



Positive Behaviour Policy

September 2023

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	

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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: Ambition, 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 a communication, sensory or social, emotional and/or mental health (SEMH) need. Therefore we use methods such as emotion coaching and restorative conversations to teach children how to manage their own 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 right support is in place to enable children to thrive. At Downs Infants 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 5 'trusted adults' who they can go to if they ever have any concerns. They represent this on their 'helping hand'.

We work in collaboration with parents 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.

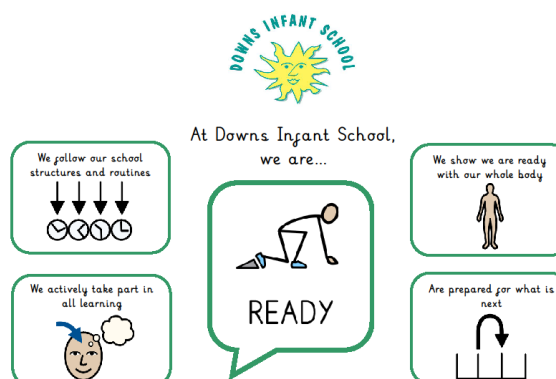
The Downs Infants way

So everyone at Downs Infants can be Ambitious, Belong, Creative, Diverse, Empathetic and Flexible 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) which includes a "What Makes Good" for each behaviour principle. 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.

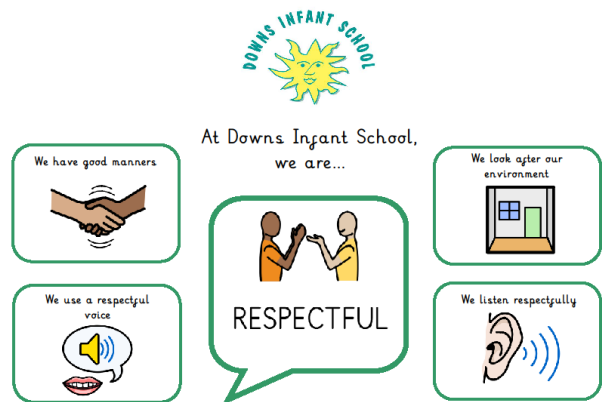
"At Downs Infants we are **READY**"

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



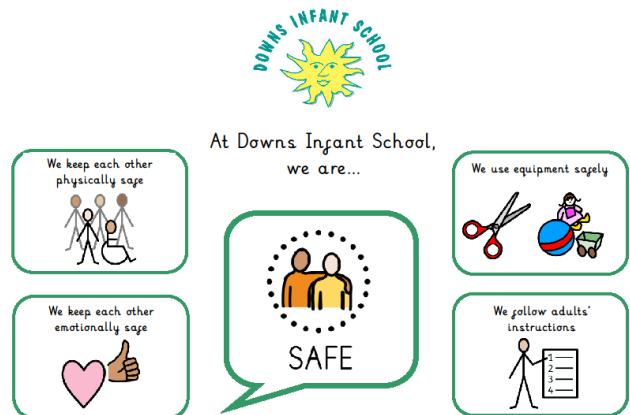
“At Downs Infants we are RESPECTFUL”

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 rewards and sanctions are applied consistently.

In addition to this they are responsible for:

- Putting in place sanctions and 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 within phase 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) meeting, seeking advice from the INCo or DSL.

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

The Deputy 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 INCo and Headteacher on appropriate responses.
- Addressing day to day incidents of behaviour as members of the extended Leadership Team.

The INCo is responsible for:

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

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 meetings – both internal and external.
- Maintaining awareness of impact of trauma on behaviour.
- Support and preventative measures for negative behaviour through targeted intervention.
- Recording behaviour incidents on CPOMs.

Teachers are responsible for:

- 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.

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 INCo, Deputy Headteacher and Headteacher to ensure that classroom behaviour management is consistent and positive.

Rewards and positive praise

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. We acknowledge that extrinsic motivators help children establish positive behaviours, and 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 this 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 and trying hard in their learning
- 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 wrist band/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 at Downs Infants as an approach to understanding and managing behaviour.

All staff have been trained¹ in how Just Right helps children to understand the different emotions they experience, why they occur and how to handle them, and use this framework to support children in understanding their own behaviour. **Children must be supported to regulate BEFORE inappropriate behaviour can be addressed.**

Using Just Right involves the following steps:

1. Support children to recognise their own and others' emotions
2. Label and validate feelings
3. Use toolkits to support regulation
4. Problem solve with the child/ children, co-regulating if needed
5. Set limits on behaviour as needed.

'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

- 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, limiting attention on the child, given in private where possible (i.e. not in full view of the class) and delivering a natural consequence if needed. Adults will use non-verbal prompts such as 'the look', raised eyebrows, fingers to lips, proximity and other tools. After a lesson has finished, take time to explain your decision and give the child a chance to 'fix' the situation if appropriate.
- 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.
- 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.
- 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?'
- 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: "You called x That might have felt **good for you**, but that made x feel very angry/upset, so we can tell that it didn't feel **good for them**. We don't call people names at Downs Infants because it doesn't feel **good for everyone**. You will need to help make them feel better, let's think how we can do that....'
- 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.
- 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'.

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

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.

- 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.
- Adults will use 'we' when talking about expectations: 'At Downs Infants, we keep each other safe so we do not throw pencils'.
- Adults will use 'if' and 'then' to clarify actions and consequences, e.g: 'If you continue to be unsafe and throw a pencil, you will then not be able to be with the others.'
- 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.
- Adults will ensure they arrive to collect their class from the playground at the end of lunch time – arriving afterwards leads to unattended lines of children.

Limit setting, consequences and sanctions

At Downs Infants we believe in public praise and private reprimands or sanctions. This ensures children are treated with dignity and respect.

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 support children in making the right choices or de-escalate a situation. Some examples of these are:

- Verbal advice and support
- Choices/consequences
- 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/let me help you do it again.'
- 'Secret sitter', 'finder of the magic mess' etc. which encourage everyone to have a go
- Following set school scripts
- Non-verbal cues such as looks and touch
- Time out and movement breaks offered
- 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." "It might feel good for you to.... But it's not good for me, and not good for everyone."

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 have this consequence (from Step 3)... This will help you be ready/respectful/safe by...'

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).
- ‘Time In’ with an adult to discuss the behaviour – this also meets the need of connection.
- 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 some of their play 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 must be followed through – if this is at lunchtime, please pass on the topic of conversation that needs to be had to the MDSA via a post-it note or verbally away from the child.

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.”

This will be logged on CPOMs with a simple tag of ‘Step 3’ and a one word description of the behaviour e.g. ‘shouting out’.

If this happens multiple times in a short space of time for example a week, a discreet verbal conversation home is needed.

Step Four – If the low level disruption continues despite Step 3, the child will be sent to work 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 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 to help me with X, let’s have a little chat on the way.” Ideally this should end in the partner class for up to 15 minutes.

A useful script might be:

“Why are you the one coming with me to do a job? Ah, that probably felt good for you, but was it good for me and 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 move on and return after no more than 15 minutes.

This will be logged on CPOMs with a simple tag of ‘Step 4’ and a one word description of the behaviour e.g. ‘shouting out’.

Step Five – Call to year leader for support, this may involve year lead to attempt to come and collect them. This will be logged on CPOMs with a simple tag of ‘Step 5’ and a brief description of the behaviour e.g. ‘repeated low level disruption/refusal/non-compliance’.

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.

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

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 abuse to staff

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 on Bug Club and 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 SIMS 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.

Behaviour targets will 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 INCo	Educational Psychologist referral, BHISS referral, family support through the BHISS wellbeing team, SENCO observation, review and adjustment of provision, moving class, EHCP application, 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 INCo	As above and/or: Internal team around the child meeting and resulting actions
Suspension 3	Reintegration with the Headteacher and/or INCo	As above
Suspension 4	Reintegration with the Headteacher and/or INCo	As above and/or: Referral to Family Early Help, placement to an alternative provision considered (managed move), external team around the child 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 Deputy 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.
- Key members of staff have restraint training (MAYBO) throughout the school 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 in the Restraint Log which is kept by the INCo, 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 co-ordinator (INCo) will evaluate a child who exhibits challenging behaviour to determine whether they have any underlying emotional needs that are not currently being met. Downs Infants has a large SEN team who 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 SEN 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.

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 is a reflection of 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 Headteachers 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, 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 not 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 phase 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.
- Leaders and the inclusion team and most TAs have had Team Teach training for de-escalation strategies and positive handling – please see separate policy.
- All staff have training on safeguarding at least annually.

The application of this policy


The 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...	'What Makes Good?' What does it look like? How do I know how to be successful? <i><u>NB These are discussed with the children each year and this section is amended to reflect this.</u></i>
	We are prepared for what is next 	We will listen to instructions so we know what to do next. 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 tidy up between activities. We will drink water and go to the toilet at sensible times so as not to disturb the learning. We will help others be prepared e.g. pass sheets/resources.



We actively take part in all learning



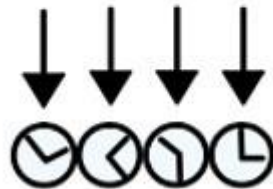
We approach things with energy and enthusiasm.
We are willing to have a go.
We engage in class discussions and ask the teacher and other children questions.
We share our prior knowledge and experiences and make links between our learning.
We take pride in our learning and progress.
We reflect on our achievements and progress.
We recognise our barriers and ask for help when we don't understand.
We use our language and the Downs Infants hand gestures to participate.

We show we are ready with our whole body



We look and listen to the speaker.
We make sure we are ready by taking care of our physical needs to make us prepared.
We use positive 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 proudly on the left in single file or move our wheelchair on the left 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 calmly and respectfully to where we need to go.
We use our manners.
We pass the door to enable everyone to move through safely and calmly.
We line up in a straight and quiet line.
We take part in giving and receiving compliments.
We store our belongings according to the class routine. We go to the toilet or have a drink at a 'sensible time'.
We carry out our class monitor jobs if we have one to the best of our ability.
We are quiet in the toilets.



We use a respectful voice



We try to:

- speak in an appropriate tone.
- speak at an appropriate volume.
- use a kind and polite tone.

We greet each other respectfully.

We use appropriate language (words) for school.

We use people's names when we are talking to them.

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

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

We listen respectfully



We look in the direction of the person talking.

We wait for the person who is speaking to finish.

We engage in the conversation by asking and answering relevant questions.

We listen to everyone respectfully.

We build on and respond to what others have said verbally and using Downs Infants hand gestures.

We show we are listening with our bodies.

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 will say thank you and please.

We help others and ask others if they need help.

We use cutlery in the lunch hall.

We takes turns and share resources and equipment.

When we need to apologise we do it sincerely.





We look in the direction of the person speaking.

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.

We ask questions of others and show interest in them.

	<p>We look after our equipment and environment</p> 	<p>We are proud of our school and look after it. 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 know Mr Standing and ask him respectfully for jobs that need to be done. 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 ourself. 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 keep our 'Hands off,' others. We keep our 'Feet off,' others. We are careful not to spread germs by: <ul style="list-style-type: none"> • washing our hands • keeping our saliva in our own mouths </p>
	<p>We keep each other emotionally safe by being kind</p> 	<p>We ask others how they are. We notice if others need support and offer kindness and support when it's needed. We compliment others. We are aware of the different ways people communicate, when happy or sad. 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 tuck in our chair.
We use the internet safely and know who to ask if we feel uncomfortable.
We take pride in the book corner, library and look after the books in the school.
We take care in the dinner hall.

We follow adults' instructions



We listen and respond promptly.
We respect adult instructions.
We ask for an explanation if we have misunderstood or we are confused in a respectful way.
We know there are different types of instructions to follow.
We listen to instructions fully.
We use other resources (such as the sound mats or the working walls) if we are not sure before asking for help.



At Downs Infant School,
we are...

We follow our school structures and routines

We actively take part in all learning

READY

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

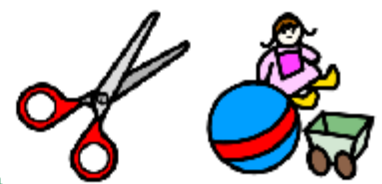


We keep each other
emotionally safe



SAFE

We use equipment safely



We follow adults'
instructions



Appendix 2a: Systems which support behaviour within the classroom

All classes will have:

- A lining up order and lining up points and displayed
- Carpet spaces for children to know and displayed
- Classroom Monitors known and displayed
- Named coat pegs and trays for individual children
- Table and seating plan clear and displayed
- 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
- Labelled jumper/cardigan box
- Labelled water bottle box (Hydration Station)
- Star of the day – awarded at the end of the day to a child who has demonstrated the school values ready for the next day

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.

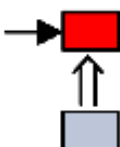
Children may be sent to SLT for additional recognition of exceptional effort, breakthroughs in behaviour, exemplary consistency in behaviour.



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 spend some of your play time with an adult."



STEP 3 - CONSEQUENCE: "You have continued to ... so you will miss ... minutes of your play so that you can discuss this with an adult."



STEP 4 - TIME IN ANOTHER CLASS: If the unacceptable behaviour continues, child will go to another class for up to 15mins to refocus/regulate.



STEP 5 - GO TO YEAR GROUP LEAD: If the child refuses to go to partner class, they will go to year group lead/be collected by year group lead.



STEP 6 - GO TO SLT: If year group lead requires assistance, they then call SLT for support.



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	CPOMS
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) 	Class teacher	<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 appropriate)	<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 during play time (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>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 	Year Leads / SLT	<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"> 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/INCo/Year Lead Discreet discussion with parent/ phone call home from SLT/INCo/Year Lead Right the wrong e.g. clean up Downs Infants Repair (community service) Year lead/SLT/INCo meeting with parent Restorative conversation Removal of a privilege (this cannot affect their access to a full curriculum) 	Completed by class teacher/ SLT
Tier 3	<p>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 	SLT	<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) Downs Infants Repair (community service) 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 proudly!

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 (CP 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.