

Behaviour Policy and Statement of Behaviour Principles

Devoran School



Ready
Respectful
Safe

Approved by: Governing Body

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1. Aims

The Trauma Informed School's approach to recognising and understanding behaviour lies at the core of our whole school ethos, together with our values of being 'Ready, Respectful and Safe'. Our ambition is to ensure that our children feel nurtured and listened to with a focus on the importance of relationships and connections. This will enable staff to understand the reasons underlying behaviour the children are displaying. This policy and The Devoran Way Blueprint (Appendix 2) aims to:

- Provide a **consistent approach** to behaviour management
- **Define** what we consider to be unacceptable behaviour, including bullying
- 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 stepped sanctions**

2. 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](#)
- [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 should publish their behaviour policy online

3. 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
- Inappropriate language

Serious misbehaviour is defined as:

- Repeated breaches of the school rules
- Any form of bullying
- Sexual assault, which is any unwanted sexual behaviour that causes humiliation, pain, fear or intimidation
- Vandalism

- Theft
- Fighting
- Smoking
- Racist, sexist, homophobic or discriminatory behaviour
- Possession of any prohibited items. These are:
 - 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)

4. Bullying

Bullying involves an imbalance of power, is pre-meditated and usually forms a pattern of behaviour.

Bullying is therefore:

- Deliberately upsetting
- Recurring, often over a period of time
- Difficult to stand up against

It can take many forms, but the main types are:

- Physical: pushing, kicking, hitting, punching or any use of violence
- Emotional: being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- Verbal: name calling, insulting, making offensive remarks
- Racist: racial taunts, gestures
- Sexual: unwanted physical contact or sexually abusive comments
- Homophobic: because of, or focussing on the issue of sexuality
- Cyber: using social media, emails, texts and phone calls to harass another person or to spread rumours
- Indirect: spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumours

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

5. Roles and responsibilities

5.1 The Governing Board

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

The Governing Body 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.

5.2 The Headteacher

The headteacher is responsible for reviewing this behaviour policy in conjunction with the Governing Body, giving due consideration to the school's statement of behaviour principles (appendix 1). The headteacher will also approve this policy.

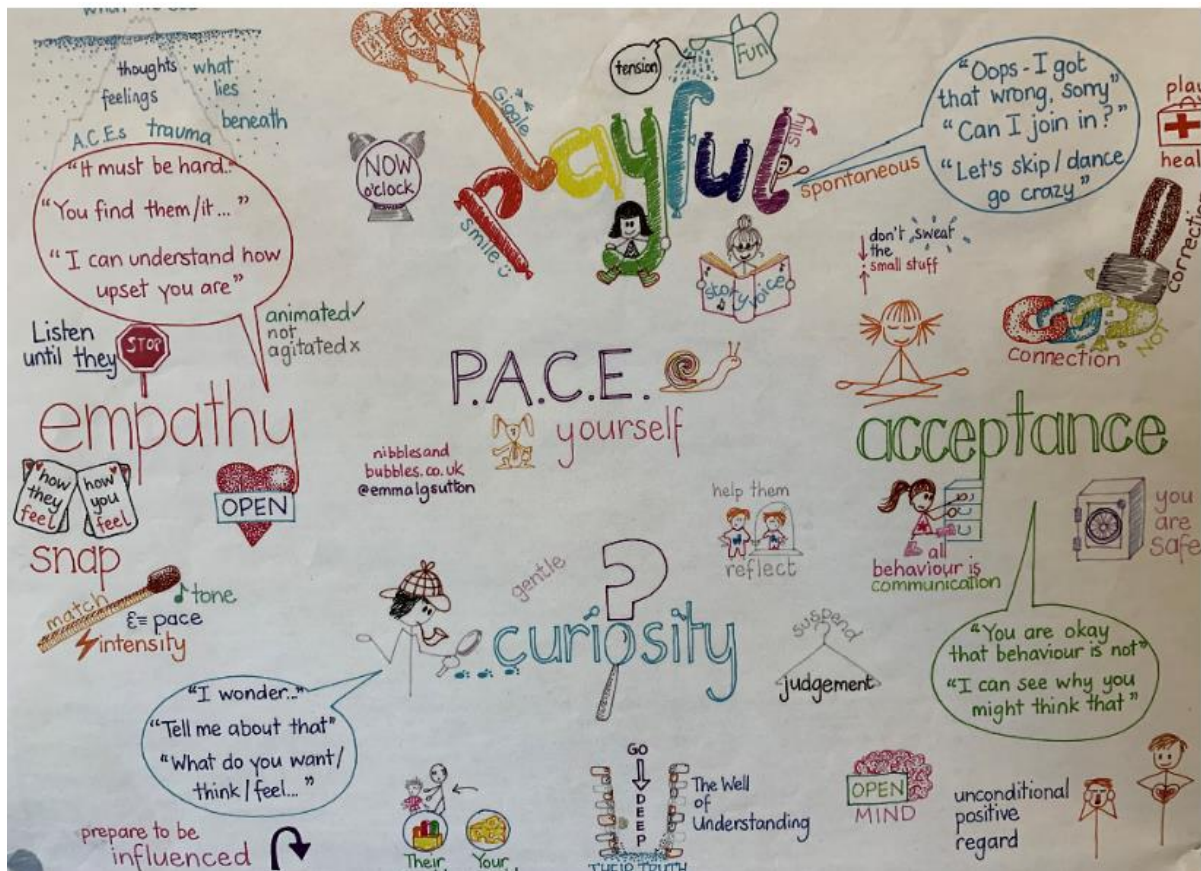
The headteacher will ensure that the school environment encourages positive behaviour and that staff deal effectively with poor behaviour, and will monitor how staff implement this policy to ensure rewards and sanctions are applied consistently.

5.3 Staff

Staff are responsible for:

- Implementing the behaviour policy consistently
- Modelling positive behaviour
- Engage with children who are struggling to contain their behaviour within the boundaries of the school rules using micro-scripts as a basis to encourage discussion about the behaviour the child is displaying, e.g. I have noticed that... I wonder if... At Devoran we... Because of that, you may need to...
- Use restorative conversations to enable children to reflect on their behaviour
- Where children are clearly troubled, staff should use PACE as a model for engagement.

Dan Huges (PACE Model: Play, Acceptance, Curiosity, Empathy)



The senior leadership team will support staff in responding to and recording behaviour incidents using our online platform CPOMS.

5.4 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

6. Pupil code of conduct

Pupils are expected to:

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

7. Rewards and stepped sanctions

7.1 List of rewards and sanctions

Positive behaviour will be rewarded with:

- Praise
- Learning displayed on the class Recognition board or Miss Lock's Wonderwall
- House Points
- Positive letters or phone calls home to parents
- Special responsibilities/privileges
- Special Certificates given during Celebration Assembly

The school will use these stepped sanctions in response to unacceptable behaviour:

- Stage 1 – The Devoran Way!
- **Reminder** (3 rules) privately if possible
- **Stage 2 – Warning** (outlining behaviour and consequence)
- **Stage 3 – Time In** (time away from distraction/in another classroom/nurture room) Restorative Conversation
- **Stage 4 – Reflection Time/Loss of privilege** (Restorative conversation, Reflection sheet completed)
- Stage 5 – Note home / meeting with parents
- Stage 6 – Behaviour Management Support Plan

See appendix 4 for sample letters to parents about their child's behaviour.

7.2 Off-site behaviour

Stepped sanctions may be applied where a pupil has misbehaved off-site when representing the school, such as on a school trip or on the bus on the way to or from school.

7.3 Malicious allegations

Where a pupil makes an accusation against a member of staff and that accusation is shown to have been malicious, the headteacher will discipline the pupil in accordance with this policy.

Please refer to our safeguarding policy/statement of procedures for dealing with allegations of abuse against staff for more information on responding to allegations of abuse.

The headteacher will also consider the pastoral needs of staff accused of misconduct.

8. Behaviour management

8.1 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 three values: Ready, Respectful, Safe and refer to these throughout the school day
- Develop a positive relationship with pupils, which may 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
 - Using the The Devoran Way Blueprint as a way of scaffolding expectations of behaviour
 - Using positive reinforcement

8.2 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:

- **Be used as part of a dynamic risk assessment, as a last resort and only after all other interventions have been exhausted. All physical restraints must be recorded on a Restraint's Incident form held in the office.**
- 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 before the child arrives home (see appendix 3 for a behaviour log)
- Be reflected upon and appropriate behaviour plans updated

8.3 Restricting Liberties

Devoran School pupils may **never** be:

- Locked up
- Left alone/unattended
- Deprived of food/drink
- Denied access to a toilet

8.4 Confiscation

Any prohibited items (listed in section 3) found in pupils' possession will be confiscated. These items will not be returned to pupils.

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](#).

8.5 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.

9. 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. Information on behaviour issues may also be shared with new settings for those pupils transferring to other schools.

10. Training

Our staff are provided with training on managing behaviour. Staff in classes where physical restraint maybe necessary also attend Team Teach training

Behaviour management will also form part of continuing professional development.

11. Monitoring arrangements

This behaviour policy will be reviewed by the headteacher and full Governing Body every three years. At each review, the policy will be approved by the headteacher.

The written statement of behaviour principles (appendix 1) will be reviewed and approved by the full Governing Body every three years.

12. Links with other policies

This behaviour policy is linked to the following policies:

- Exclusions policy
- Safeguarding policy
- Anti-bullying strategy

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 exclusions policy explains that exclusions 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 Body every year.



The Devoran Way

This is how we do it here.....

At Devoran School high expectations of learning, behaviour and respect for each other underpin everything we do. Our staff strive to create independent, articulate thinkers and learners who have the confidence to achieve their ambitions. This drives us in our pursuit for excellence every day.

Visible Adult Consistencies

1. Meet and Greet
2. Calm and caring
3. Being the best role model to the children

Rules

Ready
Respectful
Safe

Over and Above

1. Recognition Board
2. House Points
3. Positive notes home
4. Friday certificates

Relentless Routines

1. Walking on the left
2. Lining up in register order
3. Hand Signal for Stop
4. One voice

Stepped Sanctions

Stage 1 – The Devoran Way!
Reminder (3 rules) privately if possible

Stage 2 – Warning (outlining behaviour and consequence)

Stage 3 – Time In (time away from distraction/in another classroom/nurture room)

Restorative Conversation

Stage 4 – Reflection Time/Loss of privilege (Restorative conversation, Reflection sheet completed)

Stage 5 – Note home / meeting with parents

Stage 6 – Behaviour Management Support Plan

Microscript

30 second scripted intervention

- **I have noticed that** you are... (having trouble getting started, wandering around etc.) right now.
- **I wonder if ... I can see that ...**
- **At Devoran, we...** (3 rules)
- **Because of that you may need to...** (refer to action to support behaviour e.g. moving to another table, complete learning at another time)
- **See me for 2 minutes** after class
- **Do you remember yesterday/last week when you...** (refer to previous positive behaviour)? **That is who I need to see today...**
- **Thank you for listening...** then give the child some 'take up / time in' time.

Restorative Conversations

- What happened?
- What were you thinking at the time?
- What have you thought since?
- How did this make people feel?
- Who has been affected?
- How have they been affected?
- What should we do to put things right?
- How can we do things differently in the future?