



Devonshire Primary Academy Behaviour Policy



Adopted by Governors/HT: Governors
Implementation date: Oct 2013
Review period: Annually
Last review date: Oct 2021
Person responsible for policy: Behaviour Lead

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This policy has been revised and updated through consultation and discussion and in accordance with DFE guidelines and Government legislation and is reviewed annually with staff and pupils.

This policy reflects the values and philosophy of Devonshire Primary Academy in relation to behaviour and discipline and sets out a framework within which staff, children and parents can co-operate.

This document is available for viewing by all: staff (including placement students and cover staff), governors, parents, the LA and inspection teams. Pupils are also aware of its contents as described within.

The Aims of the Academy

At Devonshire Primary Academy we regard each of the children in our care as special and unique individuals. We recognise the entitlement of every child to have full access to a broad, balanced and differentiated curriculum, irrespective of gender, race, colour, religion, sexuality or particular needs.

We aim to provide quality learning experiences within a happy, purposeful, stimulating environment, where each child is encouraged and inspired to fulfil their potential.

Our aim is to develop the 'whole' child intellectually, physically, emotionally, socially and spiritually. We strive to foster a caring, family atmosphere where children take responsibility for their actions and we expect high standards of behaviour and respect for other people and their possessions.

The Academy's Moral Code (Academy Values)

At Devonshire Primary Academy we present discipline in a positive manner by setting high expectations of behaviour for all our children and encouraging a code of conduct 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.

Pastoral Care

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.

Classroom Discipline Plan

The purpose of the Classroom Discipline Plan is to encourage good behaviour, rather than simply punish bad behaviour. *'Prevention is better than cure'*.

Our whole Academy rule is 'Respect'. We have one rule only as we believe this is the core value in achieving our very best.

All children should be aware of what is expected of them. Teachers must be consistent in the treatment of children; applying rules firmly and fairly. It will always be made clear to the children the reasons for any reward or sanction given.

Teacher discretion is encouraged when sanctioning children, especially with children with additional needs. Knowing our children's strengths and needs is something staff pride ourselves on. Each child is individual and this will be considered when assessing the effectiveness of a reward or sanction.

Lunchtime

The 'Beestro' Lunchtime Service involves calling children from the playground a year group at a time. Children on school dinners collect their hot meal from the serving station and join children on packed lunches to eat together in the seating area in the school hall.

Devonshire Primary Academy employs a Midday Supervision team who assume part-responsibility, alongside the Senior Leadership Team, for the supervision of the children whilst they are eating their lunch. In addition, Teaching Assistants supervise the children whilst they are outside, providing play activities.

Due to reduced structure, lunchtimes can be a difficult time for some of our children. The Learning Mentor team run indoor and outdoor activities for the benefit of these children. This helps to ensure that all pupils are able to play safely and learn how to play nicely with one another.

In recent years, the Resilience Committee were successful in a bid for funding. Part of the funding was used to build the 'Hive HQ' hut in the playground. This area is used by pupils to undertake training in playground games, anti-bullying and mental health awareness with an end goal of support their peers should they feel isolated. The Resilience Committee run the activities based upon their own strengths, thus encouraging other pupils to become leaders and have high aspirations.

Rewards and Sanctions

Rewards

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.

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We recognise and reward effort and achievement in work and behaviour in a variety of ways: through our Devonshire House System (mentioned later in this policy); participation in individual or team events is celebrated in whole-school assemblies; certificates and stickers are used to mark achievements and evidence of achievements are displayed in photographs and examples of work around the Academy. Our staff make an effort to informing parents of achievements via Parentapp, Class Dojo, a phone call home etc.

- Once a week, in a special celebration assembly, a child from each class is acknowledged as 'Star of the Week' to recognise an effort of achievement in work, attitude or behaviour. There are also special half-term and end-of-term assemblies when good attendance and other achievements are recognised.
- The Academy operates a merit system to encourage and reinforce positive behaviours. All pupils and staff are allocated to a 'House' (Earth, Wind, Water, Fire). Merits are awarded to pupils by staff as a reward for good behaviour, manners, kindness, work ethic etc. The total merit marks given to each House each week is announced in the 'Star of the Week' assemblies. The winning House receives a rosette, to be added to the Devonshire House Trophy, which is presented to the House Captains.
- 'Class Dojo' is used by all classes to praise positive behaviour. This is an online system accessible by all staff to reward good behaviour with 'dojos' and communicate this with parents who register to view. Furthermore, 'dojos' also feed into House totals. We believe Class Dojo is a key way of communicating with parents who can share in their child's successes.
- Recognition Boards are used in classrooms to celebrate pupils who demonstrate positive behaviours. Classes display a whole class aspiration/target such as:
 - Showing respect
 - Having a positive attitude
 - Pride in their actions
 - Working independently

It is our belief that a consistent focus on positivity breeds positive behaviours and that this ultimately impacts on learning. Each day it is expected that all children will strive to get their name on the Recognition Board, thus receiving a dojo point for their House team. It is worth nothing that children who do not achieve are not singled out, but are instead continually encouraged to reach the target.

Sanctions

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 (merit awards, files, diaries, tracking sheets etc.). Rotas for teaching and non-teaching staff are drawn up to ensure that adults are available for playground, play-deck, stairs and door 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 reflect certain behaviours and appropriate consequences and this prevents children from being reprimanded by

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the same punishment for varying degrees of disruptive behaviour. This approach affords children the opportunity to correct their behaviour at any point and be praised as a result. It is worth nothing that before any sanctions are issued, staff will use a range of non-verbal cues to help the pupil make the right decision about their behaviour i.e. offering time to calm down or a chance to talk it through (see Appendix 5).

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 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 etc. 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 Card 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 (see Appendix 3).

All class teachers keep a behaviour file, in which records of problems or incidents are kept. Where there is a pattern of poor behaviour, a teacher may write and date an account of incidents on CPOMS, which allows the Behaviour Lead to track incidents and coordinate interventions. A log of serious incidents and a positive handling record are kept centrally using the CPOMS online system, which is also used by each Academy in The Sea View Trust. In exceptional cases of serious misconduct or dangerous behaviour, it may be necessary to suspend a child according to the agreed procedure of the Local Authority.

The Academy may choose to implement any of the recommended eight sanctions identified in the DFE document 'Behaviour and Discipline in Schools' - Jan 2016, as listed below.

- A verbal reprimand
- Extra work or repeating unsatisfactory work until it meets the required standard
- The setting of written tasks as punishments, such as writing lines or an essay
- Loss of privileges – for instance the loss of a prized responsibility or not being able to participate in a non-uniform day (sometimes referred to as 'mufti' days)
- Missing break time
- Detention, including during lunch-time
- School based community service or imposition of a task – such as picking up litter or weeding school grounds; tidying a classroom; helping clear up the dining hall after meal times; or removing graffiti etc.
- Regular reporting including early morning reporting; scheduled uniform and other behaviour checks; or being placed "on report" for behaviour monitoring.

In more extreme cases schools may use temporary or permanent suspension. The Academy may also place disruptive pupils in isolation away from other pupils for a limited period of time as identified in the same DFE document.

As mentioned above, staff may deny pupils chance to play with their peers at break or lunchtimes to account for their actions when they have behaved badly. The Academy has an internal exclusion provision at lunchtimes, the purpose of which is to provide a safe and calming place for discipline and restorative practice to take place. With regards to detention at the end of the school day, legal authority to detain pupils on disciplinary grounds after the end of the school day, without the consent of the parent is set out in the DfE document 'Behaviour and Discipline in Schools' - Jan 2016. Whilst the Headteacher

reserves the right to use this sanction, it will be applied sparingly and parents will be given written notice before the detention takes place.

The 'Severe Clause' referred to in the Classroom Discipline Plan will be invoked in cases of extreme or persistent unacceptable behaviour. Parents will be notified and co-operation sought in addressing the problem. Strategies agreed between the Academy and parents will vary according to individual circumstances but may include:

- Behaviour modification programmes with specific targeting (Individual Behaviour Plans working alongside PSPs)
- Home/school diaries
- Loss of privileges – e.g. playtimes
- Lunchtime exclusions
- Supervised isolation and seclusion

Devonshire Primary Academy has adopted a policy whereby a child who has been frequently disruptive and has displayed extreme behaviour can be placed in an area away from other pupils. When this happens, a member of staff will ensure this time is used constructively and will supervise the child whilst they complete work set by their class teacher.

Care is given to ensure the health and safety of the pupils in relation to pupil welfare and safeguarding. Response to these measures is closely monitored, usually by the school's SENDCO. In some cases, help may be sought from the Student Support Team or a referral made to the Education Psychology Service.

In extreme cases the Headteacher may have no further alternative than to suspend a child for a fixed period. The Education Act 1997 amended the law to enable Headteachers to suspend a pupil for up to 45 school days in any one school year. When a suspension is required, parents will be informed to allow them an opportunity to make representation to the governing body and the LA about the appropriateness of the exclusion. The ultimate sanction the Academy can adopt is permanent exclusion.

Sanctions may differ depending on each individual child's needs, for example a child with SEND may warrant a different sanction, appropriate specifically to take into account their personal needs. The Academy has a Sensory Room, which is used during the day by pupils with particular additional needs. The Academy believes that by nurturing and teaching children how to interact/play in small groups, we prevent opportunities for children to fail.

We believe that our children are inherently well behaved. However, on occasions, often through circumstances out of their control, pupil behaviour can fall short of what is expected. In these situations, the good relationship between staff and pupil may need rebuilding. We believe that restorative work is vital to 'rebuild bridges' and demonstrate good conflict resolution (see Appendix 4).

Restraining Pupils (Positive Handling)

The DfE document 'Behaviour and Discipline in Schools' - Jan 2016 identifies the powers of school staff to use reasonable force to prevent a pupil from doing, or continuing to do any of the following:

- Injuring themselves or others.
- Causing damage to property (including the pupil's own property).

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- Engaging in any behaviour prejudicial to maintaining good order and discipline at the school or among any of its pupils, whether that behaviour occurs in a classroom during a teaching session or elsewhere.
- Committing a criminal offence (including behaving in a way that would be an offence if the pupil were not under the age of criminal responsibility).

A number of our staff (including support staff in most year groups) are trained in Positive Handling (Team-Teach) and can be called upon if a child needs restraining/removing from class. Any staff employed by the school have the authority to restrain in the above circumstances if assistance from a trained member of staff is not available or doesn't arrive.

Physical restraint will only be used as a last resort and as a method of restraint. Wherever possible, staff will ensure that a second member of staff is present to witness the physical intervention used. After an instance of physical intervention, the pupil will be immediately taken to the Headteacher and the pupil's parent will be contacted – parents may be asked to collect the pupil and take them home for the rest of the day. Furthermore, staff involved in the incident must complete a Positive Handling report.

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

Confiscation of Inappropriate Items

The Academy reserves the right to confiscate inappropriate items and exercises its powers to search without consent for prohibited items as detailed in the DfE document 'Behaviour and Discipline in Schools' - Jan 2016.

Bullying

Bullying is a very emotive issue and one which is often the subject of considerable media attention. It is very important to distinguish between what is bullying and what may be day-to-day squabbling or over-exuberant play.

A bully is defined as '*a person who uses strength or power to coerce others by fear*' and someone who '*persecutes or oppresses by force or threats*'. The HMI 2003 definition states, '*Bullying is aggressive or insulting behaviour by an individual or group, often repeated over a period of time, that intentionally hurts or harms.*' This sort of behaviour will not be tolerated at Devonshire Primary Academy and every attempt is made to prevent it from happening. All staff are briefed to be vigilant in identifying signs and symptoms of bullying. Children are encouraged to tell a trusted adult if they or another pupil believe they are being bullied in any way. It is everyone's responsibility to prevent bullying.

Our Academy works closely with Blackpool 'Headstart', working on improving resilience in our pupils. We utilise our 'Resilience Committee' who work to improve opportunities for children in our Academy. We have trained peer mentors available at playtimes who advise, support and listen to children who have problems and help them produce a plan to make things better.

In 2020, our Academy was awarded the 'Bronze Beat Bullying Charter Mark' by Blackpool Headstart and we are currently working hard to further develop our practises and achieve Silver.

Please see the Devonshire Anti-Bullying Policy for further information.



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Furthermore, as part of our whole school adoption of the Success for All (SfA) reading programme, all pupils take part in 'Getting Along Together' sessions, where they are encouraged to:

- Actively listen to others;
- Work cooperatively; and
- Identify conflict and conflict resolution strategies.

These strategies are consistently referred to and children are encouraged to use them whenever the need arises.

Appendix 1

Behaviour Tiers

Low level behaviour is disruptive interruptions that require the teacher/TA to remind the pupil about our school's behaviour expectations:

- Tapping
- Interrupting teacher
- Negative attitude
- Swinging on chair
- Off task behaviour * Shouting out
- Disrupting others
- Name calling Not finishing work (Due to time wasting)
- Damaging equipment (Purposeful)

Teacher's discretion

This behaviour is to be addressed by the class teacher.

Non-verbal signals

Verbal warning

Time out in class

(5 Mins)

Time out in buddy class (15 mins)

Must complete

reflection sheet

Mid level behaviour is disruptive and prevents other pupils from learning or my teacher from teaching:

- Repeatedly not following instructions
- Taking or damaging other people's property
- Lying (To hurt others or avoid blame)
- Throwing things in anger
- Using rude or offensive language
- Refusing to work
- Serious incidents on the playground
- Antagonising other pupils/staff

Reflection time at Break

Break 15 mins

Lunch 45 mins

Pupils who attend reflection time will complete reflection sheet and discuss behaviour with staff.

Only one reflection time to be given at a time, if child has displayed mid level behaviour on more than one occasion.

Parents to be informed

Extreme levels of behaviour put either myself, other pupils or staff in immediate danger.

- Racism/derogatory terms * Stealing
- Intimidating behaviour * Fighting
- Leaving class without permission
- Bullying *Continuation of Mid-level behaviours

Immediate removal

SLT/parents to be informed

If appropriate, pupil may be immediately removed from class/playground by Team Teach trained staff.

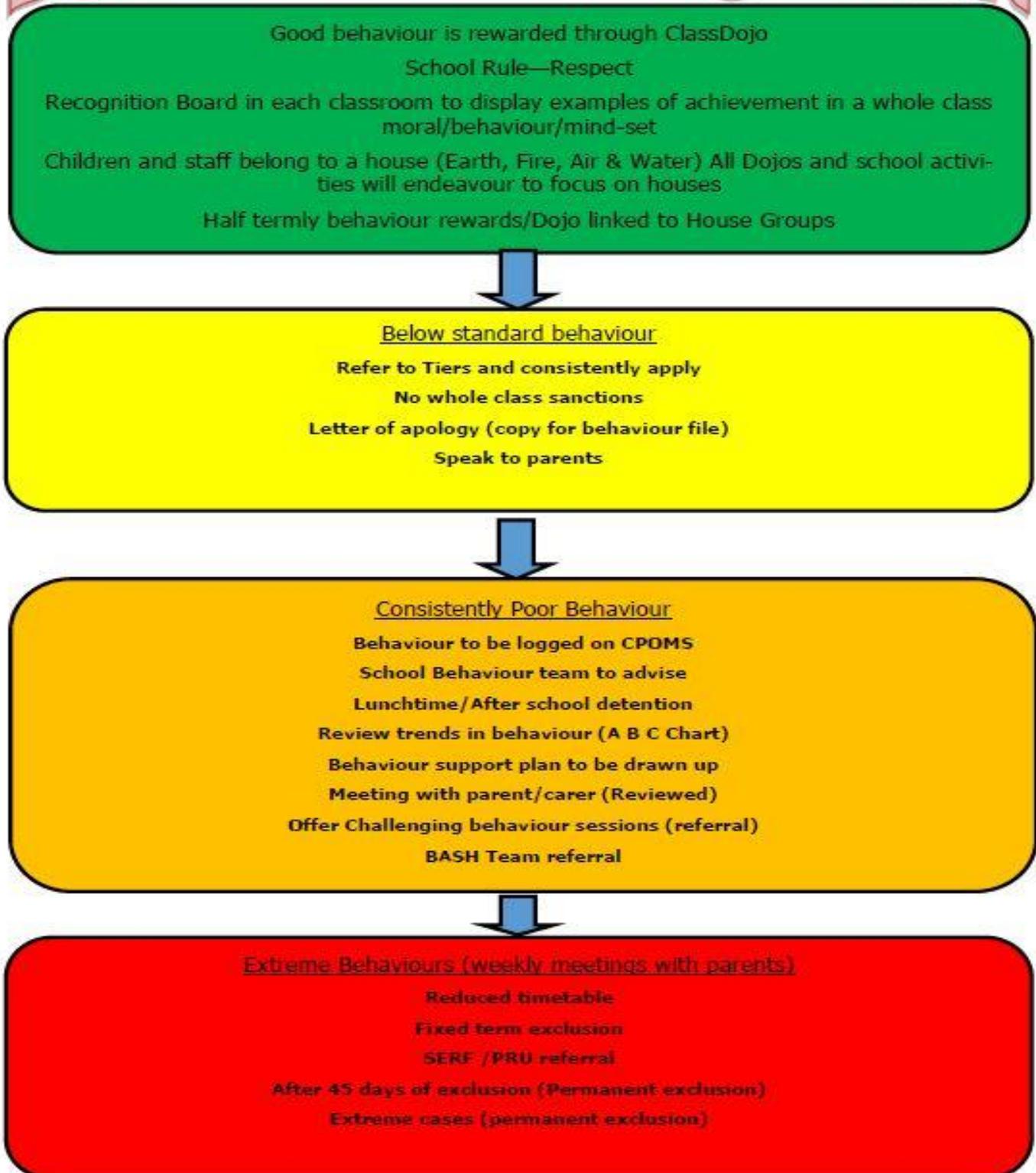
Internally excluded

Fixed term exclusion

Continuing Extreme behaviours will result in a Behaviour Support Plan being written and support from parents and external agencies being sought. The school's Behaviour Team will be informed about continuing mid-level behaviours through weekly report card sessions and reviewing reflection registers.

Appendix 2

Behaviour Management



Appendix 3



Class Behavior Report Card

Name : _____

Class: _____

Date: _____

Reporting to: _____

House: _____

Each session will be scored as follows:

- 5 = Excellent
- 4 = Good
- 3 = Acceptable / O.K
- 2 = Unacceptable
- 1 = Very Poor

Your target is to get _____ points this week

My targets for this week are:

I need to score:

	Session 1	Session 2	Break	Session 3	Session 4	Lunch	Session 5	Session 6	Day Total
Monday									
Tuesday									
Wednesday									
Thursday									
Friday									

Total: _____

Pupil Voice:

Appendix 4

HOW TO LEAD A SUCCESSFUL RESTORATIVE MEETING

- Don't sit behind a desk or on one.
- However irritated you were/are with the behaviour that provoked the meeting, try to focus on the outcome you want.
- Reserve enough time for the meeting.
- Resist the urge to take copious notes. It makes the pupil feel that their every word is being recorded and it is not conducive to thinking and speaking freely.
- Have a glass of water ready for the pupil.
- Leave the classroom door open while you have the meeting.
- Answer the questions yourself, not on behalf of the child but with your own reflections.
- Be really careful not to use judgemental language. It will taint the conversation and encourage a purely defensive reaction in the child.
- Resist any interruptions.
- Don't nit-pick uniform, shoes, hood up etc. during the meeting.
- End the meeting well. Plan how you are going to bring things to a conclusion.

THE RESTORATIVE FIVE

Five questions are enough. Choose your restorative questions from the suggestions below. As you address each question together remember that in-between your truth and their truth is *the* truth.

1. **What happened?**

It is important to listen carefully and dispassionately to the child's account without interrupting or disagreeing. It is equally as important to give your account from your perspective without judgement.

2. **What were you thinking at the time?**

This reflection helps the pupil to reconsider their actions and replay their thought processes. Their thinking at the time may have seemed irrational to you (and anyone else looking on). However, it may not be obvious to the child that their initial thoughts might have sent them down the wrong path.

3. **What have you thought since?**

Many doors are opened through this question that might allow the child a change of attitude, a shift in explanation or even the possibility of an apology. Some of their thoughts will have been negative, angry and frustrated. Some will lead the conversation off on a tangent and others will cut to the heart of the problem.

4. **How did this make people feel?**

The child might have been unaware of how other people reacted to their behaviour. In the moment of crisis this might not seem significant but in the aftermath it is important to shine a light on it. They may not have noticed the audience – the children throwing themselves into the lockers in retreat or the younger child that got pushed. The link with the next question is clear. We want to make sure that the child has the opportunity to consider others. To think about the impact of their behaviour on classmates who were worried by their anger, visitors who were shocked or younger children who were scared.

5. **Who has been affected?**

Often the first response to 'Who has been affected?' is simply 'Me, I got sent out. I am missing my break. It was my pen that got broken.' It is only with some gentle encouragement that the child can see the bigger picture: 'What about Mr Wall – how might he have been affected because he couldn't teach his PE lesson? What about Sophie who

hates loud, sudden noises? What might mum say? What about Tyler who was waiting to play football with you at break? You will find the more you ask this question, the easier it becomes for the child to answer it. In time that reflective routine might start popping into their head during the incident, perhaps even before they act. You are teaching them to use their conscience. At the end of this section of the meeting ask the child to list the people who have been impacted before considering the next question, perhaps remarking, 'That's quite a lot of people who have been affected, isn't it?'

6. How have they been affected?

We need to encourage children to have empathy with other children. By showing children how pushing in the line affected 29 other children or how shouting out affects the rest of the class will hopefully teach them how their behaviour can have a direct impact on others.

7. What should we do to put things right?

For many adults this is the moment to sit back and wait for an apology to be offered. In many restorative meetings this question can up the ante. Run badly the meeting can seem like a build up to it so it is important not to demand an apology. There may be other ways to put things right. Even if an apology is the obvious 'correct' step from the adult's perspective, resist the urge to guide the conversation that way.

If a child does apologise in a tone or manner that you don't favour, accept it graciously as they obviously need support to get it right.

8. How can we do things differently in the future?

A little bit of forward thinking and/or visualisation is not a bad thing. It is likely that the child will meet similar situations and frustrations in the coming days. Some prior planning will help them to recognise when their behaviour pattern begins. This doesn't mean they will immediately be able to change direction but they will certainly be more aware of their poor choices.

RESTORATIVE QUESTIONS WITH YOUNGER CHILDREN

Our youngest children will struggle with 5 questions so stick to 2 and build up as children develop. 'Who else has been affected?' and 'What can we do to make things right?' are good questions to focus on initially. These ensure the child can see how the impact of their behaviour is not restricted to them alone.

BEHAVIOUR STRATEGIES

- Choice - Gives pupils some control over a situation which is less likely to initiate point-blank refusal. Examples include: "I want you to get on with your work or (consequences), it's your choice." "Are you choosing not to follow our rules on _____?" or "Sit over here or next to Peter (implicit choice)
- Take-up time - Allows pupils not to lose face. Watching and waiting is, in a way, issuing a challenge. We need to be clear and confident about expressing expectations. Follows an instruction with a pause to allow pupils time to comply. Examples include: "Could you open your book and start work now, Jane. I'm going to see Bill who needs some help but I'll come back in a minute if you need any."
- Partial agreement - Deflects confrontation with pupils by acknowledging concerns, feelings and actions. Examples include: "Yes, you may have been talking about your work but I would like you to ..." "Yes, it may not seem fair but ..."
- When-then direction - Avoids the negative by expressing the situation positively. Examples include: It is better to say, "When you have finished your work, then you can go out" than "No, you cannot go out because you have not finished your work."

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- Privately understood signals - Draws the class together and builds in sharing times. Examples include: clapping your hands gently twice; or standing next to a 'learning zone' poster in the room. An individual pupil may recognise a gesture from the teacher as a reminder to concentrate on work.
- Tactical ignoring - May be appropriate for attention-seeking behaviour. This could be an example of secondary behaviour, so try to focus on the primary behaviour by concentrating on the pupil and not the behaviour. Ignore the 'target' pupil but praise the nearby pupil. If target pupils change their behaviour, praise them. Examples include: The teacher may say to a nearby pupil "Well done. You have remembered to put your hand up to answer a question."
- Redirect behaviour - Reminds the pupils what they should be doing and avoids getting involved in discussion about what the pupils are doing wrong. It may be possible to focus their attention on the required task. Examples include: "Okay, Maria and Mark. We're looking at the extract from Tennyson on page 23 of your books."
- Consequences and sanctions - Needs to be in line with school policy and be implemented clearly and consistently. Examples include: "Remember the school rule, Phil. If you are late for lessons without a pink slip you make up the time at lunchtime. It's there on the poster to remind us all."

Appendix 5

