



Devonshire House Preparatory School

Behaviour and Discipline Policy

Last review date	<i>September 2025</i>
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Lead reviewer	<i>Louise Reen</i>

Serving North London Families

Devonshire House is a co-educational prep school, offering unparalleled preparation for senior school and life thereafter. Our unwavering emphasis on individual growth, within an inclusive community, balances traditional values and modern practice to inspire fearless life-long learning.

Our school values are:

- **Growth** – we reach high
- **Courage** – we learn fearlessly
- **Wonder** – we are inspired to find our spark
- **Belonging** – we care and come together

Policy statement:

At Devonshire House, we believe that good behaviour is the foundation of a happy, safe and successful learning community.

Our Behaviour and Discipline Policy seeks to promote respect, responsibility, and kindness, ensuring that every child can thrive academically and socially. We set clear expectations, encourage positive choices, and provide consistent support so that pupils learn to value themselves and others.

Working in partnership with parents, we aim to foster self-discipline, resilience, and integrity, preparing our pupils not only for success in school but also for life beyond it.



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1. Equality Act 2010

The School has due regard to the Equality Act 2010. Whilst all pupils are expected to behave well, there may be some pupils with conditions, such as ADHD, for whom reasonable adjustments to classroom management need to be made. Pupils with special educational needs or disabilities may also be targets for unpleasant behaviour from other children, and due care should be taken to prevent this.

2. Behaviour Management

High standards of conduct and behaviour are expected from all pupils, in and out of the classroom, on school trips or visits, and in journeying to and from school.

To achieve this staff must be consistent in their approach, firstly by rewarding good behaviour and secondly by not tolerating poor behaviour. However, praise/awards must be deserved, otherwise their value is undermined and eventually they become meaningless.

Staff should:

- Enforce the School Rules – Code of Conduct - CONSISTENTLY.
- Not be over familiar with pupils i.e. keeping a professional relationship.
- Demonstrate courtesy to children – and colleagues – at all times.
- Be sensitive to pupils' problems and special needs.
- Respect the children, their views and their feelings and not use sarcasm.

When dealing with an incident of poor behaviour staff should:

- Give pupils the opportunity to explain their behaviour or grievance.
- Never threaten anything they cannot carry out.
- Give the appropriate sanction or refer to a senior colleague if that is more appropriate.
- Ensure the form teachers of all children involved are informed
- Remain patient and tolerant, and think before they speak.

If a child is seriously hurt, either emotionally or physically, parents should be informed on the same day or as soon as is reasonably practicable.

3. School Leadership

The Head has responsibility for the good conduct of the pupils in the school. In order for this to be effective, this behaviour policy is discussed regularly in staff meetings and is reviewed annually.



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The Head of Nursery: Ms Danica Belzer and Deputy Head Pastoral: Mrs Louise Reen will generally be responsible for the recording of sanctions, the keeping of the discipline log and the running of more serious sanctions such as detentions. Any more serious sanction will always be discussed with the Head before being given to the child. Parents will always be informed in writing.

Members of the Senior Leadership Team will give guidance on good behaviour in assemblies, using topics such as religious tolerance and understanding disabilities (e.g. stories for Jeans for Genes Day) as well as regular reminders of the school rules.

All staff are responsible for good behaviour and should lead by example. Colleagues should be respectful to one another and should enforce any sanctions given by another. Should they feel a sanction was not deserved they should refer this to a senior colleague and not indicate this to the child.

4. Classroom Management

Children behave better if they are enjoying school and enjoying their lessons. A well-structured curriculum delivered through well-planned and effective lessons should achieve this.

Thorough planning for the needs of individual pupils, the active involvement of pupils in their own learning and structured feedback all help to avoid the alienation and disaffection that can lie at the root of poor behaviour.

It follows that lessons should have clear objectives, be understood by the children, and differentiated to meet the needs of children of different abilities. Marking and record keeping can be used as a supportive activity, providing feedback to the children on their progress and achievements, and as a signal that the children's efforts are valued and that progress matters.

In addition, teachers should:

- Create a positive climate with realistic expectations;
- Encourage relationships based on kindness, respect and understanding of the needs of others; promote, through example, honesty and courtesy;
- Ensure fair treatment for all regardless of age, gender, race, ability and disability; but make reasonable adjustments to classroom management for pupils with learning difficulties of disabilities (see SEND policy).
- Show appreciation of the efforts and contribution of all.
- Ensure sufficient challenge and avoid pupil boredom leading to distraction.
- Ensure all pupils are involved in lessons.
- Ensure pupils do not waste time waiting e.g., for a turn, for work to be marked.
- Ensure pupils have nothing in their hands to distract them during lessons.
- Avoid marking in class when teaching should be taking place.
- Point out and reward good examples of behaviour.



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- Deal immediately with minor offences e.g. calling out, talking inappropriately during a lesson.

5. Behaviour Strategy and the Teaching Of Good Behaviour

Behaviour and Attitude

Early Years Foundation Stage (also see EYFS Policy document) - Acorns, Oaks and Reception.

In Early Years (Acorns, Oaks and Reception), pupils are actively taught how to express their feelings appropriately, the meaning of respect for others, the results of their actions and conflict resolution techniques. Children from birth to five years old are learning how to self-regulate and are beginning to develop 'theory of mind' (the ability to empathise).

We follow the Early Years Foundation Stage Framework which provides age-related expectations and guidance around self-regulation for this age group. 'Personal, Social and Emotional Development' (PSED) is one of the Prime areas in the EYFS and is a key focus of all adult-supported and child-initiated learning in our Early Years department.

EYFS staff at Devonshire House have a secure knowledge and understanding of child development and modelling prosocial behaviour is embedded in our practice. A variety of strategies are used to support children as they learn to manage their own behaviour and develop an understanding of acceptable forms of communication. Strategies include establishing daily routines, use of visual aids and sensory resources, transitional songs and PSED circle times e.g. sharing, taking turns, emotions.

Children can become dysregulated when changes are happening in their lives. For this reason, we ask that families inform us whenever something 'unusual' is happening at home (e.g. a new baby, grandparents leaving town, moving house, a family member's illness, etc.). Children who are uncomfortable, stressed, or worried may resort to inappropriate behaviour especially if they have yet to learn how to express their emotions verbally.

Staff deal with day-to-day incidents of behaviour and form strong emotional bonds with the children so that they can support each child according to their individual emotional patterns. Not all children require the same approach and the emphasis is always on positive reinforcement. When a child's behaviour or attitude is unacceptable, they are made aware of this quietly and firmly. Discussion between an adult and child forms the initial stage of teaching appropriate responses. This ensures that the child clearly understands what behaviour is 'unacceptable'. Children are then encouraged to reflect on their actions, which may include rectifying damage to equipment, or observing the effect of their actions on another child. Children are always encouraged to consider ways to mitigate the results of their actions. If inappropriate behaviour continues, a child and their teacher or assistant may move to a different area to help distract the child from an awkward situation. This allows for a time of reflection with an empathetic adult - 'time in' for reflection and regulation rather than 'time out'. After this, staff ensure that the child has understood the purpose of their break. The child is then encouraged to come up with a solution to the original problem and find a way to fix any negative consequences



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of their actions. In some cases, a home/school sticker chart may be used to promote good behaviour.

Nursery Oaks and Reception use the 'Think Equal' programme, designed for Early Years children to teach different aspects of social and emotional learning.

Each Reception class uses Class Dojo to encourage positive behaviour enforcement and focus on the good and not the negative. It is also used to help towards the children's 'Golden Time' on Friday afternoons.

Incidents may be noted, allowing us to gain a better understanding of potential 'triggers' (e.g. transitioning from one activity to another). Children are encouraged to approach staff if they have been upset by another child and repeated incidents of inappropriate behaviour are reported to the Head of Nursery. In most cases, incidents can be managed within school. Parents are kept informed - as parental involvement is fundamental to help redirect and support the child. In some circumstances, the Head of Nursery, Key Person and class teachers meet with parents to discuss and suggest strategies for reinforcement. When necessary, a child may need extra strategies, and the Head of Learning Support will offer advice to EYFS staff and parents. All complaints about children's behaviour are fully investigated.

Lower School

Alongside the school's code of conduct and the Golden Rules, the Lower School implements the 'Stay on Green' system to focus on, promote and reward positive behaviour in school. The 'Stay on Green' system allows all pupils an opportunity to make positive choices about their behaviour, which is noticed and rewarded in a number of ways.

All pupils have their name and a green card on the 'Stay on Green' display in their classroom and all pupils start each new day on green. Particularly good behaviour can result in being awarded a silver or gold card. If children move to 'silver' or 'gold' they will be given a sticker by the class teacher which they wear for the day. They will also be awarded an additional 5 minutes of Golden Time for a silver card and an extra 10 minutes of Golden Time for a gold card.

If pupils make negative choices about their behaviour, they will first be given 'good advice' as a reminder. If they continue to make poor choices, they are given a 'warning card' and 1 minute off Golden Time. If children move to 'yellow' they will lose 5 minutes of 'Golden Time' and their parents will also be notified. If they move onto a 'red' they will lose 10 minutes of Golden Time, parents will be notified, and it will result in a visit by the Deputy Head. Children can move from a yellow back to green if they continue to make positive choices throughout the day.

All pupils receive 'Golden Time' on Fridays, when they are rewarded with half an hour of free choice time. Golden Time activities are discussed together with the children as they have earned this time and need to take ownership of it. Therefore, activities are guided by the pupils' choice. Board games, as well as art and craft activities are allowed, and pupils may occasionally bring to school their own toys as a reward on Fridays to play with during Golden Time.



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Each class in the Lower School regularly discusses the Golden Rules and why it is important to try and stick to them: working well with others, being polite and helpful, respecting others, listening well, looking after equipment and the school environment and being a good friend. This system allows pupils to take responsibility for their own actions and be praised for being positive role models by making the right choices, as well as being recognised and valued for the part they play in the school community.

Repeated incidents of bad behaviour are reported to the Deputy Head Pastoral. Parents are notified of any changes in behaviour or if a child exhibits unacceptable behaviour towards another child. All complaints about other children's behaviour are fully investigated and children are encouraged to approach staff if they have been upset by another child.

Children should be reminded of what we expect and of the consequences if they continue to misbehave. Staff should always ask the child if they understand what they have done wrong as misunderstandings can lead to problems that could be avoided.

a) Misbehaviour towards other children and adults

This can vary from simple bad manners and rudeness to bullying so it is important that appropriate sanctions are issued. It should be made clear to the child that his/ her behaviour is 'unacceptable' and he or she should be asked if he or she understands. An apology to 'injured parties' should be made immediately.

b) Attitude to school-work, homework and other school related activities

In discussing this, staff should think back to their own school experiences. Which teachers do they remember and why? This can give a valuable 'benchmark' for discussion. If a child is not producing the work expected, teachers should ask why?

- Do the pupils understand what is expected of them?
- Do they understand what has been asked of them?
- Have they been given work they are not capable of doing?
- Are expectations reasonable?
- Are there other factors that are causing the problem and are staff fully aware of them?

Middle and Upper School

The Middle and Upper School builds on the foundations laid out in both the EYFS and Lower School. Children are encouraged to take responsibility for their own behaviour choices. The Middle and Upper School uses a Yellow card system that is a progression from the Lower School's 'Stay on Green' system which children in Year 3 continue to follow.

From Year 4, children are introduced to this more mature version.

There are three stages within the yellow card system, with two opportunities given for a pupil to improve their behaviour choices before a yellow card is issued:



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- ❖ Verbal – A teacher will give a reminder to the pupil that a specific behaviour needs to stop.
- ❖ Visible – If the behaviour continues in the lesson, an uncompleted yellow card is placed on the pupil's desk
- ❖ Yellow card – If after these two warnings, there continues to be no improvement, the yellow card is completed and handed to the pupil at the end of the lesson.

This system allows the students to modify their behaviour and to learn how to make good choices and take responsibility for their actions before sanctions are issued.

The main emphasis of the Middle and Upper School behaviour management system is to reward positive behaviour as much as possible using the School Rewards System and encourage children to make good choices.

6. Rewards and Sanctions

a) Rewards

Our emphasis is on rewards to reinforce good behaviour, rather than on failures. We believe that rewards have a motivational role, helping children to see that good behaviour is valued. The emphasis should be always on the positive approach of encouragement and praise, rather than on the more negative one of criticism and punishment. Not all pupils can come 'top' of the class and it is important that a good attitude to work and consistent effort is rewarded. Rewards can also be given for sensible and helpful behaviour.

Praise and rewards can be given in many ways and might include the following:

Informal

- a quiet word or positive verbal comment
- an exercise book comment, either in general terms "well done", or for a more detailed way, picking out specific points or ideas that gave pleasure;
- a public word of praise in front of a group, a class, a year or the whole school;
- a visit to a Deputy Head / Head;
- use of School reports to comment favourably, not only on good work and academic achievement, but on behaviour, on involvement and on general attitude.

Achievement Awards

Each Friday, there is a whole school assembly at Hampstead Church. A Golden Apple badge is awarded by the Head to a pupil in each class for a variety of possible reasons, given by the form teacher. These badges are issued on rotation with all children having the opportunity to achieve at least one during the course of the year.

Incremental Rewards - House Points

Everyone in the School – staff and pupils – is allocated to one of four Houses:



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- Austen (red)
- Churchill (yellow)
- Nelson (green)
- Nightingale (blue)

The system is used to engender team spirit and healthy competition. Children in the Lower, Middle and Upper School are given House Points and participate in inter-house competitions, e.g. art, spelling, games, music and general knowledge.

House Points are given by staff to children for various reasons. Below are listed a few examples: -

- Courtesy
- Demonstrating initiative
- Outstanding classwork or homework (a good standard is always expected)
- Improvement in classwork or homework (relative to ability)
- Special performances – Singing, playing, reading in assemblies
- Assisting in the Lower School
- Demonstrating any of the four school values; Growth, Wonder, Courage and Belonging

Generally, one House Point is given for each task/event, **with an absolute maximum of three House Points for any one reason and that would be exceptional.**

Lower School

Children in Year 1 are introduced to the House Point System. Children earn House Points which are given by staff for various reasons. These points are collected on the Class Dojo platform and totals are collected and given during a weekly assembly.

Middle and Upper School

Middle and Upper School pupils also collect their house points using the Class Dojo platform. All subject teachers have access to all the classes they teach, and House Points can be awarded immediately.

House Points are collated and entered onto the school's admin system by form teachers each week. The highest House Point earners for each week are announced and celebrated in Monday assemblies in the following categories:

- Individuals who earned a total of six or more House Point in the week
- The highest individual earner per form class
- The winning form class of the week
- The winning house of the week

Individuals who earn a total of 100, 150 or 200 House Points over the course of a term are also awarded with a badge for their blazer when they reach the milestone.



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At the end of term, all students who earned a total of 25 House Points or more are presented with a certificate stating their total.

Other certificates are also be given out in the Middle and Upper School for exceptionally good work, for consistently good work, particularly on a project, or for excellent effort in a particular subject, including sports.

Whole School House Point Totals

Total House Points for each House are announced each week in assembly and then posted on Firefly and in the weekly newsletter.

On Speech Day, the House which has the most points for the academic year is awarded a Cup. This is received by the House Captains.

Speech Day Awards

For each class, two awards are given. These awards may be for:

- Excellence (all round)
- Most Progress
- Diligence
- Contribution to school life
- Perseverance
- Determination

b) Sanctions

Although rewards are central to the encouragement of good behaviour, realistically there is also a need for sanctions.

Where it is felt necessary for parents to be called in to school, this is deemed serious misbehaviour and recorded in the centralised log managed by the Senior Deputy Head Pastoral.

Sanctions exist to discourage future misbehaviour in the individual and to indicate to others that poor behaviour is not acceptable and will lead to considerable inconvenience. The aim is for an orderly community not a punitive school. In an environment where respect is central, loss of respect, or disapproval, is a powerful consequence.

The use of sanctions should be characterised by certain features:-

- It must be clear why the sanction is being applied.
- It must be made clear what changes in behaviour are required to avoid future sanction.
- Group punishment should be avoided as they breed resentment.
- There should be a clear distinction between minor and major offences.

On no account should a pupil be told to stand outside a room for misbehaviour.



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If a child's behaviour is very disruptive then they should be separated and sat on their own, possibly at the side of the teacher's desk. If it is felt that further intervention is required then a member of SLT should be summoned.

Early Years

In the Early Years Foundation Stage a gentle discussion and a reminder of what is expected is usually sufficient. If a child has misbehaved, it may be necessary for the class teacher to speak to the parents at the end of the day to help reinforce the expectation of good behaviour at home.

Other sanctions, depending upon the severity and regularity of the behaviour, may include:

- The child's previous teacher speaking to the child
- The Head of Year or Head of Nursery speaking to the child
- A home/school sticker chart to encourage good behaviour

Negative behaviour is recorded on the School's management system (ISAMS). Pupil behaviour is regularly discussed at department and year group staff meetings.

Lower School sanctions might include:

In the first instance, following the 'Stay on Green' system, pupils will first be given 'good advice' as a reminder. If children move to a 'warning card' or 'yellow' they will miss 1 minute or 5 minutes respectively of 'Golden Time' and moving to 'red' will result in a visit to or by the Deputy Head and a loss of ten minutes 'Golden Time'. Teachers will always have a discussion with children about why they were given either card to ensure they understand. Parents will also be informed via the class teacher. Serious misbehavior, for example physical violence at playtime, results in an immediate 'red' card and parents are informed. In these cases, due regard is given to the child's age and understanding of a situation that has given rise to the poor behaviour.

Other sanctions, depending upon the severity and regularity of the behaviour, may include:

- Quiet time within the classroom
- Send to another class
- Send to Head of Year
- Send to Deputy Head
- Talk to parents
- For persistent poor behaviour, pupils may be put on a target card to report to class teacher and Deputy Head as necessary.
- Suspension (this would be very rare in the Lower School)
- Expulsion (this would be very rare in the Lower School)

If children move to yellow during the day, this will be recorded on the School's management system (ISAMS). Parents are also informed, before the end of the day, by the teacher who has given the yellow card.



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Middle and Upper School

The Middle and Upper School use the Yellow Card System from Year 4. A sanction will be given after a pupil has been given clear verbal and visual warnings that their behaviour is not acceptable. Should the pupil continue with their poor behaviour choices, the Yellow Card will be issued and parents are informed, by the end of the day, by the teacher who has issued the card.

On receipt of a Yellow Card, the pupil will take the card to their form teacher who will discuss the behaviour and sign the card. The pupil will then take the card home and discuss the incident with parents/guardians. They will then be required to sign it to say they have discussed the incident with their son/daughter. The card will then be returned to a Deputy Head the next morning who will have a restorative conversation with the child. Should the card not be returned the following day, the Deputy Head will, speak with the child and may phone home to discuss the incident.

A Yellow card can be issued without warning if a teacher feels a pupil has broken a rule and needs an immediate sanction. This could be for unkindness in the playground for example. In these cases, Yellow cards are issued with regard to the pupil's learning profile, age and also the situation that has given rise to the poor behaviour.

For a more serious misdemeanour, a pupil can receive a Red Card.

Reasons for a Red Card include, but are not limited to, physical violence and racist or discriminatory language. A Red Card will always be followed up by a discussion with parents and may also result in a Head's Detention, held after school.

Each card issued by a member of staff will be recorded on the School's management system (ISAMS).

In addition to the above:

- Repeated minor misdemeanours should be mentioned to parents at pick-up.
- Lose free time – repeat written assignment at playtime (Middle and Upper School)
- Detention – Middle and Upper School (see below)
- On report – Middle and Upper School - this should only be done after discussion of the child at a Staff Meeting and with the agreement of the Head. By this means, a check can be kept on the pupil before more stringent action is taken.
- Suspension
- Expulsion

Organisation

A sanction or consequence is not the primary or most beneficial course of action for being a little disorganised. Whilst it needs to be recognised and tracked, we need to be supporting these children.

A child who forgets homework or lesson equipment will have the incident recorded on our database by their class/subject teacher. The Form Teacher will be responsible for monitoring the database to see if any of their pupils need supporting. The spreadsheet will be reviewed by SLT and discussed in staff meetings.



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Bullying will be dealt with separately by the Deputy Head or Head (see Anti-Bullying Policy)

Detention

Should a pupil accrue three yellow cards in a half term, they will receive a detention with a Deputy Head during a playtime where strategies will be discussed as to how the pupil can improve their behaviour.

A detention can also be given immediately if behaviour warrants this.

If a pupil receives 5 yellow cards in a half term, they will receive an after-school detention. This will be for one hour on a day convenient to the Deputy Head who will notify the parents in writing beforehand.

All detentions that are issued are recorded in a serious sanctions log and reported to governance each term.

Report card

A pupil who continues to amass a large number of Yellow Cards will be seen by the Deputy Head and then the Head and may be put on a Report Card. The Report Card is taken to every lesson and the teacher signs it with a comment and a grade for effort and achievement. This is designed to give frequent reminders to the pupil about behaviour, and hopefully, many 'A' grades or high scores, will give them a sense of achievement and boost their confidence.

The Parent and Form Teacher sign the Card daily. The completed card is then brought to the Deputy Head. If deemed satisfactory the pupil may come off report, if not he or she will have a new card.

A report card is NOT a punishment, but a mechanism to encourage good behaviour. Parents will be informed by the Deputy Head in writing prior to the pupil being put on the Report Card.

Suspension

For serious incidents contravening school rules, the Head may make the decision to suspend a pupil for one or more days. This will be done after all evidence has been gathered and further to a conversation with all involved and with parents. A letter will be written detailing the incident and the process to be followed. On their return, the pupil will meet with the Head to discuss the incident and to agree the way forward.

Expulsion

On the rare occasion where it is agreed by all concerned that the student needs to be asked to leave the school, the Head will meet with parents to discuss the issues. Every effort will be made to help and support parents in finding a future school option. The Head will meet with parents and discuss the issues concerned and then arrange to meet them again on a second occasion. If at that point it is decided that there is no alternative to



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exclusion then a letter will be written to confirm this and the reasons why the decision has been taken. The Head will inform School Governance.

Whilst the school's pastoral values are underpinned by positive reinforcement and modelling of best pupil behaviour, a range of sanctions are in place to protect pupils and staff from physical or verbal abuse.

Where a pupil is responsible for a pattern of either form of abuse, or an incident occurs which the Head considers severe enough, the school reserves the right to suspend or expel a pupil without issuing yellow/red cards or detentions prior to the incident. The age of the child will be taken into consideration, reflecting his/her age-related ability to understand the consequences of his/her actions.

7. Incidents Involving More Than One Child

If an incident of any sort occurs:

a) It is important that it is logged. Clearly a member of staff's first responsibility is to the children, and specifically any child who is hurt, physically or emotionally, in any way. However, once the situation has been dealt with, it is important that it is written up and that the procedure that followed is therefore recorded. It is much easier to do this as soon as possible. This log should then be passed to the Deputy Head, who can then deal with any issues that may remain.

b) For events involving two or more children it is important that the child or children concerned also give their record of events in writing, if they are able to. The procedure is to sit down all those who witnessed or took part in the incident with pen and paper and ask them to write a full account of what happened. As most incidents happen when a member of staff is not present this helps you to get a full picture, also it is easier for the children to write an honest account rather than to speak, and thus 'tell tales'. This procedure also gives a serious formality to the incident, which is often better than a reprimand, and allows everyone to calm down.

If there is reasonable reason to suspect that a child is suffering, or likely to suffer significant harm then such abuse will be referred to the local authority as a child protection concern.

c) If a child is seriously hurt, either emotionally or physically, then the Head should be informed and parents will be contacted as soon as possible.

8. Corporal Punishment

Under no circumstances may corporal punishment be used or threatened on any pupil during any activity, whether or not within the school premises. This prohibition applies to all members of staff and all those concerned with the children.



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9. Reasonable Force/Physical Intervention

DFE Use of reasonable force in schools guidance states school staff to use "such force as is reasonable in the circumstances to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder."

Current DfE guidance gives the following, not exhaustive, list of examples when reasonable force may be used:

- to remove disruptive children from the classroom where they have refused to follow an instruction to do so;
- to prevent a pupil behaving in a way that disrupts a school event or a school trip or visit;
- to prevent a pupil leaving the classroom where allowing the pupil to leave would risk their safety or lead to behaviour that disrupts the behaviour of others;
- to prevent a pupil from attacking a member of staff or another pupil, or to stop a fight in the playground; and
- to restrain a pupil at risk of harming themselves through physical outbursts.

Any use of restraint will be recorded and parents will be informed on the same day.

10. Positive Handling Plan

If we become aware that a child is likely to behave in a way that may require the use of reasonable force, we will plan how to respond if the situation arises using a Positive Handling Plan. The plan details any strategies and physical techniques that the school has found to be effective for that child, along with any particular responses, which the school does not recommend. We consider Positive Handling Plans alongside any planning document relevant to the individual, including a child's Education Health Care Plan. We take into account age, sex, social context, SEND, level of physical, emotional and intellectual development. Parents are involved in the planning process to ensure they are clear about the specific action the school might need to take. The school briefs all staff who work with the child to ensure they know exactly what action they should be taking.

However, no member of staff may use force as a punishment – it is always unlawful to use force as a punishment.

11. Power To Search Pupils Without Consent

In addition to the general power to use reasonable force described above, the Head and authorised staff can use such force as is reasonable given the circumstances to conduct a search for certain "prohibited items". These include stolen items and any article that has been or is likely to be used to commit an offence, cause personal injury or damage to property.



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The use of reasonable force / physical intervention applies where a member of the staff of a school is (a) on the premises of the school, or (b) elsewhere at a time when, as a member of its staff, s/he has lawful control or charge of the pupil concerned.

Any instances involving physical intervention by a member of staff will be recorded, and parents should be informed on the same day or as soon as is reasonably practicable.

12. Staff Development and Support

Misbehaviour is discussed at staff meetings. There can be times when a particular class is causing problems. Staff should be honest about difficulties they are having as in sharing their experience they may find others have similar problems, or have developed strategies that could help them.

Strategies that can help a problematic class could include:

- Rearranging the seating
- Separating a particularly disruptive child
- Having a Learning Support teacher in the lesson
- Planning for changes in pace in the lesson so that children are engaged and interested

However, problematic classes are best avoided by following the behaviour policy and having a consistent approach to poor behaviour.

Should any member of staff need any further support with maintaining discipline and encouraging good behaviour then this will form part of their Teacher Review, even if this arises out of the normal cycle of Review. Details of the support that is available for members of staff are given in the School Policy for Continuing Professional Development. As well as INSET, these include coaching and mentoring; allowing a personal, flexible and supportive approach.

13. Support Systems For Pupils

Pupils who have received several sanctions may find it difficult to modify their behaviour. Their peers may have come to expect their inappropriate behaviour and they can end up 'playing to the gallery'. This can be particularly true of pupils with specific learning difficulties.

Through circle time, or other strategies, pupils should be encouraged to give peer support and help their errant colleague earn respect

A child who has been on the receiving end of unpleasant behaviour, has effectively been bullied even if this was not the intention. The victim and the bully must both receive appropriate support and it must be made clear to all that unpleasant behaviour is not tolerated. (*see Anti-bullying policy*)



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14. Liaison with Parents and Other Agencies

Parents should always be informed of any sanctions.

The Deputy Head will inform parents of more serious incidents and sanctions.

The Head will meet with the parents should an incident be so serious that suspension is being considered.

After consultation with parents the school may recommend seeking the advice of Educational Psychologists, GP or LEA specialists.

15. Managing Pupils' Transition

When pupils move to another School, it is usual for a report to be requested from the Head. On the report, there will normally be questions about behaviour. It is important that such reports are honest in order to avoid a smooth transition for the pupil. Older pupils being prepared for Senior School entry and their parents should all be made aware of the importance of the Head's report, and that poor behaviour may prejudice their chances of entry to the School of their choice.

Concerns about a move to a new School can cause anxiety that itself triggers episodes of poor behaviour. Parents should be made aware of this and suitable strategies discussed with them.

16. Organisation And Facilities

The Senior Leadership Team are all experienced in managing poor behaviour and staff should consult with them at an early stage should they have any concerns. The Learning Support staff are also available to advise and can come into a class in order to observe any child causing concern. Poor behaviour may be disguising, or even symptomatic, of a learning problem. Poor eyesight / hearing can also be a trigger for boredom and thus poor behaviour and any such concerns should be discussed with the Head of Learning Support.

It is important that all concerns are recorded and a Pupil Concern Form should be filled out and a copy passed to the Form Teacher, Deputy Head and Head. Any further meetings with the child, or with the parents, should also be recorded and copies distributed as above.

17. Disciplinary Action Against Pupils Who Are Found To Have Made Malicious Accusations Against Staff.

Any allegation against a member of staff is taken extremely seriously (see Safeguarding policy). Should an allegation be discovered to be unfounded or malicious then this may result in suspension or expulsion.



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18. Behaviour And Achievement Summary

This is held by the Pastoral Deputy Head and is updated as necessary by generating reports from ISAMS each half term. A review of the summary takes place in staff meetings each term to look at patterns of behaviour, the need to update schools systems or the requirement for specific PSHEE support to individual or all areas of the school in either assemblies or other formats.

Conclusion

Devonshire House prides itself on the good behaviour of its pupils. This is achieved by maintaining an ethos of mutual respect between pupils and staff together with the excellent quality of teaching.

This is not to say that instances of poor behaviour do not occur from time to time. No teacher should ever feel isolated when facing a disciplinary problem. Any sanctions are essentially temporary measures and pupils will only learn to exercise self-discipline and behave in the desired manner when they have respect for the school as an institution and develop a caring and respectful attitude towards their teachers and their peers.

Appendices.

- v) Pupil Concern Form
- v) Golden Rules
- v) Record of meeting or conversation document
- v) Report Card
- v) Detention Letter



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APPENDICES

- ii) **Pupil Concern Form**
[SEND - Initial Concern Form](#)

ii) **The Golden Rules :**

- Do be gentle
- Do be kind and helpful
- Do work hard
- Do look after property
- Do listen to people
- Do be honest
- Show initiative, courtesy and respect for others.
- Do not hurt anybody
- Do not hurt people's feelings
- Do not waste your teachers' time
- Do not waste or damage things
- Do not interrupt
- Do not cover up the truth

- ii) **Parent Meeting Form**
[Parent Meeting Form proforma.docx](#)



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- ii) Report Card (example) Report cards can be tailored to suit the individual child's needs.

DATE:

Lesson	Effort	Behaviour/ Organisation	Comment	Signed
Registration		Homework in?		
1.				
2				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10				
Lunch				
12.				
13.				
14.				
Form teacher Comment:				

Deputy Head:

Parent Signature:



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ii) Example of Detention Letter

Dear _____,

Lunchtime Detention – (Name/Class)

Unfortunately, ----- has accrued 3 yellow cards this half term.
The reasons for these are detailed below:

This means that he/she will receive a lunchtime detention that will take place with me, during lunch playtime tomorrow, (DATE).

I very much hope that this will encourage _____ to avoid amassing Yellow Cards in the future.

I welcome your support in this matter. If you have any questions or concerns, please don't hesitate to get in touch.

Yours sincerely

Mrs Louise Reen

Senior Deputy Head Pastoral