

Behaviour Policy

(Including reference to the School's Anti Bullying Policy)

Updated inline with Keeping Children Safe in Education 2025

Date policy last reviewed: September 2025

This policy will be reviewed on a regular basis and updated as necessary.

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The Anchor Approach

We have a number of school rules but the primary aim of this policy is not to be a system to enforce rules. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. This policy supports the school community in aiming to allow everyone to work together in an effective and considerate way. It is designed to promote good, rather than merely deter anti-social behaviour. We reward good behaviour as we believe that this will develop an ethos of kindness and cooperation.

This policy has been based upon the Anchor Approach, which has been adopted by Haringey and is focused on building resilience through the development and strengthening of relationships (a relational approach).¹ Elements of this approach have also been recognised nationally as the most appropriate way of managing pupil behaviour.

Behaviour change can take time and needs to be supported, managed and understood, it is a cycle of change. This policy is focused on prevention and promoting children to thrive by supporting inclusion and developing emotion regulation in both staff and pupils. The policy is embedded in the themes and values of equality, diversity and tolerance.

A relational approach is about building positive connections that support understanding and facilitate behaviour change, with the premise that any strategies that damage relationships should be avoided where possible. Key Themes can be found in Appendix A

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

- ★ [Keeping Children Safe in Education 2025](#)
- ★ [Behaviour in schools 2024](#)
- ★ [Searching, screening and confiscation at school 2022](#)
- ★ [The Equality Act 2010](#)
- ★ [Use of reasonable force in schools](#)
- ★ [Supporting pupils with medical conditions at school](#)
- ★ [Special educational needs and disability \(SEND\) code of practice.](#)
- ★ [Section 175 of the Education Act 2002.](#)
- ★ [Sections 88-94 of the Education and Inspections Act 2006.](#)
- ★ [School Suspensions and Permanent Exclusions 2024](#)
- ★ [Haringey Council- Suspension & Exclusion Handbook 2024](#)

Our School Vision

- ★ To provide children with an exceptional educational journey throughout their time at our school that will provide the right skills and knowledge to enable them to be Successful Learners.
- ★ To teach an exciting and rich curriculum both inside and outside the classroom that allows children to develop physically, emotionally and academically, enabling individual success.
- ★ To ensure we provide a safe and secure learning environment where children thrive.



Aims

We have adapted our Aims to incorporate the Aims of the Anchor Approach.

Our primary aim is for every member of the school community to feel valued and respected and for each person to be treated fairly and well. We are a caring community, whose values are built on mutual trust and respect. This policy is, therefore, designed to enable all members of the school to live and work together in a supportive way. It aims to promote an environment in which everyone feels happy, safe and secure and where children are helped to become positive, responsible and increasingly independent members of the school community.

To achieve our aims, we are committed to:

- ★ Provide a consistent approach to behaviour management which will be understood, followed and supported by all members of our school community which includes staff (teaching and non-teaching), parents/carers, pupils and governors.
- ★ Make clear our school rules and the steps to take when these are not followed (i.e. interventions and consequences).
- ★ Show how we can continue to nurture a pupil's confidence and self-esteem, whilst still enforcing rules and boundaries.
- ★ Show how using a relational approach builds positive connections that supports understanding and facilitates behaviour change, with the premise that any strategies that damage relationships should be avoided where possible.
- ★ Ensure all our pupils feel safe to express their cultural identities and to feel secure, aspirational and accepted for who they are.

The Aims of the Anchor Approach will be seen delivered through our original Aims as set out below as we continue to be committed to:

- ★ Providing a calm, safe and secure environment where your child can thrive;
- ★ Setting high expectations and standards for all;
- ★ Preventing all forms of bullying among pupils by encouraging good behaviour and respect for others;
- ★ Providing a stimulating environment that enables children to learn and gain independence;
- ★ Promoting the principles of equality and access of opportunity;
- ★ Creating an excellent team of staff who value, praise and are committed to a shared sense of purpose;
- ★ Promoting British Values through our daily practices.
- ★ Continually evaluating our practices and work in order to exceed our previous best achievements.

At The Devonshire Hill Nursery & Primary School we expect all our children to behave in strict accordance with our school rules and in line with our Home/School agreements **(Appendix B)**



The Devonshire Hill Nursery & Primary School rules:

1. Always be gentle
2. Be kind and help others
3. Be honest
4. Work to the very best of your ability
5. Look after personal and school property
6. Listen to learn, achieve and stay safe.

All children are made aware that it is not acceptable to do the following in our school:

- ★ Any kind of bullying
- ★ Any form of racism or discrimination
- ★ Purposeful hurting of others
- ★ Deliberately destroy or damage school property

If children demonstrate any of the above behaviours we will work with them to help them understand the seriousness of their actions and to find ways for them to want to adapt those behaviours so that they can enjoy rewarding relationships that will promote resilience and wellbeing for themselves and others and not lead to them damaging people or property.

[The Principles of The Anchor Approach can be found in Appendix C](#)

[Code of Conduct & Consequences and Interventions can be found in Appendix D](#)

Procedures

Class rules

Each class from Nursery to Year 6 will develop their own class rules that are in line with the overarching whole school rules. They will be worded positively and displayed prominently within the classroom.

Circle Time

Circle time activities will be used to address specific areas that arise within the class, for example friendships and emotional wellbeing. This will be timetabled into the day as decided by the class teacher.

Promoting Fundamental British Values in School

Spiritual, Moral, Social & Cultural (SMSC) development needs are specifically addressed in the curriculum as well as generally.

The School Houses

- ★ The four Houses were put together by our past pupils who recognised local people, from the past, who have had a positive impact in our society. The Houses are named after each one:
- ★ Thomas Hodgkin (17 August 1798 – 5 April 1866) was a British physician
- ★ Arnold Lynch (3 June 1914 – 13 November 2004) was an English engineer
- ★ Priscilla Wakefield (31 January 1751 – 12 September 1832) was a British philanthropist
- ★ Walter Tull (28 April 1888 – 25 March 1918) professional footballer and British Army officer of Afro-Caribbean descent.



The Devonshire Hill Nursery and Primary School offers a calm learning environment where the aim is to use loud voices (shouting) at an absolute minimum as much as possible and only to be used by adults in cases of extreme urgent need. Non-verbal gestures are used to gain the children's attention. One example of this is the whole school policy of raising the right hand, palm towards the children to gain the attention of the group. This can be seen used effectively during assemblies. Staff will aim to use positive language with the children as much as possible; an example of this is to say, 'walk please' as opposed to 'don't run'. Staff will look for solutions to problems with the child to empower the child to take their responsibilities seriously and to then make an informed choice.

As part of our curriculum offer we actively seek to broaden the children's experience and learning through a range of off-site educational trips. A risk assessment is completed before all planned curriculum trips and if a child's behaviour is deemed to be a greater risk than the school can reasonably and safely control then the parent/carer or a responsible adult of their choosing will be required to attend the trip to take responsibility for their child. If a responsible adult is not able to attend the trip to take responsibility for the child, then the child will not be able to attend the trip and the child will stay in school in another class.

Children are not excluded from specific areas of the curriculum because of their behaviour, however if a risk assessment deems the child to be of high risk then control measures will be put in place to lessen the risk which may include certain exclusions. Parents/carers will be informed.

Rewards

We believe that rewards have a motivational role, helping children to see that positive behaviour is valued. We recognise however that for some children who have experienced trauma or insecure attachment, their response to reward may not be as expected. These pupils may also find it harder to attain rewards. All staff are mindful of this and respond to the individual needs of children. This is where the strength of relationships is key to getting this right. We praise and reward children in a variety of ways for positive behaviour and effort towards high achievement which include:

- ★ Star achievement;
- ★ House point system for demonstrating the Anchor Approaches
- ★ Verbal and non-verbal praise
- ★ Stickers/stamps;
- ★ Certificates for specific reasons awarded at Celebration Assembly;
- ★ Work shown to class, or comment made to class;
- ★ Work shown to partner class teacher by the child;
- ★ Work shown to a specific staff member. e.g. excellent math's work to the math's leader;
- ★ Excellent work shown to Assistant Head/Deputy Head or Headteacher;
- ★ Messages of praise shared with the parents/carer.

Whole class rewards

- ★ Exceptional work;
- ★ Collaboration;
- ★ Class assemblies;
- ★ Public response to excellent behaviour on trips off the school site.

The class rewards will be in the form of a certificate to be awarded at celebration assembly.



How our staff support

How we support children who are struggling to follow the rules. (More often referred to as Sanctions)

If a child is not following the rules it is important that all staff know exactly what to do.

1. Check that you are using Emotionally Friendly Communication, do all children in the class feel like they belong?
2. If a child is not following the rules avoid responding in a way that will result in your relationship with them breaking down.
3. Take positive action.
4. Remind the child of the rule they have broken. Be calm, clear and consistent. Avoid using shame i.e. avoid putting the child's name on board or calling them out in front of others.
5. Quietly (privately if possible) tell the child that you can see they are having difficulty settling in today and that they are breaking one of the class rules. Tell them that you will have a chat with them at the end of the lesson (or sooner if you have the chance).
6. Focus on building the relationship with that child. If you keep them in at playtime, use the time to talk to them and find out more about their likes, hobbies, friendships etc. Do not tell them to sit in silence and do work as this will do nothing to help build their understanding of behaviour norms and may well strengthen their resolve to continue with misbehaviour. If you decide to ask a child to move seats then try doing this in a 'let's help you' way rather than shaming.
7. Remember that humour goes a long way, sarcasm does not.
8. If the above steps do not work then seek advice from the EWL (Emotional Wellbeing Lead - Rachel Bates). Use the Anchor Approach Tools to identify what areas of the resilience wheel may need building within the child. Bring the child's parents/carers on board.

Monitoring and recording

The school uses the software Arbor to record concerns. Staff are required to record serious behaviour concerns on Arbor. When recording a concern the following must happen;

- A. Follow steps to 8 as above. Which includes, informing and bringing the child's parents on board and seeking advice from the EWL, Rachel Bates.
- B. The record on Arbor must record the actions taken by the child, school and parents.

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.

The Emotional Wellbeing Lead

The Emotional Wellbeing Lead is the school Assistant Head (SENDCo). Children can self-refer to their class teacher by using their in class 'worry box'. The class teacher will generally action worries through circle time activities and PSHE lessons. However, the classteacher may also decide to alert the EWL with any concerns they may have.

Safeguarding concerns about a child



All child protection/safeguarding concerns must be dealt with in line with the school's safeguarding policy.

Multi Agency Safeguarding Hub

The school can refer to help families to access Family Support Services and this may be under the criteria of Early Help.

Bullying and discrimination

See the school's Anti-Bullying and Discriminatory Incident Policies that run alongside this Behaviour Policy

Bullying and discriminatory incidents of any kind are totally unacceptable at our school. If bullying and/or discrimination do occur, they will be taken very seriously and dealt with in an effective way. All our children are encouraged to tell and should feel safe in the knowledge that we will deal with incidents of bullying and/or discrimination promptly. **See our Anti-Bullying and Discriminatory Incident Policies.**

Extremism and radicalisation

The school follows the prevent agenda and will implement the safeguarding policy robustly if there are any concerns that a pupil or pupils are at risk.

Use of reasonable force

- ★ The school has in place a policy for the use of reasonable force which enables and supports staff to make appropriate physical contact and use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. 'Reasonable' in these circumstances means 'using no more force than is needed'.
- ★ The school's policy follows DfE guidance [Use of reasonable force in schools](#), and includes:
 - response to risks presented by incidents involving children with additional vulnerability - SEND, mental health or with medical conditions,
 - duties under the Equality Act 2010 in relation to making reasonable adjustments, non-discrimination and their Public Sector Equality Duty
 - positive and proactive behaviour support to reduce the occurrence of challenging behaviour and the need to use reasonable force.

All incidents must be recorded and reported to parents using the correct paperwork (Appendix E).

The power to discipline beyond the school gates

All pupils are expected to demonstrate good behaviour at all times and this will include when:

- ★ Taking part in any school-organised or school related activity or;
- ★ Travelling to and from school or;
- ★ Wearing school uniform or;
- ★ In some other way identifiable as a pupil of the school or;
- ★ Misbehaviour at any time, whether or not the conditions above apply, that:
 - ★ Could have repercussions for the orderly running of the school or;
 - ★ Poses threat to another pupil or member of the public or;
 - ★ Could adversely affect the reputation of the school.

The school will apply the school rules and sanctions to the above. This allows the school's response to all non-criminal behaviour and bullying which occurs anywhere off the school premises and which is



witnessed by a member of staff or reported to the school to be applied. If the behaviour is criminal or poses a serious threat to a member of the public, the police will be informed. The school may consider following the safeguarding policy if the misbehaviour is linked to the child suffering, or being likely to suffer, significant harm.

Confiscation of personal items

Generally children are not allowed to bring any personal items into school as the school provides all the equipment that the children need for the learning day. The exception to this is that children are allowed to bring a pencil case to school from when they enter year 4 up until they leave in Year 6.

There may be occasions when the children are invited to bring items in and on these occasions parents will be contacted. If a child brings a personal item into school that is not on the list of prohibited items without authorisation, the item will be confiscated by a staff member and returned to the child or parent/carer (parent/carer if a mobile phone/money or item of value) at the end of the day. If the child repeatedly brings personal items into school, then the parents/carers will be informed that the items will be confiscated and disposed of.

Children are not allowed to bring mobile phones/smart watches/devices into school.

School Uniform

The school has a School Uniform policy and children are required to wear their school uniform every day. When children are representing the school they are required to wear a full school uniform. Children are not allowed to wear non-school uniform clothes unless there is a 'themed day' of which parents/carers will be informed. Parents are advised of the school uniform requirements on entry to the school. On Forest School days children are encouraged to come to school in appropriate clothing. On PE days children are to wear their school PE Kit to school.

Screening and searching pupils

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

Possession of any prohibited items. These are:

- ★ Knives or weapons
- ★ Alcohol
- ★ Illegal drugs
- ★ Stolen items
- ★ Tobacco, cigarette papers & vapes
- ★ 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)

Suspensions & Exclusion

Suspensions and permanent exclusion

For the vast majority of pupils, suspensions and permanent exclusions may not be necessary, as other strategies can manage behaviour. However, if 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 are protected from disruption and can learn in safe, calm, and supportive environments.

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

- ★ 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 non-exhaustive and is intended to offer examples rather than be complete or definitive.

The Department of Education collects data on suspensions and permanent exclusions from all state-funded schools via the termly school census. The school must provide information via the school census on pupils subject to any type of suspension or permanent exclusion in the previous two terms. In addition the Local Authority and the Governing Body of the school are informed.

Internal exclusion

The school will impose an internal exclusion if it is deemed that the child may benefit from some time away from their peers.

Roles and Responsibilities

Teachers will:

- ★ Ensure that the children in their class are aware of the school rules and do their best to follow them.
- ★ Ensure that building positive relationships with pupils takes precedence and sanction-based approaches are avoided.
- ★ Ensure their class behaves in a responsible manner during lesson time, assemblies, around the school and in the playground.
- ★ Become familiar with the steps, methods and approaches contained in this policy and ensure they are implemented fairly and consistently.
- ★ Praise, name and describe behaviour that is exceptional and 'over and above' the norm.
- ★ Maintain good relationships with parents and carers.

Support staff will:

- ★ Ensure that building positive relationships with pupils takes precedence and sanction-based approaches are avoided.
- ★ Ensure children in the school behave in a responsible manner during lesson time, assemblies, around the school and in the playground.



- ★ Become familiar with the steps, methods and approaches contained in this policy and ensure they are implemented fairly and consistently.
- ★ Praise, name and describe behaviour that is exceptional and 'over and above' the norm.

The Headteacher (or delegated members of SLT) will:

- ★ Implement the school's behaviour policy consistently throughout the school and report to governors, when requested, on the effectiveness of the policy.
- ★ Set the standards for behaviour and support staff in the implementation of this policy.
- ★ Keep records of all reported serious incidents of misbehaviour, including bullying, racism, homophobic and other discriminatory behaviour.
- ★ Ensure that the school has positive and strong parent and community relations to enhance student success.
- ★ Ensure all staff understand and are trained in the approaches contained within this policy.
- ★ The Headteacher has the responsibility for giving suspensions (fixed-term exclusions) to individual children for serious acts of misbehaviour. For repeated or very serious acts of anti-social behaviour.
- ★ The Headteacher may permanently exclude a child.

Governors will:

- ★ Ensure staff are supported and trained.
- ★ Monitor the effectiveness of the policy and ensure it is reviewed annually.

The role of Parents

We aim to work collaboratively with parents to ensure that children receive consistent messages about our approach and the standards of behaviour expected at home and at school. Children learn best when parents support their learning and cooperate with the school.

We expect parents to support the school rules [set out in the Home-school Agreement, a copy of which they and their child sign on enrolment].

We inform parents immediately if we have concerns about their child's welfare or behaviour. We hope that parents will work with us and support the approach we have adopted. However, if parents have any concerns about the way that their child is treated, they should initially contact the class teacher. If the concerns remain, they should contact the Headteacher. If these discussions cannot resolve the problem, a formal complaint can be made (see our Complaints procedure).

Parents are also expected to:

- ★ Support their child in adhering to the pupil code of conduct (Appendix D)
- ★ Inform the school of any changes in circumstances that may affect their child's behaviour
- ★ Discuss any behavioural concerns with the class teacher promptly
- ★ We provide information and parent workshops at least annually for parents/carers who wish to know more about the Anchor Approach to managing behaviour.

Training

Our staff have been provided with training in a range of areas over time, CPD & INSET time has been allocated to training sessions and the school will continue to provide and to support staff through the year in a range of ways. New staff will receive training through our induction process.



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 for more information on responding to allegations of abuse. The headteacher will also consider the pastoral needs of staff accused of misconduct.

Outside Agencies

We have invaluable support for pupils who demonstrate persistent poor behaviour from the:

- ★ Educational Psychologist;
- ★ Educational Welfare Officer;
- ★ School Health Nurse;
- ★ Social Services;
- ★ Early Help Advisors

We also invite specialist organisations to deliver awareness training and workshops to pupils on a range of areas, such as 'knife crime' 'gangs' as age appropriate.

Raising Awareness of this Policy

We will raise awareness of this policy via:

- ★ The school website
- ★ The Staff Handbook
- ★ Staff induction
- ★ Meetings with parents such as introductory, transition, parent-teacher consultations and periodic curriculum workshops
- ★ School events
- ★ Meetings with school personnel
- ★ Reports such as Headteacher reports to the Governing Body
- ★ Information displays

Equality Impact Assessment

Under the Equality Act 2010 we have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

Monitoring the Effectiveness of the Policy

The practical application of this policy will be reviewed annually or when the need arises by the Headteacher and the nominated governor.

Glossary of Terms for The Anchor Approach found in Appendix F

**This policy has been reviewed and endorsed by the Full Governing Body
of The Devonshire Hill Nursery and Primary School.**

