

# Behaviour and Positive Conduct Policy

*Safe · Respectful · Inclusive · Rooted in Gurmat*

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| <b>Policy owner</b>     | <b>Devanhaar Governance Lead</b>                           |
| <b>Operational lead</b> | Devanhaar Gurmat Academy Lead                              |
| <b>Approved by</b>      | Devanhaar Trustees / delegated governance authority        |
| <b>Version</b>          | 1.0                                                        |
| <b>Effective from</b>   | 2026                                                       |
| <b>Review cycle</b>     | Annual, or sooner following significant learning or change |

Devanhaar Gurmat Academy (DGA) is a supplementary religious and cultural education setting. This policy has been informed by Department for Education guidance for schools and for out-of-school settings, but it is adapted to Devanhaar's charitable, volunteer-led context. References to suspension or withdrawal of a place in this policy are internal organisational measures and are not statutory school exclusions.

## 1. Purpose

DGA is committed to creating a calm, safe, respectful and inclusive environment in which children and young people can learn about Sikhi, develop confidence and character, and participate fully in academy life. This policy establishes clear expectations, promotes positive conduct, and provides a fair and proportionate framework for responding when behaviour falls below expectations.

## 2. Scope

This policy applies to:

- all children and young people attending DGA;
- parents and carers while engaging with DGA;
- teachers, sevadaars, volunteers, programme leads and visitors;
- DGA sessions, trips, events, online activity and any conduct outside a session that materially affects the safety, welfare or reputation of DGA participants.

## 3. Related Devanhaar policies and procedures

- Safeguarding and Child Protection Policy;
- Adult and Child Code of Conduct;
- Complaints Policy;
- Whistleblowing and Low-Level Concerns procedures;

- Incident Reporting and Risk Assessment procedures;
- Equality, Inclusion and Data Protection arrangements.

## 4. Our approach

- High expectations will be communicated clearly and applied consistently.
- Positive relationships, encouragement and recognition are central to behaviour management.
- Responses will be fair, reasonable, proportionate and appropriate to the child's age, understanding and circumstances.
- The reasons behind behaviour will be considered, including unmet needs, additional needs, disability, trauma, bereavement, family circumstances or safeguarding concerns.
- Safeguarding will always take precedence over disciplinary action.
- Children will be supported to understand the impact of their conduct, repair harm where possible and re-engage positively.
- Humiliation, intimidation, degrading treatment, corporal punishment and punitive physical activity are prohibited.

## 5. Devanhaar values in practice

| Value                                    | What it looks like                                                                          |
|------------------------------------------|---------------------------------------------------------------------------------------------|
| <b>Satkaar — Respect</b>                 | We treat every person with dignity, listen to others and use respectful language.           |
| <b>Seva — Service</b>                    | We support the learning and wellbeing of others and contribute positively to the community. |
| <b>Sach — Integrity</b>                  | We are truthful, take responsibility and act consistently with our values.                  |
| <b>Daya — Compassion</b>                 | We respond to others with empathy and do not cause deliberate harm.                         |
| <b>Chardi Kala — Positive resilience</b> | We learn from mistakes and seek to move forward constructively.                             |

## 6. Expected conduct

### 6.1 Children and young people

- Attend punctually and participate appropriately.
- Follow reasonable instructions from teachers and sevadaars.
- Speak and behave respectfully towards others.
- Allow others to learn without persistent disruption.
- Keep hands, feet and objects to themselves unless an activity requires otherwise.
- Respect personal space, boundaries, belongings, the venue and equipment.
- Use mobile phones and other devices only when authorised.

- Do not bully, intimidate, harass, discriminate against or deliberately exclude others.
- Do not bring weapons, alcohol, illegal drugs, tobacco, vapes or other prohibited or unsafe items.
- Tell a trusted adult about bullying, harmful behaviour, unsafe conduct or any safeguarding worry.

## **6.2 Staff, teachers and sevadaars**

- Model calm, respectful and professional conduct.
- Establish expectations at the beginning of sessions and reinforce them consistently.
- Plan activities, supervision and transitions to reduce avoidable behavioural difficulties.
- Use de-escalation and positive behaviour strategies before sanctions where safe and appropriate.
- Make reasonable adjustments for children with disabilities or additional needs.
- Record and report significant or repeated concerns promptly.
- Maintain professional boundaries and never use humiliating, threatening or degrading methods.

## **6.3 Parents and carers**

- Support DGA's expectations and discuss them with their child.
- Provide relevant information that may help DGA support the child safely and appropriately.
- Communicate respectfully with volunteers and leaders.
- Engage constructively in meetings, support plans and agreed actions.
- Collect a child promptly if asked to do so following a serious incident.

## **7. Promoting positive behaviour**

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Positive conduct may be encouraged and recognised through:

- specific verbal praise and encouragement;
- recognition of effort, kindness, seva, improvement or leadership;
- certificates, responsibilities or appropriate opportunities;
- constructive feedback and restorative reflection;
- communication with parents or carers about positive progress.

## **8. Responding to behaviour concerns**

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There is no automatic tariff. The response will depend on seriousness, frequency, impact, intent, age, understanding, previous support, additional needs, safeguarding information and risk to others. Staff should normally use the least restrictive response likely to be effective.

| <b>Response</b>                                      | <b>Purpose and examples</b>                                                                                                          |
|------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|
| <b>Stage 1 — Prompt and redirect</b>                 | A calm reminder, clarification of expectations, change of seat or task, or brief check-in.                                           |
| <b>Stage 2 — Restorative response</b>                | A private conversation, reflection, apology or reasonable action to repair harm.                                                     |
| <b>Stage 3 — Formal warning and parent contact</b>   | A recorded warning, discussion with parents/carers and agreed expectations.                                                          |
| <b>Stage 4 — Behaviour support plan</b>              | A time-limited written plan with needs, strategies, responsibilities, review date and escalation arrangements.                       |
| <b>Stage 5 — Temporary restriction or suspension</b> | Temporary removal from a specific activity or DGA attendance while risk is assessed and support or conditions for return are agreed. |
| <b>Stage 6 — Withdrawal of place</b>                 | Ending participation where serious or persistent conduct means DGA cannot safely or reasonably continue the placement.               |

## 9. Serious incidents

A serious incident may include, but is not limited to:

- violence, assault, fighting or credible threats of harm;
- serious or repeated bullying, including online or discriminatory bullying;
- sexual harassment, harmful sexual behaviour or inappropriate sexualised conduct;
- possession or use of a weapon, illegal substance, alcohol, vape or other unsafe item;
- deliberate serious damage, theft or significant dishonesty;
- absconding, unsafe behaviour or refusal that creates an immediate risk;
- conduct towards a volunteer, child or family that is seriously abusive or intimidating;
- any behaviour indicating that a child may be at risk of harm, exploitation, abuse or criminal involvement.

Immediate action may include separating those involved, increasing supervision, contacting parents or emergency services, providing first aid, preserving relevant evidence and notifying the Programme Lead and Designated Safeguarding Lead. A safeguarding concern must be managed under the Safeguarding Policy and must not be treated solely as misconduct.

## 10. Bullying, discrimination and child-on-child harm

DGA does not tolerate bullying, prejudice-based incidents, harassment or harmful behaviour between children. Reports will be taken seriously, recorded and assessed. The needs and safety of the child affected, the child displaying the behaviour and any wider peer group will be considered. Parents may be informed unless doing so would increase risk or conflict with safeguarding advice.

## **11. Additional needs, disability and vulnerability**

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- DGA will consider whether behaviour may be linked to disability, neurodiversity, communication needs, mental health, trauma or other vulnerability.
- Reasonable and practicable adjustments will be considered, but adjustments will not remove the need to protect other children.
- Where behaviour is persistent, DGA may seek information from parents and, with appropriate consent or safeguarding justification, relevant professionals.
- A child will not be sanctioned merely because DGA is unable to meet an unidentified or unsupported need; concerns should be explored and support considered.

## **12. Physical intervention**

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Devanhaar does not use physical force as a punishment. A volunteer should only use physical intervention where it is immediately necessary and proportionate to prevent injury, serious damage or another significant and imminent risk, and only to the minimum extent required. Any physical intervention must be reported immediately, recorded, reviewed and shared with parents/carers unless safeguarding considerations indicate otherwise.

## **13. Searching, confiscation and prohibited items**

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DGA does not assume the statutory search powers available to schools. Where there is a concern about an item, the child should normally be asked to hand it over voluntarily and a parent/carer should be involved. Bags or personal belongings should not ordinarily be searched without consent. Where there is an immediate risk, staff should prioritise safety and contact the police or emergency services as appropriate. Any confiscated item must be stored securely, recorded and returned or transferred appropriately.

## **14. Temporary suspension and withdrawal of a place**

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Temporary suspension or withdrawal of a place is a serious organisational decision and should normally be authorised by the Academy Lead in consultation with the Governance Lead and, where safeguarding is relevant, the DSL. Except in an emergency, the child and parent/carer should have an opportunity to provide their account.

### **14.1 Temporary suspension**

- The reason, duration and any conditions for return should be confirmed in writing.
- A return meeting and behaviour support plan may be required.
- The period should be no longer than reasonably necessary to assess risk and determine next steps.

### **14.2 Withdrawal of a place**

Withdrawal may be considered where:

- there has been a single incident of exceptional seriousness;
- there is persistent behaviour despite reasonable intervention and support;

- continued attendance creates a risk that cannot be managed safely;
- parents or carers repeatedly refuse to engage with essential safety arrangements.

The decision and reasons should be provided in writing, together with information about review or appeal. The decision must not be discriminatory or based solely on disability or additional need.

## **15. Recording, information sharing and governance oversight**

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- Significant, repeated or safeguarding-related incidents must be recorded using Devanhaar's approved reporting system.
- Records should be factual, timely, proportionate and distinguish observed facts from opinion or third-party information.
- Information will be shared only with those who need it for safeguarding, operational management, governance or legal purposes.
- Patterns and themes may be reviewed by the Governance Team to identify training needs, environmental factors, repeated concerns, equality impacts and policy improvements.
- Records will be retained in accordance with Devanhaar's data protection and record-retention arrangements.

## **16. Complaints, review and appeal**

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Concerns about day-to-day behaviour management should first be raised with the Academy Lead. A parent/carer may request a review of a formal suspension or withdrawal decision in writing, normally within 10 working days. The review should be undertaken by a trustee or delegated senior person who was not the original decision-maker where reasonably possible. A complaint about process, discrimination, safeguarding or staff conduct may also be considered under the relevant Devanhaar policy.

## 17. Roles and responsibilities

| Role                                  | Responsibility                                                                                                                |
|---------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|
| <b>Trustees / delegated authority</b> | Approve the policy, ensure oversight and hear reviews where required.                                                         |
| <b>Governance Lead</b>                | Maintain the framework, advise on serious decisions, monitor patterns and coordinate policy review.                           |
| <b>Designated Safeguarding Lead</b>   | Advise and act where behaviour may indicate abuse, exploitation, child-on-child harm or other safeguarding risk.              |
| <b>Academy Lead</b>                   | Implement expectations, support volunteers, oversee incidents, communicate with families and authorise operational responses. |
| <b>Teachers and sevadaars</b>         | Model expectations, manage behaviour safely, record concerns and escalate appropriately.                                      |
| <b>Parents and carers</b>             | Support expectations, share relevant information and engage with agreed plans.                                                |
| <b>Children and young people</b>      | Follow expectations, treat others respectfully and raise concerns.                                                            |

## 18. Training and implementation

Relevant volunteers will receive clear induction on expected conduct, positive behaviour management, de-escalation, safeguarding escalation, incident reporting and the limits of their authority. The Academy Lead should ensure expectations are communicated to children and families in an accessible format.

## 19. Monitoring and review

This policy will be reviewed at least annually and following any serious incident, complaint, safeguarding learning, legal or regulatory change, or evidence that the policy is being applied inconsistently or disproportionately.

## Appendix A — Practical incident response

- Make the situation safe and address any immediate medical or safeguarding need.
- Listen separately to those involved; avoid leading questions or promising confidentiality.
- Record what was seen, heard and done as soon as possible.
- Notify the Academy Lead and DSL where required.
- Consider parent/carers contact, taking account of safeguarding risk.
- Decide and communicate proportionate immediate action.
- Agree support, restoration, supervision and review arrangements.
- Review whether the incident reveals a wider pattern, environmental issue or governance concern.

## Appendix B — Behaviour support plan: minimum content

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- the behaviour or risk being addressed, described factually;
- the child's strengths, views and identified needs;
- reasonable adjustments and proactive strategies;
- clear expectations and agreed responses;
- responsibilities of DGA, the child and parents/carers;
- how success will be recognised;
- a review date and escalation arrangements.

## Reference framework used in developing this policy

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- Department for Education, Behaviour in schools: advice for headteachers and school staff (updated February 2024).
- Department for Education, Out-of-school settings: safeguarding guidance for providers (updated February 2026).
- Department for Education, Keeping children safe in education 2025, with awareness of the 2026 edition due to take effect from 1 September 2026.
- Department for Education, Suspension and permanent exclusion guidance (updated July 2026), used as a benchmark only where relevant because DGA is not a maintained school or academy.