



Identifying and Addressing Skills for Positive Behaviour Policy

May 2026

Version	Date	Nature of change	Reason	Author(s)	Ratification at LGB date
1.0	September 2023	Revised to address increase in challenging behaviour	Changing profile of the school and reduced resources	HM/KC/AF	
2.0	December 2024	Creating a more neuro-affirmative policy	Address underlying needs as a driver for behaviour	AF	
3.0	May 2026	Date	Policy review – no substantive changes	LW	

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The Downs Infants approach to behaviour

Our school values are at the heart of all we do at Downs Infants, and we aim for all children to learn to embody our values: Aspiration, Belonging, Creativity, Diversity, Empathy, Flexibility. We want our students to develop into responsible citizens, upholding British values, playing an active part in the school, local and wider communities. At Downs Infants we educate children around statutory protected characteristics and we do not tolerate bullying of any form. We believe that all members of the school community deserve to be consistently treated with dignity. We recognise that our school encompasses a range of developmental stages and ages and application of this policy is considered through these.

Continuous Provision is at the heart of our curriculum and through this, and our focus on child wellbeing, children have the opportunity to value each other and explore and articulate their feelings. Through developing self-awareness and motivation, children will be **well-equipped for their futures**.

We acknowledge that **behaviour is communication** and it may be communicating a number of things including difficulties or differences in communication and interaction, sensory sensitivities, social, emotional and/or mental health (SEMH) needs, or a need to develop skills in specific areas of executive functioning. Therefore, we use methods such as Just Right, emotion coaching, restorative conversations and activities to target specific skills as a way of teaching children how to identify and manage their own needs. We believe that this will enable them to regulate their emotions and learn to manage their behaviour, in a way that will be supportive to their future.

We have **high expectations of behaviour** and **high expectations of all staff** to ensure that the best possible support is in place to enable children to thrive. At Downs Infant School all responses from adults to the behaviour of children are informed by the principle of considering *what the child is learning* from the adult's response, and *how* that response will support the child with their future behaviour; this is based on our whole school compassionate ethos and a research informed approach. A foundation of our school is that all staff understand the importance of positive relationships between staff and children. Furthermore, children are encouraged to identify 'trusted adults' who they can go to if they ever have any concerns.

We work in collaboration with parents and carers and welcome questions and conversations about our approach to behaviour at Downs Infants. All staff across the school including lunch/playtime support staff follow this policy and are trained in our whole school strategies.

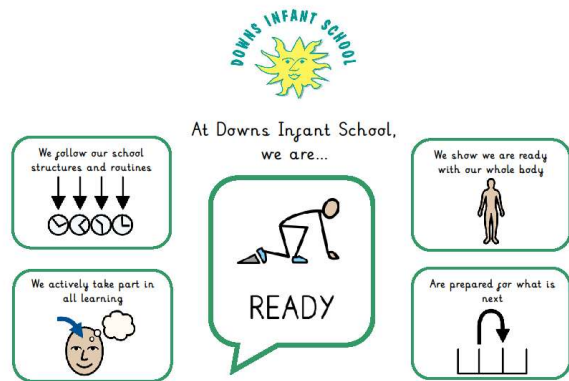
The Downs Infants Way

So everyone at Downs Infants can align with our school's values, we need to behave in certain ways; we need to be "**Ready, Respectful and Safe**". (Dix, P. 2017). These are **our school rules** and this is The Downs Infants Way.

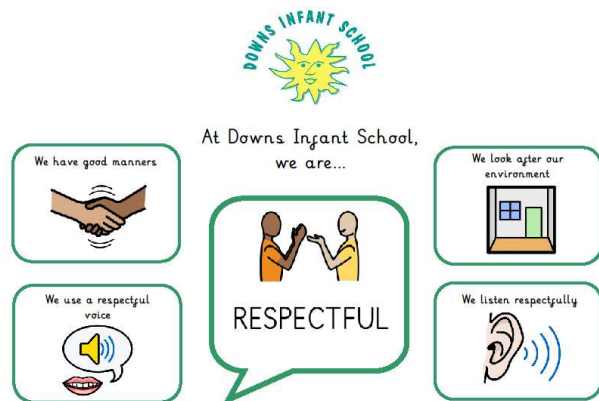
Our children and teachers have used our school rules to co-create our **behaviour principles** (these are outlined below – we have four principles per rule). These in turn have informed our whole school behaviour curriculum (see Appendix 1: Behaviour Curriculum – The Downs Infants Way). These behaviour principles are explicitly taught and are consistently referred to throughout the year to re-establish expectations by all across the school to ensure these rules are embedded and sustained. In line with our whole school approach to behaviour and our inclusive ethos, we understand that some children require more support to meet this expectation.

“At Downs Infants we are **READY**”

At Downs Infants we encourage children to take ownership of their learning and show readiness to learn by being present, positive and engaged. “At Downs Infants we are **RESPECTFUL**”

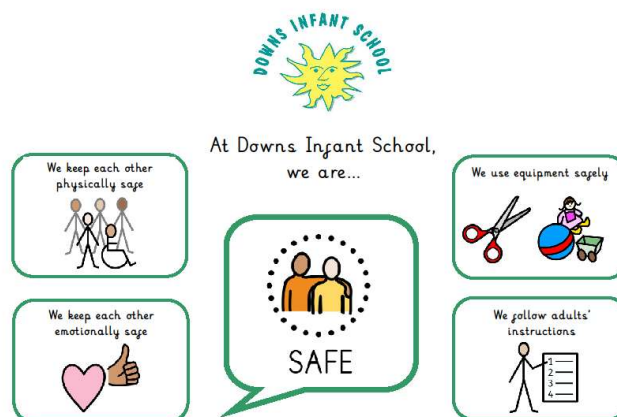


Relationships and attitudes at Downs Infants are built on mutual respect. This respect extends to ourselves, one another, our equipment and our school environment.



“At Downs Infants we are SAFE”

It is essential that everyone in our school community feels safe at school and that we conduct ourselves in a way that ensures the safety of everyone. This includes emotional and physical safety.



Roles and responsibilities

The Governing Body of the school is responsible for monitoring this policy's effectiveness and holding the headteacher to account for its implementation.

The Headteacher is responsible for reviewing and approving this policy.

They will ensure that the school environment encourages positive behaviour and that staff deal effectively with negative behaviour, and will monitor how staff implement this policy to ensure the principles of this policy are applied consistently.

In addition to this they are responsible for:

- Putting in place consequences for bullying and oppressive incidents.
- Meeting with children, staff and parents regarding serious behaviour incidents.
- Suspensions and exclusions.
- Addressing day to day incidents of behaviour as members of the Leadership Team.
- Analysing behaviour incidents and putting resulting actions in place when necessary.
- Putting support in place when behaviour continues following teacher/year group support – parent meetings, convening a Team Around the Child (TAC) or Team Around the Family (TAF) meeting, seeking advice from the SENCO or DDSLs.

- Investigating serious incidents of behaviour and meeting parents regarding this.

The Assistant Headteacher is responsible for:

- Deputising for the Headteacher when required.
- Supporting year leaders with their role.

The Year Leader is responsible for:

- Supporting teachers within their year group with frequent low-level disruptions through observations, parent meetings and adaptations.
- Monitoring behaviour incidents within their year group to understand patterns and liaise with the SENCO and Headteacher on appropriate responses.
- Addressing day to day incidents of behaviour as members of the extended Leadership Team.

The SENCO is responsible for:

- Supporting staff to understand and meet the needs communicated by SEN/D behaviour.
- Observing and/or discussing more concerning continued behaviour following teacher intervention.
- Involvement in TAC/TAF meetings – both internal and external.
- Putting in place support for children with additional needs at challenging points in the day.

Teachers are responsible for:

- Identifying underlying needs/missing skills which may be driving the behaviour.
- Implementing the policy consistently.
- Delivering the behaviour curriculum so that all children know, understand and are able to follow the rules of Ready, Respectful and Safe.
- Modelling positive behaviour.
- Providing a personalised approach to the specific behavioural needs of particular children.
- Recording behaviour incidents on CPOMs.
- The year group leader and senior leadership team will support staff in responding to behaviour incidents and will need to know what has already been tried.

The teaching support staff are responsible for:

- Being proactive in promoting and modelling regulation as day to day flexible support.
- Being the emotionally available adult for specific children at key points in the day.
- Involvement in TAC/TAF meetings – both internal and external.
- Maintaining awareness of impact of trauma/developmental differences on behaviour.
- Support and preventative measures for negative behaviour through targeted intervention.
- Recording behaviour incidents on CPOMs.

All staff are responsible for:

- Implementing the policy consistently.
- Modelling positive behaviour.
- Providing a personalised approach to the specific behavioural needs of particular children.
- Recording behaviour incidents on CPOMs.
- Providing support to colleagues, including 'change of face'.

Families are expected to:

- Support their child in following the school rules of Ready, Respectful and Safe
- Inform the school of any changes in circumstances that may affect their child's behaviour.
- Discuss any behavioural concerns with the class teacher promptly.

Children are expected to know, understand and follow the rules of Ready, Respectful and Safe.

Strategies for promoting positive behaviour at Downs Infants

Positive Relationships

Relationships at Downs Infants are given central importance: positive relationships are established, maintained and restored where needed, using evidence-based strategies (EEF, 2019).

Behaviour is understood to be communication and adults reflect on what a child is communicating with their behaviour if this is unclear. Adults consistently remain calm when responding to children's behaviour.

Classroom Management Strategies

At Downs Infants we focus on and praise positive behaviour. We have whole school classroom routines and high expectations for behaviour of all children (see Appendix 2a: Systems which support behaviour within the classroom). We have reward systems in place (see Appendix 2b: Reward Systems) and place emphasis on praising effort and demonstration of the school values, as well as academic achievement from the child's starting point.

Children understand adult expectations of them and are clear on what is expected. Clarity and consistency are understood by all staff to be crucial to positive behaviour management.

Teachers are supported by year leaders, the SENCO, the Assistant Headteacher and Headteacher to ensure that classroom behaviour management is consistent and positive.

Developing Motivation

Our aim is to develop children's intrinsic motivation and growth mindset, the belief that our success can be developed over time as we grow, make mistakes and learn from them. We acknowledge that extrinsic motivators help some children establish positive behaviours, and to develop intrinsic motivation, we use these alongside specific praise.

At Downs Infants, children are given specific praise for both their effort and achievements from their starting points. In addition to verbal praise, children across the school are awarded 'things in a jar'. Below are some examples of when these would be awarded:

- Showing a growth mindset
- Effort and participation in lessons

- Showing our school values, e.g. showing compassion to a peer
- Being a role model to others
- Taking responsibility of their own learning e.g. resources ready and challenges completed
- Undertaking responsibilities in the wider school and community

When the jar is full, the whole class earn a reward.

Class teachers may send children to SLT to receive a sticker and additional praise.

Celebration Assemblies are also held weekly. During these, teachers award a certificate to two children in their class who have demonstrated the school values in a variety of ways. Certificates are read in assembly and then given to the children to take home for families to see.

Just Right and Restorative Conversations

Based on extensive research we use Just Right as an approach to develop awareness of and meet sensory and emotional regulation needs. All staff have been trained¹ in how Just Right helps children to understand the different sensations and emotions they experience, why they occur and how to handle them, and use this framework to support children in understanding their own behaviour.

Using Just Right involves the following steps:

1. Label and validate feelings/emotions using the language of colour zones
2. Use identified strategies to support regulation – co-regulate if needed

Children must be supported to regulate, using Just Right BEFORE behaviour can be addressed.

We then use Emotion Coaching (Gottman et al., 1997) to explore the ‘why’, as soon as children are able.

Step 1: Recognise the child’s feelings and empathise with them

Step 2: Validate the feelings and label them using emotional vocabulary

Step 3: Set limits on behaviour (if needed)

Step 4: Problem-solve with the child

‘Good for you, good for me, good for everybody’

This language must be used for discussion in steps 4 and 5. It comes from the work of Kit Messenger and Alison Rendle (2023), and is used throughout both Downs Infant School and Downs Junior School. Downs Junior School also use ‘Just Right’ so children have a well-developed and growing understanding of their emotions and those of others.

Adult dos and don’ts for promoting positive behaviour for learning

¹ Newer staff will have the opportunity for training through induction and whole staff refreshers will be organised every 3 years.

We recognise that the corrections we give to children become the internal critic that they hear.

- a. Adults in the school will not shout- nothing is gained by being verbally aggressive or modeling a lack of control – reactions to negative behaviour should be non-emotional, given in private where possible and delivering a natural consequence if needed. Adults will use non-verbal prompts, where appropriate. After a lesson has finished, take time to explain your decision and give the child a chance to 'fix' the situation if appropriate.
- b. Adults in the school will not use overly emotional words to describe behaviour (children's behaviour should never be described as 'disgusting' or 'terrible'). They will be specific about factually describing behaviour rather than using generic terms such as 'assault'. When CPOMs logs are made, bullet points are usually the best and clearest way to record.
- c. When a child is in the red zone, our priority is getting them out of the red zone to keep them and others safe. This is not a time to share details of the behaviour, as this prolongs the shame. Information sharing must always be carried out away from the child.
- d. Adults in the school will not ask questions that tempt inappropriate answers, for example, 'Would you do that at home?' 'Where should you be?' and 'Would you like it if that happened to you?'
- e. We describe the behaviour and the impact and the impact on the child and others, using the 'Good for me, good for you, good for everyone' model: "That might have felt **good for you**, but that made X feel Y, so it didn't feel **good for them**. We don't call people names at Downs Infants because it doesn't feel **good for everyone**. Let's think how we can make this better....'
- f. If an adult makes a mistake or jumps to an incorrect conclusion – they will apologise. It is important to model mistakes are normal and that we take responsibility for our actions.
- g. Adults will focus on redirecting behaviour back to learning rather than focusing on inappropriate behaviour. Secondary behaviours² will be ignored as far as possible, and certainly while the child is in the 'red zone'.
- h. The tone of voice and the way the adult structures redirection so that it is aimed at the behaviour, not the child, is essential. Polite, calm language structures must be used at all times. A harsh, strident aggressive tone is counter-productive and produces a negative, aggressive response in the child's brain.
- i. Adults will use 'we' when talking about expectations: 'At Downs Infants, we keep each other safe so we do not throw pencils'.

² Secondary behaviours are those which appear as a reaction to being told what to do. They often appear when pupils are having difficulty regulating their emotions.

- j. Adults will use 'if' and 'then' to clarify actions and consequences, e.g. 'If you continue to throw the pencils, then you will need to leave the room'.
- k. Adults will follow through on 'if' and 'then' statements made but do not make threats which do not follow the school system and this includes giving class or group sanctions where an individual or individuals are at fault.

Limit setting, consequences and sanctions

At Downs Infants, we believe in public praise and private consequences. This ensures children are treated with dignity and respect. We recognise that young children are still learning the skills required in order to have full control over their behaviour and emotional responses. Punitive punishments which are unrelated to the undesirable behaviour presented, breeds low self-esteem, disconnection, and disengagement. Therefore, where there are less developed executive functioning skills, consequences will include the teaching of missing skills as well as restorative and reflective conversations.

Our expectation is that all children follow the rules of Ready, Respectful and Safe. These rules are explicitly taught through whole school assemblies and in class. They are referred back to throughout the year to re-establish expectations. In line with our whole school approach to behaviour and our inclusive ethos, we understand that some children require more support to meet this expectation.

Staff use a number of behaviour management tools to de-escalate a situation. Some examples of these are:

- Verbal advice and support
- Give closed choices
- 'If/Then'...
- Using diversion & diffusion e.g. engaging the child in a discussion about a favoured topic
- Using negotiation
- Proximity praise: 'I love the way that X [sitting next to key child] is showing Respect by...'
- Praise for doing the right thing previously: 'Remember yesterday when you helped X.... I loved that, I'd love to see you do that again.'
- 'Secret sitter', 'finder of the magic mess' etc. which encourage everyone to have a go
- Following set school scripts (including demand avoidant scripts, where necessary)
- Non-verbal cues
- Time out and movement breaks
- Re-assurance
- Planned ignoring
- Redirection to another activity
- Humour (but never sarcasm)
- Thanking children in advance for the behaviour you desire: 'Thank you for sitting on your bottom, facing the front and showing respect.'

If these strategies do not work, adults will use the warning system by going through the following steps (See Appendix 3a: Step Chart):

Step One – Reminder of the expected behaviour e.g.: “This is a reminder that at Downs Infants we are Ready/Respectful/Safe so we face the front and listen. Thank you.”

Step Two – Verbal warning. “I’ve reminded you to be Ready/Respectful/Safe so we face the front and listen. This is now a warning that unless you do so, you will spend some time with an adult to discuss this (from Step 3) ... This will help you be ready/respectful/safe by...”

A private conversation using the ‘good for me, good for you, good for everyone’ approach may then happen at an appropriate time.

Step Three – The child will be informed that they will be having a consequence. Step 3 consequences include:

- Moving the child – always consider moving the child TOWARDS you as this builds connection (Messenger, 2023).
- Cleaning it up/making repair.
- Removing the resources: “You’ll need to play with something else that you can play with safely and respectfully”.
- Spending time with a grown up in ‘Time In’ as a consequence. During this time in, connect with the child and have a conversation about more appropriate behaviour.

This consequence then marks a ‘clean slate’. At the end of step three, remember to acknowledge where this has had the desired effect of changing the behaviour: “Now that you’re playing with this different resource, I’m really pleased with how you’re being respectful to your friends and sharing it.”

If this happens multiple times in a short space of time for example a week, a discreet verbal conversation home is needed, in order to investigate whether there are external changes which may be impacting the child’s ability to regulate.

Where the behaviour is repeated for an extended period of time, teachers and support staff will then begin to have discussions about the missing executive functioning skill that is likely driving this behaviour. They will then begin fluid interventions to support the development of this skill e.g. if a child is struggling with inhibition and impulse control, they may introduce games that involve turn-taking, waiting, non-verbal communication, and impulse control e.g. musical statues, sleeping lions, granny’s footsteps, or board games such as Operation or Jenga, in order to make a longer-term impact.

Step Four – If the low-level disruption continues despite Step 3, the child will be sent to regulate in another class for 5-15 minutes (See Appendix 3c: Receiving a child into class and back into class), ideally within the same year group but this may not always be possible. The child will take some learning/an identified regulatory activity or resource with them.

If the child refuses to leave the classroom or this is not deemed a sensible action, call a year group colleague for a change of face and use Time In: “Mrs. X called me to see if you could help me with Y, let’s have a little chat on the way.”

A useful script might be:

“Why are you the one coming with me to do a job? Ah, it sounds like you were finding it difficult to X. That probably felt good for you, but was it good for everyone? What could we do instead? How can I help?”

** This is time to calm, no blame or judgement is needed, this is a process. It allows the child to reflect and return after no more than 15 minutes.*

Step Five – Call to year leader for support, this may involve year lead to attempt to come and collect them.

The Warning system is cumulative but it should begin again for each new incident. Warnings should not be held over children for longer than one teaching session.

Step 6 A member of SLT will attend to support the teacher.

Some behaviour is of sufficient seriousness that it will be dealt with by a senior leader and no warnings will be given. These behaviours may include:

- Bullying/racism/homophobic language
- Swearing or obscene language
- Fighting or intention to harm
- Vandalism (school property or that of other children)/stealing
- Throwing objects that endangers others
- Serious challenge to authority of any member of staff/arguing with a member of staff/verbal aggression towards staff

During all steps, remember to keep doing the positive strategies to support behaviour.

See ‘Appendix 3d: Behaviour and sanctions chart’ for further guidance. We follow the guidance in our Bullying Leaflet in dealing with Bullying incidents.

<https://www.downsinf.brighton-hove.sch.uk/parents/helping-your-child-at-home>

Suspensions and exclusions

The Headteacher has the right to suspend (internal, external, fixed term or permanently exclude) a child. This will always be proportionate, only in extreme circumstances and in line with statutory guidance and Tier 3 behaviour outlined in Appendix 3d.

The Headteacher may suspend a child for one or more fixed periods which do not exceed a total of 45 school days in any one school year. During a suspension of 5 or fewer days, work will be set by the class teacher for the child to complete at home. This work should be returned completed at the end of the suspension for marking. During the first five days of any suspension, the parents/carers of a suspended child must ensure that their child is not present in a public place during normal school hours without reasonable justification, whether with or without a parent/carer.

Suspensions which result in the student being suspended for more than 5 school days

must be reported to the child’s local authority. The school must arrange full-time educational provision from the sixth day of suspension (this should be provided by the local authority in cases of permanent exclusion). Any suspension which may result in a student missing a public examination must be reported to the Governors and to the local authority.

Procedure

- A senior member of staff will phone home to inform the parent or guardian of the decision to suspend and arrangements to follow.
- Work will be set, e.g. on Tapestry, or using Bug Club or Oak Academy for the child to complete.
- A suspension letter will be given or emailed to the parents from the Headteachers. The letter will include the following: length of the suspension, reason for it, date for return, support moving forward and invitation to a reintegration meeting.
- The suspension will be logged on BROMCOM and details of the incident will be recorded on CPOMS.

Reintegration meetings

Upon return there must be a reintegration meeting to ensure the child has a successful reintegration back to school. The meeting will help the child understand the impact of their behaviour, resets expectations of the school behaviour, renews sense of belonging and gives the child a fresh start. It may be appropriate for this meeting to happen at the child’s home prior to the day of their return to school.

Following any suspension, the Headteacher and SENCO will meet to discuss underlying unmet needs. Interventions will then be put in place to teach the identified executive functioning skills.

Behaviour targets may be set to be reviewed after two weeks of reintegration.

Suspension thresholds

Number	Thresholds	Steps for school to consider
Suspension 1	Reintegration with the Headteacher* and/or SENCO	Educational Psychologist referral, BHISS referral, family support through the School’s Mental Health Service, SENCO observation, review and adjustment of provision, moving class, EHCNA request, CAMHS referral, adjustment of provision, referral to Play Therapist, reduced timetable in line with DfE guidance, Referral to the BAP, Individual Risk Assessment.
Suspension 2	Reintegration with the Headteacher and/or SENCO	As above and/or: Internal TAC/TAF meeting and resulting actions
Suspension 3	Reintegration with the Headteacher	As above

	and/or SENCO	
Suspension 4	Reintegration with the Headteacher and/or SENCO	As above and/or: Referral to Family Early Help, placement to an alternative provision considered (managed move), external TAF professionals meeting with parents
Suspension 5	Governors warning to be organised (risk of permanent exclusion if suspended again before the governor's warning)	As above
Suspension 6+	If a child receives 6 suspensions in a year, the Headteacher will consider permanent exclusion for persistent breaches of the behaviour policy	Referral to the local authority to arrange suitable full-time education elsewhere.

*and/or Assistant Headteacher

The local authority is notified of all suspensions through emailing the Access to Education team.

Permanent exclusion

The decision to permanently exclude a child is a serious one and is for the Headteacher to take. The decision to permanently exclude should only be taken:

- In response to a serious breach, or persistent breaches, of the school's behaviour policy; and
- Where allowing the pupil to remain in school would seriously harm the education and safety of others in the school.

Permanent exclusion is usually a last resort and other options to avoid permanent exclusion will often be considered such as alternate provision or a managed move.

The use of reasonable force

What is reasonable force?

- The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with children.
- 'Reasonable in the circumstances' means using no more force than is needed.
- Control means either passive physical contact, such as standing between children or blocking a child's path, or active physical contact such as leading a child by the arm out of a classroom.
- Restraint means to hold back physically or to bring a child under control. It is

typically used in more extreme circumstances, for example when two children are fighting and refuse to separate without physical intervention.

- School staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the child.

Who can use reasonable force?

- All members of school staff have a legal power to use reasonable force.
- This power applies to any member of staff at the school. It can also apply to people whom the headteacher has temporarily put in charge of children such as unpaid volunteers or parents accompanying students on a school organised visit.

When can reasonable force be used?

- The use of reasonable force is an absolute last resort. If a child is at risk of hurting another child, then we ask the other child to remove themselves from the situation so they can't get hurt. The staff member then engages with the dysregulated child to calm them. Staff are asked to use every means possible to de-escalate a situation before having to resort to restraint. However, the safety of the child, other children and adults are the number one priority.
- Most members of staff have completed de-escalation and positive handling training and they should be called upon in the event of a child needing to be restrained. However, this may not be feasible in all situations.

In the unlikely event of a serious breach of behaviour the school can use reasonable force:

- When behaviour disrupts the learning of others and the child has refused to leave the classroom.
- To prevent a child from attacking a member of staff or another child, or to stop a fight in the playground.
- When a child is at risk of harming themselves through physical outbursts.
- The school will record all attempts to restrain a child using a restraint log which is completed by the staff involved, and uploaded to CPOMS. If the school has restrained a child, then the parent will be informed.

The school cannot use force as a punishment – it is always unlawful to use force as a punishment. This should be read in conjunction with our Physical Management Policy <https://www.downsinf.brighton-hove.sch.uk/about-us/school-policies>

Behaviour around the school

See Appendix 4a: Expectations for moving around school and Appendix 4b: Lunchtime Behaviour.

Child support

Downs Infants recognises its legal duty under the Equality Act 2010 to prevent children with a protected characteristic from being at a disadvantage. Consequently, our approach to challenging behaviour may be differentiated to cater to the needs of the child.

The school's special educational needs coordinator (SENDCO) and class teachers will evaluate a child who exhibits dysregulated behaviours to determine whether they have any underlying needs that are not currently being met. The team at Downs Infants have a wealth of expertise with regards to behaviour and support individuals and groups. They focus on enabling children to make links between their feelings and behaviours in order to support them in making alternative choices and developing strategies when responding to challenging situations.

Where necessary, support and advice will also be sought from the SEND Team, specialist teachers, an educational psychologist, medical practitioners and/or others, to identify or support specific needs. When acute needs are identified in a child, we will liaise with external agencies and plan support programmes for that child. We will work with families to create the plan and review it on a regular basis.

For more information, please see SEND policy.

Safeguarding

Downs Infants recognises that changes in behaviour may be an indicator or a child's way of communicating that a child is in need of help or protection. We will consider whether a child's misbehaviour may be linked to them suffering, or being likely to suffer, significant harm. Where this may be the case, we will follow our child protection and safeguarding policy <https://www.downsinf.brighton-hove.sch.uk/about-us/school-policies>.

Child transition

- To ensure a smooth transition to the next year, children are supported through transition sessions with their new teacher(s) and their SEN team link if they have one. In addition, teachers hold transition meetings for parents and time is given to teachers for class handover.
- To ensure behaviour is continually monitored and the right support is in place, information related to child behaviour issues may be transferred to relevant staff at the start of the term or year.
- Downs Infants fulfills its statutory duty for the transfer of files to the child's onward school when they leave.

Conduct outside the school gates

Downs Infants has the highest expectations of its children's behaviour beyond the school gates. Their behaviour reflects the school and can influence its reputation. Behaviour

incidents will be dealt with in line with this policy. This also includes incidents online which impact learning in school. The Headteacher may call the police if the behaviour is considered anti-social, criminal or poses a serious threat to another person. We also have a parent/carer code of conduct which we expect our families to follow, and staff must abide by the staff code of conduct <https://www.downsinf.brighton-hove.sch.uk/about-us/school-policies>.

Searching and confiscation

Searching, screening and confiscation is conducted in line with the DfE's latest guidance on searching, screening and confiscation <https://www.gov.uk/government/publications/searching-screening-and-confiscation>.

Confiscation

Any prohibited items found in a child's possession as a result of a search will be confiscated. These items will not be returned to the child. Prohibited items are:

- Knives or weapons
- Alcohol/drugs
- Stolen items
- Fireworks
- Pornographic images
- Smart devices
- Cameras
- 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 child)

We will also confiscate any item that is harmful or detrimental to school discipline. These items will be returned to children after discussion with senior leaders and parents/carers, if appropriate.

Searching a child

Searches will only be carried out by a member of staff who has been authorised to do so by the Headteacher, or by the Headteacher themselves, following the DfE guidance.

If the child refuses to agree to a search the member of staff will contact the Headteacher who will phone the child's parents/carers.

An authorised member of staff may only search a child's outer clothing, pockets, possessions, trays. Outer clothing includes:

- Any item of clothing that is worn immediately over a garment that is being worn wholly next to the skin or being worn as underwear (e.g. a jumper or jacket being worn over a t-shirt)
- Hats, scarves, gloves, shoes, boots.

Strip searches

The authorised member of staff's power to search outlined above does not enable them to conduct a strip search (removing more than the outer clothing) and strip searches on school premises shall only be carried out by police officers in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

Staff will consider whether introducing the potential for a strip search through police involvement is absolutely necessary, and will always ensure that other appropriate, less invasive approaches have been exhausted first.

Once the police are on school premises, the decision on whether to conduct a strip search lies solely with them. **The school will advocate for the safety and wellbeing of the child or children involved.** Staff retain a duty of care to the child involved and should advocate for child wellbeing at all times.

Record keeping and data analysis

We use the CPOMS system to record safeguarding concerns and behaviour incidents. This allows the timely sharing of information, a joined-up approach and early identification of any issues. It also enables data to be robustly and purposefully integrated by the senior leadership team.

Induction and training

- Staff can access support to improve their practice from their year groups leads and SLT.
- Our staff are provided with training on managing behaviour as part of their induction process.
- Behaviour and Culture will also form part of continuing professional development as part of our teaching and learning principles.
- Most staff will have completed de-escalation and safer holding training.
- All staff have training on safeguarding at least annually.

The application of this policy


This Identifying and Addressing skills for Positive Behaviour Policy is for all of our school community. If it is to be effective, then everyone must use it with consistency and confidence.

Through acknowledging behaviour is communication and leading with empathy and kindness, in line with our school values we believe every child will leave our school as a responsible and compassionate member of society, exercising and understanding acceptance, kindness and fairness.

Appendix 1: The Behaviour Curriculum

The Downs Infants Way is our behaviour curriculum that outlines our behaviour principles, our expectations, why we behave in this way and what it looks like.

This is how we all learn to behave at Downs Infants and how we support others in our Downs Infants community to behave.
 We have consistency, predictability and transparency for all.
 This makes Downs Infants a happy and calm place to learn for all.

Our school rules...	Our behaviour principles...	This is what would help everyone to feel okay <i><u>NB These are discussed with the children each year and this section is amended to reflect this.</u></i>
	<p style="text-align: center;">We are prepared for what is next</p> 	<p>We will listen to each other. We will use the visual timetable to help us know what is next. We will ask for more information or for the information again if we are unsure. We will calmly transition to our next learning. We will keep our school tidy and organised. We will help others be prepared e.g. pass sheets/resources. We make sure we are 'Prepped4Best (Messenger, 2023). This means we use the things that help us.</p>



We actively take part in all learning

We approach things with a growth mindset.
We are willing to have a go.
We engage in class discussions.
We make links between our learning.
We take pride in our effort.
We reflect on our achievements and progress.
We recognise our barriers and ask for help when we don't understand.

We show we are ready with our whole body

We listen to the speaker.
We take care of our physical needs help us to feel ready.
We use respectful body language.
We are where we are supposed to be.
We wear clothes that we are comfortable to learn in.

We follow our school structures and routines

We walk/move our wheelchair on the left in single file and at an appropriate pace.
All our belongings are on our labelled pegs. If we notice someone else's belongings on the floor we will pick them up and re-hang them.
We go respectfully to where we need to go.
We use our manners.
We line up in a straight and quiet line.
We store our belongings according to the class routine.
We are quiet in the toilets.



We use a respectful voice



We try to:

- speak in an appropriate tone.
- speak at an appropriate volume.
- ask for time/space when we need it.

We speak to each other respectfully.

We use appropriate language (words) for school.

We try to face the person we are listening or talking to.

We respond respectfully and take the time we need to be able to do this successfully.

We listen respectfully



We try to look in the direction of the person talking.

We wait for the person who is speaking to finish.

We listen to everyone's views.

We allow others the opportunity to speak and listen to them.

We communicate respectfully if we are not ready to listen, and take action when we are ready.

We know that only one person should talk at a time.

We have good manners



We say excuse me or pardon if we didn't hear what was said.

We say please and thank you.

We help others and ask others if they need help.





We take turns and share resources and equipment.

When we need to apologise we do it sincerely.

We listen when others are talking and giving their ideas.

We use kind words at school.

We consider and are aware of the differences of others and their needs.

	<p>We look after our equipment and environment</p> 	<p>We look after our school. We understand the importance and value of equipment and look after it. We use all areas of the school sensibly including the toilets. We respect the nature and the plants inside our school and in the school grounds. We keep the outdoor environment tidy by picking up litter and using the bins. We tell an adult if something is broken so it can be fixed. We help put things away. We look after our own equipment and possessions and those of others.</p>
	<p>We keep each other physically safe</p> 	<p>We keep our hands and feet to ourselves. We check on other children if they appear hurt. We use equipment and resources correctly and sensibly. We walk calmly and sensibly inside of school or move our wheelchair at a calm and sensible pace. We move safely outside of the school or move our wheelchair at a calm and sensible pace. We manage our own physical risks. We ask an adult for help if someone feels physically unsafe. We are careful not to spread germs by:</p> <ul style="list-style-type: none"> • washing our hands • keeping our saliva in our own mouths
	<p>We keep each other emotionally safe by being kind</p> 	<p>We notice if others need support and offer kindness and support when it's needed. We are aware of the different ways people communicate. We understand and respect that everyone is different. We ask permission before asking personal questions and will respect the privacy of others. We respect others' boundaries and sensitivities. We understand that toilets are private places. We know we can say if we are uncomfortable.</p>

We keep our environment safe and use equipment safely



We leave the environment how we would like to find it. We pick things up off the floor and keep things tidy.
We use scissors safely and appropriately.
We use equipment and resources in areas it is safe to use them.
We use the internet safely and know who to ask if we feel uncomfortable.

We follow adults' instructions



We listen and respond appropriately.
We respect adult instructions.
We ask for an explanation if we are confused.
We listen to instructions fully.



At Downs Infant School,
we are...

We follow our school structures and routines

We actively take part in all learning

We show we are ready with our whole body

Are prepared for what is next



At Downs Infant School,
we are...

We have good manners



We use a respectful
voice



We look after our
environment



We listen respectfully



RESPECTFUL



At Downs Infant School,
we are...

We keep each other
physically safe



We keep each other
emotionally safe

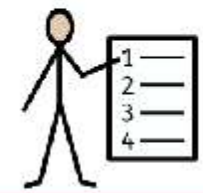


SAFE

We use equipment safely



We follow adults'
instructions



Appendix 2a: Systems which support behaviour within the classroom

All classes will have:

- Carpet spaces for children known and displayed
- Classroom Monitors known and displayed
- Named coat pegs and trays for individual children
- Learning (talk) partners displayed
- Visual timetable displayed and a display showing 'who is in my class' on that day
- Individual visual timetables for specific children and now/next boards

Appendix 2b: Reward Systems

Classes have a jar which is filled with small objects when children are keeping the rules or evidencing the school values. When it is full the whole class has a reward.

Chair of Champions assembly celebrates children's achievements in all areas of school life including behaviour.

Children may be sent to SLT for additional recognition of exceptional effort, breakthroughs in behaviour, exemplary consistency in behaviour.

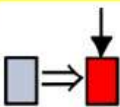
Appendix 3a: Step Chart



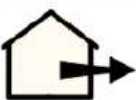
STEP 1 - REMINDER: "This is a reminder that at DIS we are R/R/S so we..... Thank you."



STEP 2 - WARNING: "I've reminded you to be R/R/S. This is now a warning that unless you..., you will have some Time In with an adult."



STEP 3 - CONSEQUENCE: "You have continued to... so you will have some Time In with an adult."



STEP 4 - TIME IN ANOTHER CLASS: If the behaviour continues, child will go to another class to refocus / regulate.



STEP 5: The year group lead will attend to support the regulation/restorative conversation. If this is unsuccessful, SLT will be called for support.



READY



RESPECTFUL



SAFE

Appendix 3c: Receiving a child into class and back into class

Receiving a child from another class

- Teachers are to be positive and welcoming.
- Have a 'Good for you, good for me, good for everyone' conversation if possible bearing in mind the demand of teaching their own class.
- Their role is to accept the child in without chastisement, to support re-regulation and to calmly restate our school expectations: Ready, Respectful and Safe.

Receiving a child back from another class

- The role of the teacher is to accept the child positively back into the classroom with no further chastising which would undo the work done.
- A restorative conversation at the next appropriate time such as play time or CP between the teacher and child when appropriate, using 'Good for you, good for me, good for everyone' scripts.
- Teacher to CPOMs incident.

Appendix 3d: Behaviour and sanctions chart

At Downs Infants our ultimate goal is positive behaviour established through consistency, clear systems and routines and high expectations. When serious misbehaviour and incidents arise we recognise it needs to be responded accordingly with a clear message that it is not tolerated at Downs Infants. The wider context including the circumstances of the incident, the child's contextual factors, including age and stage, and any special educational needs or disabilities are always considered alongside any decision making using this framework.

	Behaviour	Adult	Actions and Sanctions	CPO MS
Low Level	<p>Low level disruptions</p> <ul style="list-style-type: none"> • Out of seat • Calling out • Silly noises/ faces • Using equipment intentionally inappropriately/ Incorrectly (e.g. rocking on chair) • Interrupting • Unwanted touching • Running inside the building • Not following instructions • Not attempting to be ready to learn • Not being respectful (e.g. negative body language, rudeness) 		<ul style="list-style-type: none"> • Follow 5 step system 	Completed by teaching staff at Step Three
Tier 1	<p>Challenging negative behaviour</p> <ul style="list-style-type: none"> • Pushing in line • Low level name calling • Play fighting • Refusal to complete work or follow instructions • Negative verbal or physical response • Inappropriate language including swearing • Unintentionally hurting someone as a result of another negative action/ behaviour • Graffiti/ vandalism 	Class teacher/ Support staff (where)	<p>An appropriate action(s) and/or sanction from the list below that is appropriate and proportionate to the behaviour</p> <ul style="list-style-type: none"> • Step 3: Time In (Restorative conversation) • Step 3: Discreet discussion with parent/ phone call home from class teacher • Step 4: Time in another classroom to continue learning (with reflective conversation) • Right the wrong e.g. Apology letter, cleaning it up 	Completed teaching staff

Tier 2	<p style="text-align: center;">Serious and deliberate</p> <ul style="list-style-type: none"> • Persistent challenging negative behaviour • Persistent or serious rudeness/ name calling • Swearing at someone • Stealing • Intentionally hurting someone • Verbal or physical threat • Inappropriate online behaviour • Deliberately breaking schools or others' property • Spitting • Throwing objects 		<p>An appropriate action(s) from the list below that is appropriate and proportionate to the behaviour</p> <ul style="list-style-type: none"> • It is the teacher's responsibility to "investigate" the behaviour through questioning those involved. Only when it is determined to be serious and deliberate should SLT be involved. • Step 5: Sent to SLT/SEND/CO/Year Lead • Discreet discussion with parent/ phone call home from SLT/SEND/CO/Year Lead • Right the wrong e.g. clean up • Repair • Year lead/SLT/SENCO meeting with parent • Restorative conversation • Removal of a privilege (this cannot affect their access to a full curriculum and must be directly related to the incident. For example, a child will not miss singing assembly for hurting someone on the playground. 	Completed by class teacher/ SLT
Tier 2	<p style="text-align: center;">Extremely serious</p> <ul style="list-style-type: none"> • Bullying including online • Discrimination (including all protected characteristics) and oppressive behaviour • Sexual harassment and sexual violence • Very serious challenge to adult • Repeated unsafe behaviour e.g. running away, climbing, throwing objects • Seriously hurting someone • Persistent serious or deliberate poor behaviour • Destruction of property 		<p>An appropriate action(s) and/or sanction from the list below that is appropriate and proportionate to the behaviour</p> <ul style="list-style-type: none"> • Step 5: Sent to SLT • Removal of a privilege (this cannot affect their access to a full curriculum and must be directly related to the incident. For example, a child will not miss singing assembly for hurting someone on the playground.) • Repair • Meeting with parent • Fixed term external suspension • Reintegration support • Possession of any prohibited items • Permanent exclusion 	Completed by SLT

Appendix 4a: Expectations for moving around school

Walking or moving round the school

Walk or move our wheelchair respectfully.

Walk or move our wheelchair in single file to the left calmly and quietly (just above a whisper if you need to say something).

Adults and children use quiet voices in corridors too.

Hold doors open for one another – passing it along.

Go calmly to where you need to go.

Use your manners by saying 'hello', 'good morning', 'pardon', 'excuse me'. Pick up any coats/bags off the floor and re-hang.

Going to assembly is SILENT walking/moving.

Transitioning into class

Teachers/TAs positively 'meet and greet' children at the classroom door in the mornings. Classroom environment is set up and it is clear to children what activity is expected of them. Visual timetable is displayed and gone through at the start of each session. Individual visual timetables are used to support specific children.

Class teachers are ready to open the classroom door at 8.45am in the morning, and collect from the playground at the end of lunch time.

Assemblies

Teachers bring children to assembly and settle them. Classes have a focus adult with them during assembly. All adults support children to keep the rules of ready, respectful, safe using non-verbal tools.

Cloakrooms

TAs/staff to monitor cloakrooms at transitions. Names on pegs. Look at peg positioning to minimise incidents.

Staggered entry and exit – a few children at a time.

Appendix 4b: Outside Behaviour (Continuous Provision (COOL Time) and lunch time)

When there is negative behaviour the following procedures will apply as per Step 1-6 as above:

The step system will be used in the same way as the classroom and they be redirected with their play.

- **Step One – Reminder** of the expected behaviour e.g.: "This is a reminder that at Downs Infants we are Ready/Respectful/Safe so Thank you."
- **Step Two – Verbal warning** - "I've reminded you to be Ready/Respectful/Safe so This is now a warning that unless you do so, you will have to play (with) something different."
- **Step Three – Consequence** - The child will be redirected in their play e.g. "You have continued to use the equipment incorrectly therefore you will need to choose another piece of equipment to play with." This must be followed through. This then marks a 'clean slate'.
- **Step Four/ Five** – If the disruption continues the child will be given 'Time In' with an adult and or/sent to class teacher/year lead.