



### **Introduction**

At Devonshire Primary School we aim to create a positive, safe and secure environment so that all members of the school community can develop, learn and grow in all areas of school life.

### **Aims**

This policy aims to:

- Provide a consistent approach to behaviour management
- Define what we consider to be unacceptable behaviour, including bullying and discrimination
- Outline how pupils are expected to behave
- Summarise the roles and responsibilities of different people in the school community with regards to behaviour management
- Outline our system of rewards and sanctions

### **Legislation and statutory requirements**

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

[Behaviour and discipline in schools](#)

[Searching, screening and confiscation at school](#)

[The Equality Act 2010](#)

[Keeping Children Safe in Education](#)

[Use of reasonable force in schools](#)

[Supporting pupils with medical conditions at school](#)

It is also based on the [special educational needs and disability \(SEND\) code of practice](#).

In addition, this policy is based on:

Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its pupils

Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate pupils' behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate pupils' property

[DfE guidance](#) explaining that maintained schools must publish their behaviour policy online.

## **Definitions**

### **Misbehaviour is defined as:**

- Disruption in lessons, in corridors between lessons, and at break and lunchtimes
- Non-completion of classwork or homework
- Poor attitude
- Incorrect uniform

### **Serious misbehaviour is defined as:**

- Repeated breaches of the school rules
- Any form of bullying
- Physical violence including threats of physical violence
- Sexual violence, such intentional sexual touching without consent
- Sexual harassment, meaning unwanted conduct of a sexual nature, such as:
  - · Sexual comments
  - · Sexual jokes or taunting
  - · Physical behaviour like interfering with clothes
  - · Online sexual harassment such as unwanted sexual comments and messages (including on social media), sharing of nude or semi-nude images and/or videos, or sharing of unwanted explicit content
- Vandalism
- Theft
- Fighting
- Racist, sexist, homophobic or discriminatory behaviour

## **Bullying**

Bullying is defined as the repetitive, intentional harming of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying is, therefore:

- Deliberately hurtful
- Repeated, often over a period of time
- Difficult to defend against

Bullying can include:

TYPE OF BULLYING	DEFINITION
Emotional	Being unfriendly, excluding, tormenting
Physical	Hitting, kicking, pushing, taking another's belongings, any use of violence
Prejudice-based and discriminatory, including: <ul style="list-style-type: none"><li>• Racial</li><li>• Faith-based</li><li>• Gendered (sexist)</li><li>• Homophobic/biphobic</li><li>• Transphobic</li><li>• Disability-based</li></ul>	Taunts, gestures, graffiti or physical abuse focused on a particular characteristic (e.g. gender, race, sexuality)
Sexual	Explicit sexual remarks, display of sexual material, sexual gestures, unwanted physical attention, comments about sexual reputation or performance, or inappropriate touching
Direct or indirect verbal	Name-calling, sarcasm, spreading rumours, teasing
Cyber-bullying	Bullying that takes place online, such as through social networking sites, messaging apps or gaming sites

Details of our school's approach to preventing and addressing bullying are set out in our anti-bullying policy.

### **Roles and responsibilities**

#### **The Governing Board**

The Full Governing Body (FGB) is responsible for reviewing and approving the written statement of behaviour principles (appendix 1).

The FGB will also review this behaviour policy in conjunction with the headteacher and monitor the policy's effectiveness, holding the headteacher to account for its implementation.

#### **The Headteacher**

The Headteacher is responsible for reviewing this behaviour policy in conjunction with the Full Governing Board giving due consideration to the school's statement of behaviour principles (appendix 1).

The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

## **Staff**

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Providing a personalised approach to the specific behavioural needs of particular pupils using emotional coaching techniques (see Appendix 1) and Zones of Regulation (Appendix 4)
- Recording behaviour incidents (SLT – CPOMs)
- Maintaining an ABC log for specific pupils (Appendix 6)
- Maintaining a Behaviour Plan for specific pupils (Appendix 7)
- The senior leadership team will support staff in responding to behaviour incidents (see Appendix 4 for the behaviour choices flowchart)
- The senior leadership team will complete an individual risk assessment if necessary for specific pupils and will regularly review the risk assessment once it is in place

## **Parents**

Parents are expected to:

- Support their child in adhering to the pupil code of conduct
- Inform the school of any changes in circumstances that may affect their child's behaviour
- Discuss any behavioural concerns with the class teacher promptly

## **Pupils**

All pupils are expected to uphold our school values at all times. Pupils are expected to:

- Be resilient
- Be resourceful
- Be respectful
- Be reflective
- Be risk takers
- Have good relationships

## **Pupil code of conduct**

Pupils are expected to:

- Behave in an orderly and self-controlled way indicating they are ready to learn (Zones of Regulation to support)
- Show respect to members of staff and each other
- In class, make it possible for all pupils, including themselves, to learn
- Move quietly around the school
- Treat the school buildings and school property with respect
- Wear the correct uniform at all times
- Accept sanctions when given
- Refrain from behaving in a way that brings the school into disrepute, including when outside school

## **Rewards and sanctions**

**Positive behaviour will be rewarded with:**

- Praise
- Model Pupil Moments

- Letters or phone calls home to parents
- Special responsibilities/privileges

**The school may use one or more of the following sanctions in response to unacceptable behaviour (see Appendix 3 for the step approach):**

- A reminder of expectations referring to the class charter
- A verbal reprimand
- Moving seat in the classroom
- Sending the pupil to work in another class
- Expecting work to be completed at home, or at break or lunchtime
- Referring the pupil to a senior member of staff
- Letters, emails or phone calls home to parents
- Meeting with parents

We may use Internal Suspension in response to serious or persistent breaches of this policy. Pupils may be sent to the senior leaders' room during lessons if they are disruptive, where they will be expected to complete their work.

Where appropriate a Behaviour Incident Report will be completed using CPOMs. If necessary a specific pupil Behaviour Log will be maintained. Pupils will complete a reflection sheet (Appendix 2) and an email will be sent to parents to inform them of the incident.

### **Zero-tolerance approach to 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.

Pupils are encouraged to report anything that makes them uncomfortable, no matter how 'small' they feel it might be.

The school's response will be:

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

### **Sanctions for sexual harassment and violence may include:**

- Internal Suspension
- Fixed Term Suspension
- Change in class
- Report to the police

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 of sexual harassment and/or violence
- Carrying out risk assessments, where appropriate, to help 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.

## **Off-site behaviour**

Sanctions may be applied where a pupil has misbehaved off-site when representing the school. This means misbehaviour when the pupil is:

- Taking part in any school-organised or school-related activity (e.g. school trips)
- Travelling to or from school
- Wearing school uniform
- In any other way identifiable as a pupil of our school

Sanctions may also be applied where a pupil has misbehaved off-site at any time, whether or not the conditions above apply, if the misbehaviour:

- Could have repercussions for the orderly running of the school
- Poses a threat to another pupil or member of the public
- Could adversely affect the reputation of the school

Sanctions will only be given out on school premises or elsewhere when the pupil is under the lawful control of the staff member (e.g. on a school-organised trip).

## **Behaviour management**

### **Classroom management**

Teaching and support staff are responsible for setting the tone and context for positive behaviour within the classroom.

They will:

- Create and maintain a stimulating environment that encourages pupils to be engaged
- Display the class charter, Zones of Regulation, Devonshire choices and Flow Chart
- Develop a positive relationship with pupils, which will include:
  - Greeting pupils in the morning/at the start of lessons
  - Establishing clear routines
  - Communicating expectations of behaviour in ways other than verbally
  - Highlighting and promoting good behaviour
  - Concluding the day positively and starting the next day afresh
  - Following the sanctions listed on page 5 for dealing with low-level disruption
  - Using positive reinforcement

### **Physical restraint**

In some circumstances, staff may use reasonable force to restrain a pupil to prevent them:

- Causing disorder
- Hurting themselves or others
- Damaging property

Incidents of physical restraint must:

- **Always be used as a last resort**
- Be applied using the minimum amount of force and for the minimum amount of time possible
- Be used in a way that maintains the safety and dignity of all concerned
- Never be used as a form of punishment
- Be recorded and reported to parents

### **Confiscation**

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

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

### **Pupil support**

The school recognises its legal duty under the Equality Act 2010 to prevent pupils with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the pupil.

The school's special educational needs co-ordinator will evaluate a pupil who exhibits challenging behaviour to determine whether they have any underlying needs that are not currently being met.

Where necessary, support and advice will also be sought from specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs.

When acute needs are identified in a pupil, we will liaise with external agencies and plan support programmes for that child. We will work with parents to create the plan and review it on a regular basis. Reference to outside agencies will be with parental consent.

### **Safeguarding**

The school recognises that changes in behaviour may be an indicator that a pupil is in need of help or protection. We will consider whether a pupil's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy.

### **Pupil transition**

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. This includes transition to High School at the end of Year 6.

### **Training**

Behaviour management and being Trauma Informed will form part of continuing professional development.

### **Monitoring arrangements**

This behaviour policy will be reviewed by the headteacher and Full Governing Board annually. At each review, the policy will be approved by the headteacher.

### **Links with other policies**

This behaviour policy is linked to the following policies:

- Exclusions policy
- Child protection and safeguarding policy
- Anti-bullying Policy

## Appendix 1: Written Statement of Behaviour Principles

- Every pupil understands they have the right to feel safe, valued and respected, and learn free from the disruption of others
- All pupils, staff and visitors are free from any form of discrimination
- Staff and volunteers set an excellent example to pupils at all times
- Rewards, sanctions and reasonable force are used consistently by staff, in line with the behaviour policy
- The behaviour policy is understood by pupils and staff
- The suspensions policy explains that suspensions will only be used as a last resort, and outlines the processes involved in permanent and fixed-term exclusions
- Pupils are helped to take responsibility for their actions
- Families are involved in behaviour incidents to foster good relationships between the school and pupils' home life

The governing board also emphasises that violence or threatening behaviour will not be tolerated in any circumstances.

This written statement of behaviour principles is reviewed and approved by the Full Governing Board annually.

### Aims/Purpose of this Behaviour Regulation Guidance

The purpose of developing this Behaviour Regulation Guidance is to promote a move away from traditional behaviour management approaches, which place a huge emphasis on rewards and punishments linked to behaviour, towards a more humanist, relational and universal approach, which is inclusive for all, and can benefit the whole school community. It is intended to ensure that their Behaviour Regulation Principles translates into whole school practice.

### Philosophy and Approach

At Devonshire Primary School when managing behaviour incidents and outbursts we promote taking a non-judgmental, curious and holistic stance when trying to make sense of the behaviour; ensuring there are opportunities for reparation. We also actively discourage practices that can be emotionally harmful such as the use of sad faces against names on classroom boards. We encourage all adults in schools to respond in a way that focuses on the feelings and emotions that might drive certain behaviour, rather than the behaviour itself. We strongly believe that responding to the social, emotional and mental health needs (SEMH) of our pupils is not the responsibility of a few staff in school; it is everyone's responsibility. This belief has led to the integration of an Emotion Coaching approach into our everyday practice to support the development of positive behaviour, resilience and community well-being. Emotion Coaching is an evidence-based approach that provides an understanding of the neuroscience behind behaviour. Research on Emotion Coaching as a whole school approach suggests that it can improve the child's ability to regulate their feelings and has a positive effect upon teacher-pupil relationships. 'Emotion coaching can contribute to the promotion of sustainable, holistic improvement in wellbeing for pupils, school staff, and families' (Gus et al 2017). Furthermore, it can lead to better outcomes (including academically) due to improved emotional well-being, awareness and literacy of pupils, staff and parents/carers. Thus, key principles from this approach have been incorporated into the behaviour regulation principles at Devonshire.

The 4 Steps of Emotion Coaching embedded as an approach at Devonshire:

Step 1 - Recognise the child's feelings and empathise with them

- Genuinely empathising with the child from their point of view. This doesn't mean agreeing with them, just viewing things from their perspective
- Recognise all emotions as being natural and normal and not always a matter of choice
- Recognise behaviour as communication (relational vs behavioural model)
- Look for physical and verbal signs of the emotion being felt
- Take on the child's perspective (mentalising/mind-mindedness)

Step 2 - Validate the feelings and label them

- Use words to reflect back child's emotion and help child to label the emotion (vital step)
- Simply observe – saying what you see rather than asking probing questions to which young people might not know answer
- Telling them you understand their emotional situation and that you don't blame them helps soothe their emotional brain

Step 3 - Set limits on behaviour

- Validate the emotion and label the feeling ...BUT...certain behaviours cannot be accepted e.g. 'You are angry that I've taken away your phone but these are the rules everyone has to follow. I will keep it safe for you'

Rose, 2014

Step 4 - Problem solve with the child

- Exploration of incident/ behaviour and scaffolding (suggesting/supporting) ideas and actions that could lead to a more productive outcome.
- Let's think together what you might do next time?
- What has worked in the past that helped?
- What do you think X might do in this situation?

Emotion Coaching is not a separate model or system; it is a supplement to our behaviour policy. It is simple to use and helps all children to thrive. It enhances teacher to pupil and adult to child relationships. It supports adults in being calmer when dealing with emotional children and provides a long-term universal solution to children's well-being and resilience.

References

Emotion Coaching UK x Gus, L. Rose, J. & Gilbert, L (2015). Emotion Coaching: A universal strategy for supporting and promoting sustainable emotional and behavioural wellbeing. *Educational & Child Psychology*, 32 (1), 31.

Rose, J and Gilbert, L and McGuire-Snieckus, R (2014) 'Promoting children's wellbeing and sustainable citizenship through emotion coaching.' In: Thomas, M, ed. *A child's world: contemporary issues in education*. University of Wales, Aberystwyth. ISBN 9781845215613.

Rose, J., McGuire-Snieckus, R., & Gilbert, L. (2015). Emotion Coaching-a strategy for promoting

behavioural self-regulation in children/young people in schools: A pilot study. *European Journal of Social and Behavioural Sciences*. Available to download at

[www.attachmentawareschools.com/emotioncoaching.php](http://www.attachmentawareschools.com/emotioncoaching.php)

**Appendix 2: Reflection Sheet**

# Reflect and Reset

Key Stage One

What happened?



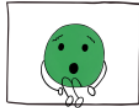
How were you feeling?



Angry



Confused

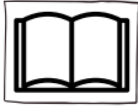


Scared

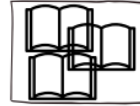


Annoyed

What was the impact of your choice?



I stopped myself from learning



I stopped others from learning



I feel sad

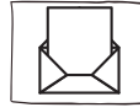


I have made others feel sad

What can you do to make it right?



Say Sorry



Write a sorry letter



Complete my work



I have an idea

## Reflect and reset

What happened?

Key Stage two

I felt

They felt

What now?

Talk about it



Solve a problem



Write a letter



Something else

Say sorry



Journal



Make a plan for next time



## Appendix 3: Behaviour Steps

### List of behaviours and their consequences - May 2025

<p>Step 1 - general flowchart to follow</p> <p>step 1 part 1: reminder</p> <p>step 1 part 2: warning (consider moving space) Thinking chair (KS1/EYFS)</p> <p>step 1 part 3: sent to another class</p>	<p>Step 2 - CPOMS filled in with child &amp; reflection sheet filled in</p> <p>Sent for time out of class/play/lunch (up to 30 mins)</p> <p>Generic email will be generated to parents (after 5 times, dialogue at SLT to possibly introduce ABC log and/or personal flowchart)</p>	<p>Step 3 - CPOMS filled in with child &amp; reflection sheet filled in</p> <p>Possibility of internal or external suspension - decision based on discussion with Compass around individual context and situation</p> <p>If suspension given, CT to provide work for child to complete independently</p> <p>Discussion at SLT meeting around possible support needed</p>
<p>Low level disruption including:</p> <ul style="list-style-type: none"> <li>* Shouting out</li> <li>* Distracting other children</li> <li>* Not getting on with work</li> <li>* Speaking when an adult is talking</li> <li>* Fiddling which is deliberately distracting others</li> <li>* Deliberate time wasting</li> <li>* answering back</li> <li>* refusing to follow instructions</li> </ul>	<ul style="list-style-type: none"> <li>* Being malicious towards another person</li> <li>* Damaging school property</li> <li>* Swearing</li> <li>* leaving the room without permission</li> <li>* Social media/phone concerns ( but possibly further consequences required)</li> <li>* Lying</li> <li>* Stealing</li> <li>* play fighting/rough play</li> <li>* step 1 consequences have not resulted in a change in behaviour</li> </ul>	<ul style="list-style-type: none"> <li>* Behaviour which presents a danger to the community/the child</li> <li>* Racism/bullying /homophobia</li> <li>* step 2 consequences have not resulted in a change in behaviour</li> </ul>

NB: The above consequences are not an exhaustive list, other sanctions may be applied at the discretion of the headteacher.

Dear X,

We are disappointed to inform you that today your child has not met our expectations of behaviour at Devonshire. Your child has had time out of class and discussed their behaviour choices with a member of the senior leadership team.

Please see the summary of the incident below:

if you have any questions, please speak to your child's class teacher in the first instance.

Kind regards

The senior leadership team

## Appendix 4: Devonshire Choices, Flowchart and Zones of Regulation



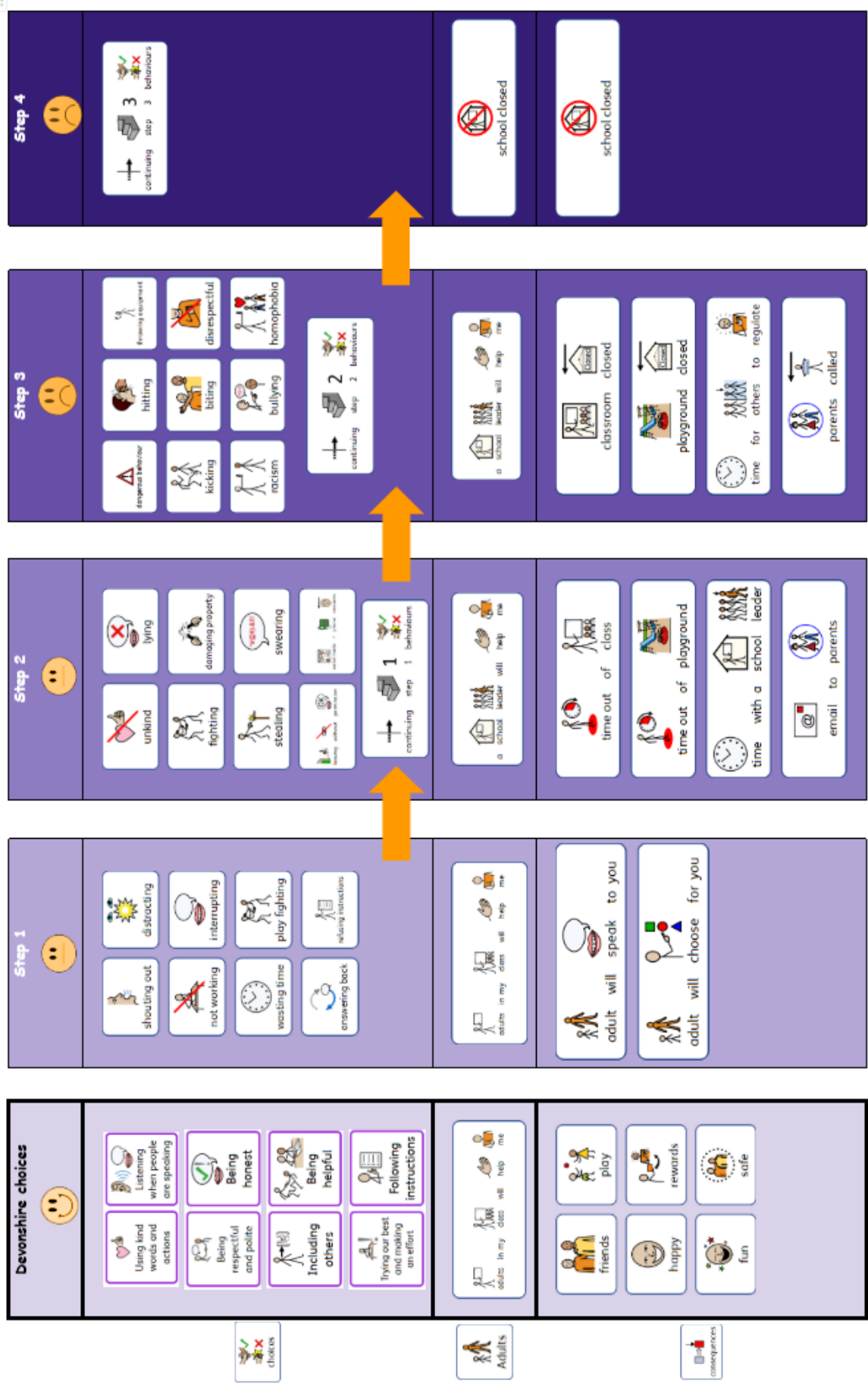
These are the 8 most important behaviours at Devonshire.

<p>Using kind words and actions</p>	<p>Listening when others are speaking</p>	<p>Being respectful and polite</p>	<p>Being honest</p>
<p>Including others and not leaving people out</p>	<p>Being helpful</p>	<p>Trying our best and making an effort with our learning</p>	<p>Following instructions</p>

Voted for by children, staff and parents.

These are also important behaviours at Devonshire.

<p>Being considerate of other's feelings</p>	<p>Allowing others to learn</p>	<p>Being gentle</p>	<p>Showing good manners</p>
<p>Sharing</p>	<p>Waiting for a turn</p>	<p>Taking care of equipment</p>	<p>Putting a hand up and not interrupting</p>
<p>Moving around school safely and quietly</p>	<p>Lining up sensibly</p>	<p>Making amends when you have done the wrong thing</p>	<p>Tidying up</p>



# Which Zone Are You In?



**Low levels of energy and down feelings**

sad	tired
bored	sick

**Calm energy and a sense of control.**

happy	calm
ready to learn	feeling ok

**Higher energy and stronger feelings**

excited	silly
frustrated	worried

**Extremely high energy and strongest feelings**

angry	terrified
out of control	unsafe

**I could ...**

drink water	tell an adult	stretch	stand
movement break	ask for a rest		

**I could ...**

learn	listen	challenge yourself	help someone
work with others	try something new		

**I could ...**

deep breaths	tell an adult	count to 10	use fidgets
movement break	ask for a break		

**I could ...**

deep breaths	ask for help	find a safe place	request something
move away	stop and think		



## Appendix 7: Behaviour Plan

Insert Child's  
Photo Here

### Solution Focused Behaviour Plan

Name:

Date:

Likes	Dislikes

Strengths/ Protective Factors	Difficulties/ Risk Factors - What are the barriers to their learning?

Concerns

Support in place - What is in place to prevent the above concerns?

Actions and Consequences
<p>Preventative Strategies: What is in place to prevent the above concerns?</p> <ul style="list-style-type: none"><li>•</li></ul> <p>Reactive Strategies: What happens when the above concerns arise?</p>