the agreed policies of the school and engage with training and professional development opportunities
- Ensure that the safeguarding policy and procedures are followed at all times.

### **Children**

- Respect everyone within the school community
- Try their best and take every day as a new start
- Accept that we all have choices, and try hard to make the right choices in class and around school
- Accept the consequences of wrong choices and reflect on these mistakes as a learning opportunity for the future
- Have a positive attitude to school life and be a good ambassador for Devonshire Road Primary School
- Agree to, and follow, class promises, including the three rules at school.

### **Parents/Carers**

- Respect everyone within the school community
- Support their child by providing a nurturing environment which provides positive guidelines for behaviour and expectations
- Ensure that their child is fully prepared for the school day (mentally and physically)
- Will celebrate their child's achievements and show an interest in their school life
- Will work as a partner with school to ensure that their child is following our three rules at all times
- Will inform school staff about anything that may affect children's work and well-being at school.

### **Governors**

- Ensure that the school has a Behaviour Policy in place which is in accordance with statutory duties and Government guidance
- Ensure that the Behaviour Policy is available to parents and carers
- Ensure that the policy is reviewed annually
- Ensure that the school has procedures for dealing with allegations of abuse against staff and volunteers that comply with guidance from the local authority and locally agreed inter-agency procedures.

## Core Principles and Approaches

At Devonshire Road, we aim to use a positive restoration process, in which we are trying to assist in supporting the children to make the right behaviour choices. We build positive environments, which empower children to safeguard themselves. The word ‘discipline’ is something that we strive to create *within* the child, rather than something that is *done to* the child. Staff at Devonshire Road are trained in positive behavioural support strategies. These approaches are focused on providing support for children to promote their wellbeing and maintain positive behaviours.

Staff members build relationships with each child individually; they learn how each individual reacts to certain situations. By building these positive relationships, we aim to be better equipped to anticipate behaviour changes in order to implement positive approaches before any behaviour escalates/becomes hazardous.

Each child is treated ‘fairly’. At Devonshire Road, this means they get the right thing **for them** at the right time. The education we offer at our school is holistic. A key driver of our curriculum is “choices”. Our core curriculum offer, along with our restorative behaviour approach, enables children to understand the consequences of their actions in order to make good choices in the future.

We understand that some children with SEN may require a more sensitive and alternative approach. This will be done on a case-by-case basis.

## Expected Behaviours

At Devonshire Road Primary School, there are a number of expected behaviours that all pupils should endeavour to achieve on a daily basis. These include, but are not limited to:

- Behave in an orderly and self-controlled manner
- Show respect to all members of the school community
- Make it possible for all other children to learn to the best of their ability
- Move quietly and sensibly around school
- Treat the school building and property with care and respect
- Wear the correct school uniform
- Accept sanctions as a consequence of unacceptable behaviour
- Showcase and maintain the reputation of the school.

Expected behaviours are taught through key routines, including:

- Transitioning between lessons
- Lesson structures
- Lining up
- Entering and leaving the classroom
- Walking through school

Where appropriate and reasonable, adjustments will be made to routines for children with additional needs/SEN to ensure all pupils can meet behavioural expectations in the curriculum.

## Rewards

At Devonshire Road, we reward consistently good behaviour choices, specifically those listed above in our expected behaviours. This is to encourage children to consistently choose the right behaviours.

Rewards include, but are not exclusive to:

- Specific praise
- House Points (to earn collective points for their House Teams – Ambition, Inspire, Resilience and Respect)
- Class specific awards e.g. star of the day, stickers, etc.
- Postcards / phone calls / messages home
- Headteacher's Award certificates
- Chance to share good work with other teachers
- Annual trophies for excellence.

In addition to existing rewards, the school will explicitly promote and celebrate reading for pleasure and positive social behaviours linked to the school's values of kindness, curiosity, and resilience.

## Sanctions

We are a learning environment. The personal and social development we teach in school is just as important as the academic timetable. It is our duty to guide our children socially and emotionally, and teach them how to make the right behaviour choice. Children may make inappropriate choices, and we recognise that these are a communication of needs. When these choices inhibit the learning of themselves or others; make the environment unsafe; or, put themselves or others in danger, sanctions will be used to help teach the children what they were doing wrong, and we will work with the children on how to make different choices next time.

Our graduated response for dealing with incidents of misbehaviour will follow the approach set out below (depending on the situation, the starting point may be further along within this framework):

1. Redirection towards work/task
2. Reminder of behaviour we expect at Devonshire Road Primary School
3. Verbal warning – using scripted response (Appendix B)
4. Time out to reflect
5. Internal referral to different classroom
6. Conversation with a member of Senior Leadership Team
7. Formal meeting with parents/carers
8. Suspension
9. Managed move/placement at the Forward Centre/permanent exclusion

Behaviour that requires any action on this graduated response will impose sanctions. These may include (but are not limited to):

- Break times away from peers
- Completing a reflection sheet
- Writing letters of apology
- Completing or repeating unsatisfactory work

All behaviour incidents, which require action from Step 4 onwards, will be recorded on our internal system (CPOMS). These are monitored regularly for patterns by the Senior Leadership Team. If a

pupil is named three times within a half term, or if there has been a significant behaviour incident, then intervention/support will take place. This is dependent on individual needs (and may be adapted for those with SEN/additional needs) but may include:

- Regular discussions/catch-up sessions with a member of the Senior Leadership Team
- Conversation with parents/carers
- Peer mentoring
- An individual behaviour plan and chart (to reinforce positive choices, gather more information about behaviour incidents and provide staff with a consistent approach to dealing specifically with that individual's behaviour)
- Privileges being removed
- Missing non-curriculum treat events organised by school
- Early Help process being opened for a child and their family because of unmet needs
- Involvement of external agency support (see 'Further Support')

Staff will ensure that all sanctions are proportionate and consider the pupil's age, developmental stage, and specific needs, including SEND. Reasonable adjustments will be made to avoid disproportionate impact on vulnerable pupils.

If staff consider that the behaviour under review gives cause to suspect that a child is suffering, or is likely to suffer, significant harm, staff should follow the schools' safeguarding policy.

We aim to work closely with families and carers in order to support the development of children who are struggling with their behaviour choices. When a child is entered onto CPOMS three times within a half term, the appropriate member of staff will have a conversation with home to determine if any changes are having an impact on behaviour and to inform them of any sanctions/interventions/plans that are being put into place as a result of these behaviour choices. Parents/carers will always be informed straight away when there has been a serious incident of behaviour.



## Bullying

Bullying of any kind is unacceptable and not tolerated at our school. If bullying does occur, all pupils and adults within our school family should be able to report it with the confidence that incidents will be dealt with promptly and effectively. Where monitoring of behaviour raises a concern about bullying, staff will follow the procedures of these policies.

The school will proactively educate pupils about bullying, prejudice, and discrimination through the curriculum and assemblies to foster a culture of respect and understanding

Please refer to our school's Anti-Bullying policy for information on how alleged and confirmed bullying incidents are dealt with in our school.

## Prejudice related incident

We incorporate inclusive language and education on human rights, diversity, and equality into the curriculum through our curriculum and school-wide assemblies. We aim to foster an environment where students feel comfortable discussing sensitive topics respectfully, while making it clear that discriminatory language is not tolerated. At Devonshire Road, we train all staff on the school's policy, their responsibilities under the Equality Act, and how to respond appropriately.

Any incidents of prejudice are dealt with seriously. A prejudice-related incident is defined as "any incident which is perceived to be prejudice-related by the victim or any other person" ([www.equaliteach.co.uk](http://www.equaliteach.co.uk)). These are always immediately reported to the Senior Leadership Team. Each incident is investigated fully and are recorded on our tracking system using the prejudice-related reporting tag on CPOMS. Recording these incidents allows schools to identify patterns and evaluate the effectiveness of our policy. Parents/carers are informed of the outcome and any follow-up actions of each incident. Where appropriate, school will work with the wider school community and sometimes outside agencies to ensure that there is no repeat. In the way we deal with each individual incident, we aim to:

- Challenge the discriminatory behaviour, rather than the person
- Explain why the behaviour is unacceptable
- Engage with the underlying anxieties that the perpetrator may have which have been expressed by this unacceptable behaviour
- Use reasoning and enquiry to make the perpetrator question their attitude/behaviour

Incidents of prejudice are reported to the governors termly. Through our recording and monitoring, we aim to :

- Identify training needs
- Monitor the success of strategies
- Ensure accountability
- Provide a safe environment for staff and pupils

We do not discuss or identify individual children at a governor level; only senior leadership and relevant staff have access to the full information. Individual behaviour logs are not transferred to high school unless the incident has led to a suspension or exclusion.

## Sexual harassment and sexual violence

The school will ensure that all incidents of sexual harassment and/or violence are met with a suitable response, and never ignored or minimised.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be. School will never minimise incidents of sexual harassment.

The school's response will be:

- Proportionate
- Considered
- Supportive
- Decided on a case-by-case basis

The school has procedures in place to respond to any allegations or concerns regarding a child's safety or wellbeing. These include clear processes for:

- Responding to a report
- Carrying out immediate risk assessments to keep the child/ren safe from further harm and to determine whether to:
  - Manage the incident internally
  - Refer to early help
  - Refer to children's social care
  - Report to the police

Please refer to our child protection and safeguarding policy for more information.

## Child on Child Abuse

Child on Child abuse will never be accepted or dismissed as 'children being children'. It will not be tolerated at Devonshire Road Primary School.

Examples of Child on Child Abuse can include (but is not limited to):

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence such as rape, assault by penetration and sexual assault;
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse;
- upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or harm;
- Sharing of Nudes and Semi Nudes(also known as youth produced imagery)

If we identify that Child on Child abuse has happened/is happening, staff and senior leaders will apply sanctions in-line with this policy where it is deemed appropriate.

Please refer to our child protection and safeguarding policy for more information.



## Significant Incidents and Restraint (Reasonable Force)

As a school, there are staff who are trained in positive handling approaches, as set out by Team Teach. These strategies are holistic approaches intended to reduce risk, restraint and restriction. We understand that we cannot have a 'zero tolerance' approach towards restraint. Restraint is permissible when it is in the best interest of the child and their safety (or the safety of others), and will be used with minimum force for the shortest amount of time possible. Incidents of physical restraint will always be used as a last resort, and will be done in a way that maintains dignity and the safety of all involved. As stated in Section 93 of the Education and Inspections Act 2006, the use of 'reasonable force' is permitted to:

- Prevent or stop the committing of any offence by a pupil;
- Prevent or stop personal injury to, or damage to the property of any person (including the pupil themselves) by a pupil; or
- Prevent or stop a pupil prejudicing the maintenance of good order and discipline.

Restraint of a child will only take place in the above instances, and will be risk assessed before any intervention takes place. The criteria for restraining a child will have to meet one of the above criteria, in addition to the intervention being:

- Reasonable;
- Proportionate; and
- Necessary.

Team Teach techniques seek to avoid injury to the service user, but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent 'side-effect' of ensuring that the service user remains safe.

All restraints and significant incidents are recorded on our internal system (CPOMS), and records will be accurate, clear, and retained and kept accessible for 75 years after the date of birth of the child. Parents/carers will be informed if a restraint has been used.

Following a significant event, our core principles for a positive restoration process are:

- Listening and Learning;
- Reflecting and Repairing;
- Putting things right again.

When considering using restraint, staff should, in considering the risks, carefully recognise any specific vulnerabilities of the pupil, including SEND, mental health needs or medical conditions.

## Suspension/Exclusion

Our policy is based on [DFE's Suspension and Permanent Exclusion Guidance](#) August 2024.

For the vast majority of pupils, suspensions and permanent exclusions may not be necessary, as other strategies can manage their behaviour. If these approaches towards behaviour management have been exhausted, then suspensions and permanent exclusions will sometimes be necessary as a last resort. This is to ensure that other pupils and teaching staff can work in safety and are respected. School recognises that a 'no exclusion' policy can present safeguarding issues and expose staff and pupils to unreasonable risks. Instead, school will work to create environments where school exclusions are not necessary because pupil behaviour does not require it.

Suspension and permanent exclusion is the most extreme sanction we can take. Suspensions are fixed term, whereas exclusions are permanent. Use of suspensions/exclusions are an essential part of behaviour management systems, used as a last resort when behaviour becomes unmanageable, misbehaviour is persistent, or behaviour is threatening the safety of other pupils or adults in the school. Permanent exclusions will sometimes be necessary as a last resort to maintain a working environment where staff and children are safe and respected.

The decision to suspend/exclude is never taken lightly, and only when all other options have been exhausted. The Headteacher (or Deputy Headteacher in their absence) only decides to suspend/exclude a pupil when all evidence has been taken into account and will always endeavour to balance the interests of the pupil against those of the school community.

The reasons below are examples of the types of circumstances that may warrant a suspension or permanent exclusion:

- Persistent disruptive behaviour
- Physical assault against a pupil
- Physical assault against an adult
- Verbal abuse or threatening behaviour against a pupil
- Verbal abuse or threatening behaviour against an adult
- Use, or threat of use, of an offensive weapon or prohibited item that has been prohibited by a school's behaviour policy
- Bullying
- Racist abuse
- Abuse against sexual orientation or gender reassignment
- Abuse relating to disability

This list is not exhaustive and is intended to offer examples rather than be complete or definitive.

In the event of a suspension or exclusion, the parent/carer will be notified immediately. When the child is in the Child Protection arena, the social worker and/or virtual head will also be notified without unnecessary delay. Any suspensions/exclusions are reported termly to the governor board.

Parents and carers have the right to appeal any suspension/exclusion as explained in the letter given to parents/carers. These meetings can be via virtual access if requested by the parent/carer. Face-to-face meetings remain the preferred option.

Headteachers have the right to withdraw or rescind an exclusion before the governing board has met to consider a pupil should be reinstated. If this occurs, the parents/carers, the governing board and the LA will be notified (also the social worker and virtual head is necessary).

## Reintegration

Children who have had a period of time out of class will have a period of reintegration. Where suspensions or exclusions occur, the school will ensure timely reintegration support, including tailored plans and parental involvement, to support the pupil's successful return and reintegration into school life. This may involve reintegration meetings between school staff, parents/carers and pupils, and other external agencies where appropriate. The rationale for these meetings will be to consider what support is needed to help the child/young person flourish, and what support is needed to help the child/young person meet the expected standards of behaviour.

Where interventions or targeted support have not been successful in improving a pupil's behaviour, off-site direction may be used to arrange time limited placements at an alternative provision or another mainstream school where possible.

Managed moves are sometimes used to initiate a process which leads to the transfer of a pupil to another mainstream school permanently. Managed moves are voluntary and agreed with all parties involved, including the parents and the admission authority of the new school. If a temporary move needs to occur to improve a pupil's behaviour, then offsite direction should be used. Managed moves should only occur when it is in the pupil's best interests.

## Prohibited Items

Prohibited items include (but are not limited to):

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

## Searching and Confiscation

Searches will only be carried out by a member of staff who has been authorised to do so by the headteacher, or by the headteacher themselves.

Subject to the exception below, the authorised member of staff carrying out the search will be of the same sex as the pupil, and there will be another member of staff present as a witness to the search.

An authorised member of staff of a different sex to the pupil can carry out a search without another member of staff as a witness if:

- The authorised member of staff carrying out the search reasonably believes there is risk that serious harm will be caused to a person if the search is not carried out as a matter of urgency; and
- In the time available, it is not reasonably practicable for the search to be carried out by a member of staff who is the same sex as the pupil; or
- It is not reasonably practicable for the search to be carried out in the presence of another member of staff

When an authorised member of staff conducts a search without a witness they should immediately report this to another member of staff, and ensure a written record of the search is kept.

If the authorised member of staff considers a search to be necessary, but is not required urgently, they will seek the advice of the headteacher and/or designated safeguarding lead (or deputy) who may have more information about the pupil. During this time the pupil will be supervised and kept away from other pupils.

A search can be carried out if the authorised member of staff has reasonable grounds for suspecting that the pupil is in possession of a prohibited item or any item identified in the school rules for which a search can be made, or if the pupil has agreed.

An appropriate location for the search will be found. Where possible, this will be away from other pupils. The search will only take place on the school premises or where the member of staff has lawful control or charge of the pupil, for example on a school trip.

Before carrying out a search the authorised member of staff will:

- Assess whether there is an urgent need for a search
- Assess whether not doing the search would put other pupils or staff at risk
- Consider whether the search would pose a safeguarding risk to the pupil
- Explain to the pupil why they are being searched
- Explain to the pupil what a search entails – e.g. I will ask you to turn out your pockets and remove your scarf
- Explain how and where the search will be carried out
- Give the pupil the opportunity to ask questions
- Seek the pupil's co-operation

If the pupil refuses to agree to a search, the member of staff can give an appropriate behaviour sanction.

If they still refuse to co-operate, the member of staff will contact the headteacher / designated safeguarding lead (or deputy) to try and determine why the pupil is refusing to comply.

The authorised member of staff will then decide whether to use reasonable force to search the pupil. This decision will be made on a case-by-case basis, taking into consideration whether

conducting the search will prevent the pupil harming themselves or others, damaging property or from causing disorder.

The authorised member of staff can use reasonable force to search for any prohibited items identified in the list, but not to search for items that are only identified in the school rules.

The authorised member of staff may use a metal detector to assist with the search.

An authorised member of staff may search a pupil's outer clothing, pockets, possessions, desks or lockers.

Outer clothing includes:

- Any item of clothing that is not worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes, boots

In searching pupils' possessions, the term possessions means any items that the pupil has or appears to have control of, including (but not limited to):

- Desks
- Lockers
- Bags

A pupil's possessions can be searched for any item if the pupil agrees to the search. If the pupil does not agree to the search, staff can still carry out a search for prohibited items and items identified in the school rules.

An authorised member of staff can search a pupil's possessions when the pupil and another member of staff are present.

If there is a serious risk of harm if the search is not conducted immediately, or it is not reasonably practicable to summon another member of staff, the search can be carried out by a single authorised member of staff.

The staff member who carried out the search should inform the DSL without delay:

- Of any incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed in section 3
- If they believe that a search has revealed a safeguarding risk

All searches for prohibited items, including incidents where no items were found, will be recorded in the school's safeguarding system.

Parents will always be informed of any search for a prohibited item. A member of staff will tell the parents as soon as is reasonably practicable:

- What happened
- What was found, if anything
- What has been confiscated, if anything
- What action the school has taken, including any sanctions that have been applied to their child



Irrespective of whether any items are found as the result of any search, the school will consider whether the pupil may be suffering or likely to suffer harm and whether any specific support is needed (due to the reasons for the search, the search itself, or the outcome of the search).

If this is the case, staff will follow the school's safeguarding policy and speak to the designated safeguarding lead (DSL). The DSL will consider if pastoral support, an early help intervention or a referral to children's social care is appropriate.

Any prohibited items found in a pupil's possession as a result of a search will be confiscated. These items will not be returned to the pupil.

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to pupils after discussion with senior leaders and parents, if appropriate.

The school will provide annual training to staff authorised to conduct searches to ensure up-to-date knowledge of legal requirements and safeguarding considerations.

Searching and screening pupils is conducted in line with the DfE's [latest guidance on searching, screening and confiscation](#)

## Pupils' Behaviour beyond the School Gate

The government makes it clear that schools have the power to discipline pupils "beyond the school gate", particularly when they are travelling to and from school and/or wearing the school's uniform, or, if the actions could adversely affect the reputation of the school. (Behaviour and Discipline in Schools, 2016).

At Devonshire Road Primary School, if we receive a complaint about our pupils outside of school, either from a concerned member of the public or from another parent, then we will investigate this if appropriate. We would not generally feel it was appropriate for us to deal with a child's misbehaviour if their parent or carer was with them at the time; we respect their parental rights to deal with this accordingly.

If we do investigate a complaint about behaviour beyond the school gate, we would always endeavour to inform the child's parent or carer at the earliest opportunity. We would also always try to inform the person making the complaint of the action we had taken.

## Malicious Allegations

Where a pupil makes an allegation against a member of staff and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

Where a pupil makes an allegation of sexual violence or sexual harassment against another pupil and that allegation is shown to have been deliberately invented or malicious, the school will consider whether to discipline the pupil in accordance with this policy.

In all cases where an allegation is determined to be unsubstantiated, unfounded, false or malicious, the school (in collaboration with the local authority designated officer (LADO), where relevant) will consider whether the pupil who made the allegation is in need of help, or the allegation may have been a cry for help. If so, a referral to children's social care may be appropriate.

The school will also consider the pastoral needs of staff and pupils accused of misconduct.

Please refer to our child protection and safeguarding policy for more information on responding to allegations of abuse against staff or other pupils.

## Pupil Transition

The school will support incoming pupils to meet behaviour standards by offering an induction process to familiarise them with the behaviour policy and the wider school culture.

To ensure a smooth transition to the next year, pupils have transition sessions with their new teacher(s). In addition, staff members hold transition meetings.

To ensure behaviour is continually monitored and the right support is in place, information related to pupil behaviour issues may be transferred to relevant staff at the start of the term or year.

## Further Support

It may be that further support is deemed necessary for children whose behaviour does not improve. This can involve working with external agencies and professionals in order to help support the correct behaviour choices. This may include (but not limited to):

- Exploration of possible SEND with the SENDCo
- Bolton Behaviour Support Service
- Educational Psychologist
- School Counsellor
- Speech and Language Therapist
- Social Care
- Police

Any external support that is offered will be in liaison with parents/carers.

## Monitoring and evaluating behaviour

School leaders will utilise the online recording system CPOMS to analyse school-level data. This will be used to enable the leaders to make subsequent decisions, and to ensure that the behaviour culture is being reported accurately to the governors.

The data will be analysed at different levels: school level, group level, individual level. Leaders will use the data to identify possible factors contributing to the behaviour, system problems, or further support that is required. Behaviour data will be analysed termly by the governing board, with particular attention to trends relating to vulnerable groups and protected characteristics to ensure that particular groups are not being more affected by the policy, thus helping school to meet the duties as set out under the Equality Act 2010. Governors will use this data to hold leaders to account and contribute to policy review.



## Appendix A – Prejudice Related Incident Recording Form



### Prejudice-Related Incident Recording Form

**A prejudice-related incident is any incident which is perceived to be prejudice-related by the victim or the other person. All prejudice-related incidents will be dealt with by a member of the Senior Leadership Team.**

Any incidents will be recorded on CPOMS by relevant members of staff. SLT will then complete this form when following up with the incident.

Details of prejudice-related incident		
<b>Name &amp; role of person reporting the incident:</b>		
<b>Date/location of incident:</b>	<b>Date:</b>	<b>Location:</b>
<b>Victim's name/class/year:</b>		
<b>Type of incident: (Tick applicable category/categories)</b>	Homophobia: <input type="checkbox"/> <i>Prejudice or negative attitudes, beliefs or views about lesbian, or gay people.</i>	Sexism: <input type="checkbox"/> <i>Prejudice or negative attitudes, beliefs or view about someone based on their sex.</i>
	Transphobia: <input type="checkbox"/> <i>Prejudice or negative attitudes, beliefs or views about transgender people including refusal to accept their gender.</i>	Disability or health condition: <input type="checkbox"/> <i>A physical or mental impairment, which has a substantial and long-term adverse effect on someone's ability to carry out normal day to day activities.</i>
	Racism: <input type="checkbox"/> <i>Prejudice or negative attitudes, beliefs or views about someone based on their skin colour, nationality, ethnic or national origins.</i>	Islamophobia: <input type="checkbox"/> <i>Islamophobia is rooted in racism and is a type of racism that targets expressions of Muslimness or perceived Muslimness.</i>
	Biphobia: <input type="checkbox"/> <i>Prejudice or negative attitudes, beliefs or view about bisexual people.</i>	Other (specify): <input type="checkbox"/>
<b>Names of people who have been informed:</b>		
<b>Person who committed the</b>	Pupil: <input type="checkbox"/>	Teaching staff: <input type="checkbox"/>

<b>offence: (Include their name/class/year (if pupil))</b>	Visitor: <input type="checkbox"/>	Parent: <input type="checkbox"/>
	Other staff: <input type="checkbox"/>	Governor: <input type="checkbox"/>
	Other (specify): <input type="checkbox"/>	
<b>Description of the incident:</b>		
<b>Was this a physical or a verbal incident?</b>		
<b>Were physical injuries sustained? If yes, specify the extent and to whom:</b>		
<b>Names of other people involved, including bystanders:</b>		
<b>Has the offender been involved in previous prejudice-related incidents? If yes, please provide details:</b>		
<b>Level of severity of the incident. Please circle on scale.</b>	<ol style="list-style-type: none"> <li>1. No offence was intended or taken.</li> <li>2. Hurt or distress was caused, but the offending behaviour is unlikely to be repeated.</li> <li>3. Hurt or distress was caused and the pupil(s) responsible had previously been warned that their behaviour was unacceptable.</li> <li>4. Substantial hurt or distress was caused, and/or the behaviour was based on substantial hostility and prejudice, and/or the behaviour may be repeated.</li> </ol>	
<b>What action will be/has been taken?</b>		
<b>What measures are in place to prevent a similar incident from occurring again?</b>		

## Appendix B – 30 Second Script



### 30 Second Intervention Script

To be used in the first instance.

1. **I noticed you are .....** (having trouble getting started/ struggling to focus/ playing a rough game/being silly)
2. **It was the rule about** (being kind/ being curious/ being the best that you can be- refer to any of the 3 Bs)
3. **Do you remember when you ...** (arrived on time every day, got 5 house points in one lesson/ received a certificate etc.)?
4. ***That is who I need to see today/in this lesson.***
5. **Every choice has a consequence. If you choose to do the right thing, then that will be fantastic, and ....will happen. If you choose to do the wrong thing then ..... will happen.**
6. **It is up to you to make your choice.** (Walk away to give some thinking time)

Staff will use this 30 second script from Step 3 within our graduated response for dealing with incidents of misbehaviour.